

**UNIVERSITY GRANTS COMMISSION****Physical Education****Code:47****Unit–I****Foundation of Physical Education****Syllabus****Sub Unit – I****Physical Education and Adapted Physical Education, Their objectives**

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### Sub Unit-I

The word 'Education' has been derived from the Latin word 'Educare' which means 'to bring up'. According to John Dewy education is the process of living through a common reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his responsibilities. Physical Education is an integral part of the general education but in the context of way of learning it is something different from Education. Physical Education is achieved specially through big muscle activities or exercises or physical activities or games and sports.

#### **1.1 Physical Education:**

The word 'Physical' acts as an adjective whereas 'Education' represents The Noun which is the main aim of Physical Education but it is achieved through the medium of physical activities or big muscle activities.

##### **Definition:**

"Physical Education is an integral part of the total education process, is a field of endeavour that has as its aim the improvement of human performance through the medium of physical activities that have been selected with a view to realizing this outcome."

- **Charles A. Bucher.**

"Physical education is an education of and through human movement where many of the educational objectives are achieved by means of big muscle activities involving sports, games, gymnastics, dance, and exercises."

- **Harold M. Barrow.**

"Physical education is a process through which an individual obtains optimal physical, mental and social skills and fitness through physical activities."

- **Lumpkin.**

#### **1.1.1 Objectives of Physical Education**

Dudley A. Sergeant, Agnes Stoodley, J.B. Nash, AAHPER, Oberteuffer, Ulrich, Cowell, Schein, J.B. Sherman, C.A. Bucher. Edward F. Voltmer, Bloom, Krathwohl, H. M. Barrow, J.F. Williams, Hetherington and other physical educationists were stated various objectives of physical education but according to A. A. Annarino all of those objectives should be comes under four domain. Those are physical domain, psychomotor domain, cognitive domain and affective domain. Therefore, we may analyze objectives of physical education under the following four areas.

##### **1.1.1.1 Physical Development Objective:**

###### **A. Main objectives:**

###### ***Development of Health Related Physical Fitness Components:***

1. Muscle strength

2. Muscular endurance
3. Cardiovascular endurance
4. Flexibility
5. Body Composition

***Development of Performance Related Physical Fitness Components:***

1. Speed
2. Agility
3. Coordination
4. Balance
5. Power
6. Reaction Time
- 7.

**B. Mode of Exercise:**

1. **General exercise:** Walking, Jogging, Hopping, Running, Rotation, Stretching, Forward bending, Backward bending, Side bending etc.
2. **Specific Exercise:** One leg hop, Modified Burpee, Squat leg thrust, Chest press, Leg press Frog Jump, Duck walk, Shuttle run etc.

**C. Evaluation:**

- |                                      |  |
|--------------------------------------|--|
| 1. <b>Muscle strength -</b>          | Pull up, Push up etc.  |
| 2. <b>Muscular endurance -</b>       | Bent knee sit up, Biceps curl etc.   |
| 3. <b>Cardiovascular endurance -</b> | 600 yards Run and Walk, 12 minutes run and walk.   |
| 4. <b>Flexibility –</b>              | Seat and reach test, Bridge up etc.  |
| 5. <b>Body Composition –</b>         | Using Skin fold Calliper, Rod Campus, Sliding calliper, weighing machine, Measuring tape etc. calculate body fat percentage, Fat mass, Body Mass Index etc.                        |
| 6. <b>Speed -</b>                    | 50 yard Dash, 30 yard Dash etc.  |
| 7. <b>Agility –</b>                  | 4 x10 Yards Shuttle run, Zig Zag Run, Boomerang run etc.   |
| 8. <b>Coordination –</b>             | Hand eye coordination through Ball transferring Rom-berg test etc.   |
| 9. <b>Balance –</b>                  | Bass Stick test, Knee balance test, t balance etc.   |
| 10. <b>Power -</b>                   | Medical Research Council's (MRC) Muscle Power Scale (No Contraction- 0, Flicker or Trace of contraction - 1, Active movement with gravity eliminated - 2 , Active movement against |

## 11. Reaction Time -

gravity -3,  
Active movement against gravity and resistance  
4, Normal power -5)  
Batak Reaction Board Test,  
Groningen Reaction Time Test etc.

### 1.1.1.2 Psychomotor development objective

#### A. Main objectives:

1. Perceptual Motor Skill development
2. Fundamental Movement development
3. Sports and Dance skill development
5. Acceleration ability development
6. Locomotors ability development
7. Self Testing ability development
8. Development of cope up ability through outdoor education

#### B. Mode of Exercise:

Shake your whole body. Jump up and down. Spin around in circles. Do a cartwheel. Do a somersault. Wave your arms above your head. Walk like a bear on all 4s. Walk like a crab. Hop like a frog. Walk on your knees. Lay on your back & pedal your legs in the air like you are on a bike. Pretend to sit in an invisible chair 5 times - sit then stand, sit then stand, etc. Hold your arms out at your side and make circles with them in the air. Hop on your left foot 10 times. Hop on your right foot 10 times. Hop around like a bunny. Balance on your left foot for a count of 10. Balance on your right foot for a count of 10. Bend down and touch your toes 10 times. Reach behind you and try and hold your right foot with your left hand without falling over. Show off the muscles in your arms. Reach behind you and try and hold your left foot with your right hand without falling over. Lie on the floor and stretch out as far you can for 10 a count of 10. Pretend to shoot a basketball 10 times. Pretend to jump rope for a count of 10. Pretend to ride a horse. Pretend to milk a cow. Take 5 of the biggest steps forward that you can. Pretend to lift a car. Do the strangest dance you can think of etc.

#### C. Evaluation:

1. Perception jump Test,
2. Beery-Buktenica Developmental Test of Visual-Motor Integration
3. BRUININKS-OSERETSKY TEST OF MOTOR PROFICIENCY
4. Skill Tests
5. Check list
6. Motor Fitness Test
7. Perceptual motor tests

**1.1.1.3 Cognitive development objective****A. Main objectives:**

1. Knowledge development
2. Facts knowing ability development
3. Information gathering ability development
4. Intellectual Skills development
5. Intellectual ability development

**B. Mode of Exercise:**

1. Know the games rule
2. Know the safety measure
3. Know the game etiquette
4. Know the terminology uses in game and sports
5. Know the strategy of game and sports
6. Know the effect of various activities
7. Know how to do judgement
8. Know how to solve problem
9. Do Command and finishing task
10. Guided discovery
11. Problem solving
12. Practice of Mastery
13. Individualized
14. Information Processing
15. Movement explanation
16. Directing exercise, training, games and sports.

**C. Evaluation:**

1. Paper pencil Test
2. Observational check list
3. Guided discovery
4. Rating scale

**1.1.1.4 Affective development objective****A. Main objectives:**

1. Development of healthy response to physical activities
2. Development of Self actualization
3. Development of self esteem
4. Development of self concept



**B. Mode of Exercise:**

1. Positive reaction development
2. Level of appreciation development
3. Fun and amusement ability development
4. Body and self awareness development
5. Deployment of aspiration level
6. Development of self perception ability
7. Development of feelings for others
8. Development of social adjustment abilities
9. Development of Value education
10. Increase positive attitude within self
11. Development of sportsmanship
12. Build ethical consideration ability within individual.
13. Game simulation
14. Roll playing
15. Values clarification
16. Movement Exploration

**C. Evaluation:**

1. Social behaviour test
2. Personality tests
3. Affective behaviour inventories
4. Anecdotal records
5. Check list
6. Attitudinal scales
7. Value appraisals
8. Self concept scale

## 1.2 Adapted Physical Education

Adapted Physical Education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability. Physical Education may be provided as the development of physical and motor skills, fundamental motor skills and patterns (throwing, catching, walking, running, etc) and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports) to the special children. According to the RPWD Act 2016 any person who “*intentionally insults or intimidates with intent to humiliate a person with a disability in any place within public view*” is punishable with imprisonment. To increase the job opportunities of persons with disabilities, the Act has increased the reservation quota from 3% to 4%. This means that 4% of all vacancies in the government organizations will be reserved

for disabled people. Another very important feature of this Act is the provision of special courts in each district. These special courts will handle cases pertaining to the violation of the rights of P.W.D. A large number of children with disabilities do not get proper education in India. This act proposes that every child with disability gets free education from the age of 6 to 18. State Governments will constitute district-level committees to address the local issues of P.W.D. Office of Chief Commissioner and the Office of State Commissioners of Persons with Disabilities has been given more powers. Broad-based Central & State Advisory Boards on Disability are to be set up to serve as apex policy-making bodies at the Central and State level. Victims of acid attacks have been included in the list of P.W.D. Unfortunately, in India, acid attacks have been on the rise in last few years. Girls and women are often left severely disfigured/disabled due to such attacks. Dwarfism and Muscular Dystrophy have also been included as separate categories of disability. Three blood disorders, Thalassemia, Hemophilia and Sickle Cell disease, have been included in the list of disabilities. Number of types of disabilities has been increased from 7 to 21. The Central Government will have power to add more types of disabilities in this list. At present the list includes:

1. Blindness
2. Low-vision
3. Leprosy Cured persons
4. Hearing Impairment (deaf and hard of hearing)
5. Locomotor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological conditions
13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language disability
16. Thalassemia
17. Hemophilia
18. Sickle Cell disease
19. Multiple Disabilities including deaf-blindness
20. Acid Attack victims
21. Parkinson's disease

National and State Fund will be created to provide financial support to the persons with disabilities. Emphasis has been given to ensure accessibility in public buildings (both government and private) within a prescribed time-frame. We, however, feel that there is need

to do more on government's part. One of the major concerns is the vague language of the Act especially in the sections pertaining to discrimination and guardianship. Although the number of types of disabilities has been increased to 21, but still there are many people who will be left out. The list should be further expanded to include more people who are struggling with lesser known types of disabilities. Rights of Persons With Disabilities Act, 2016 is a good beginning. But the rights of P.W.D. will be protected only if this Act will be implemented in its true spirit. Entire government machinery and the society at large will have to be sensitized towards the needs and equality of P.W.D. Equal opportunity for all cannot be achieved only by passing a law. The entire society has to participate in creating such opportunities.

### **1.2.1 Objectives of adapted physical education: (Sherrill, 1998)**

1. Planning how to give services towards differently able stakeholders
2. Assessment of individuals with proper care and provide right ecosystems around Stakeholders
3. Made Prescription according to necessity and do placement of facilities on the basis of the Individualised Education Programme (IEP)
4. Provide appropriate Teaching, Counselling and Coaching towards differently able stakeholders with more sincerity
5. Evaluation of services of teachers those who works towards differently able stakeholders time to time
6. Coordination with resource persons and consultation with doctors is essential periodically
7. Provide advocacy with the help of law practitioners to the differently able people.

## **2. Philosophies of Education as applied to Physical Education:**

Philosophy (from the Greek *philosophía*, meaning 'the love of wisdom') is the study of knowledge, or "thinking about thinking". There was different school of thought regarding philosophical basis of physical education such as idealism, realism, pragmatism, existentialism and naturalism.

### **2.1 Idealism:**

Idealism is a philosophical approach that has as its central tenet that ideas are the only true reality, the only thing worth knowing. In a search for truth, beauty, and justice that is enduring and everlasting; the focus is on conscious reasoning in the mind. Plato, father of Idealism, espoused this view about 400 years BC, in his famous book, *The Republic*. Plato believed that there are two worlds. The first is the spiritual or mental world, which is eternal, permanent, orderly, regular, and universal. There is also the world of appearance, the world experienced through sight, touch, smell, taste, and sound that is changing imperfect, and disorderly. This division is often referred to as the duality of mind and body. Reacting against

what he perceived as too much of a focus on the immediacy of the physical and sensory world, Plato described a utopian society in which "education to body and soul all the beauty and perfection of which they are capable" as an ideal. In his allegory of the cave, the shadows of the sensory world must be overcome with the light of reason or universal truth. To understand truth, one must pursue knowledge and identify with the Absolute Mind. Plato also believed that the soul is fully formed prior to birth and is perfect and at one with the Universal Being. The birth process checks this perfection, so education requires bringing latent ideas (fully formed concepts) to consciousness. In idealism, the aim of education is to discover and develop each individual's abilities and full moral excellence in order to better serve society. The curricular emphasis is subject matter of mind: literature, history, philosophy, and religion. Teaching methods focus on handling ideas through lecture, discussion, and Socratic dialogue (a method of teaching that uses questioning to help students discover and clarify knowledge). Introspection, intuition, insight, and whole-part logic are used to bring to consciousness the forms or concepts which are latent in the mind. Character is developed through imitating examples and heroes.

### **2.1.1 Idealism and Physical Education:**

**01.** Idealist showed that physical education involves more than physical because according to them the body should be developed simultaneously with the mind.

**02.** Strength and fitness contribute to the development of one's personality. Without self discipline and effort we cannot develop strength and personality. There should be a will power of the person.

**03.** Physical education centred on ideals. According to idealistic physical educational activities must be offered that aid the student in developing the qualities of honesty, courage, creativity and sportsmanship.

**04.** The physical education teacher must be a model for students. The idealistic physical education teacher must set a goal through personal vigorous health and personality and also lead students toward greater accomplishments.

**05.** The teacher is responsible for the effectiveness of the programme. The idealistic physical education teachers are responsible for effectiveness of the programme. The idealism emphasised a well organised well guided programme which contributes to the full mental and physical development of the individual for life.

### **2.2 Realism:**

Realists believe that reality exists independent of the human mind. The ultimate reality is the world of physical objects. The focus is on the body/objects. Truth is objective-what can be observed. Aristotle, a student of Plato who broke with his mentor's idealist philosophy, is called the father of both Realism and the scientific method. In this metaphysical view, the aim is to understand objective reality through "the diligent and unsparing scrutiny of all observable

data." Aristotle believed that to understand an object, its ultimate form had to be understood, which does not change. For example, a rose exists whether or not a person is aware of it. A rose can exist in the mind without being physically present, but ultimately, the rose shares properties with all other roses and flowers (its form), although one rose may be red and another peach colour. Aristotle also was the first to teach logic as a formal discipline in order to be able to reason about physical events and aspects. The exercise of rational thought is viewed as the ultimate purpose for humankind. The Realist curriculum emphasizes the subject matter of the physical world, particularly science and mathematics. The teacher organizes and presents content systematically within a discipline, demonstrating use of criteria in making decisions. Teaching methods focus on mastery of facts and basic skills through demonstration and recitation. Students must also demonstrate the ability to think critically and scientifically, using observation and experimentation. Curriculum should be scientifically approached, standardized, and distinct-discipline based. Character is developed through training in the rules of conduct.

### 2.2.1 Realism and Physical Education

**01. Physical education is for life:** Physical education helps student to prepare himself to adjust to the world in which they live.

**02. Physical education fitness results in greater productivity:** The realistic physical education teacher emphasizes the values related to the human body. They stress the point that one who possesses a physically fit body is one who may be most productive in society.

**03. Programmes are based on scientific knowledge:** The realistic physical education teacher accomplishes the objectives by means of scientifically formulated curriculum. Activities are selected on the basis of scientific evidence of their worth from a study of anatomy, physiology or kinesiology.

**04. Drill play an important part in the learning process:** The realistic physical education teacher uses drills extensively and divides unit of work into orderly progressions. Major Skill of any games are taught by whole part whole method with demonstration.

**05. Play and recreation aid in the life and also leads to desirable social behaviour:** The realistic physical education teacher believes that students who participate in play and recreational activities are better able to function in society and also easily adjust with society by showing desirable social behaviour.

### 2.3 Pragmatism (Experientialism):

For pragmatists, only those things that are experienced or observed are real. In this late 19th century American philosophy, the focus is on the reality of experience. Unlike the Realists

and Rationalists, Pragmatists believe that reality is constantly changing and that we learn best through applying our experiences and thoughts to problems, as they arise. The universe is dynamic and evolving, a "becoming" view of the world. There is no absolute and unchanging truth, but rather, truth is what works. Pragmatism is derived from the teaching of Charles Sanders Peirce (1839-1914), who believed that thought must produce action, rather than linger in the mind and lead to indecisiveness. John Dewey (1859-1952) applied pragmatist philosophy in his progressive approaches. He believed that learners must adapt to each other and to their environment. Schools should emphasize the subject matter of social experience. All learning is dependent on the context of place, time, and circumstance. Different cultural and ethnic groups learn to work cooperatively and contribute to a democratic society. The ultimate purpose is the creation of a new social order. Character development is based on making group decisions in light of consequences. For Pragmatists, teaching methods focus on hands-on problem solving, experimenting, and projects, often having students work in groups. Curriculum should bring the disciplines together to focus on solving problems in an interdisciplinary way. Rather than passing down organized bodies of knowledge to new learners, Pragmatists believe that learners should apply their knowledge to real situations through experimental inquiry. This prepares students for citizenship, daily living, and future careers.

### 2.3.1 Pragmatism and Physical Education:

**01. More meaningful experiences are presented when there is a variety of activity:** The pragmatic physical education teacher likes a varied programme of physical education. Participants are provided with intriguing problems to solve functioning in society.

**02. Activities are socializing in nature:** The pragmatic approach to physical education is one of integrating the person and society. Team sports and group recreational activities are satisfying to pragmatist.

**03. The program is determined by the needs and interests of the learner:** Learning is accomplished in the pragmatic program by experiencing those things that have proved beneficial to the learner and have resulted from the learner's own interests.

**04. Learning is accomplished through the problem solving method:** The pragmatic physical education teacher believes that problem solving helps to make learning more purposeful. The ability of participants to recognize and solves problems encouragements thinking.

**05. The teacher is a motivator:** The pragmatic physical educator is a teacher is a leader and motivator of the students. Students are encouraged to participate in activities that the teacher believes are most beneficial to them. But it is not essential that standardization is not a part of the programme.



## 2.4 Existentialism:

The nature of reality for Existentialists is subjective, and lies within the individual. The physical world has no inherent meaning outside of human existence. Individual choice and individual standards rather than external standards are central. Existence comes before any definition of what we are. We define ourselves in relationship to that existence by the choices we make. We should not accept anyone else's predetermined philosophical system; rather, we must take responsibility for deciding who we are. The focus is on freedom, the development of authentic individuals, as we make meaning of our lives. There are several different orientations within the existentialist philosophy. Soren Kierkegaard (1813-1855), a Danish minister and philosopher, is considered to be the founder of existentialism. His was a Christian orientation. Another group of existentialists, largely European, believes that we must recognize the finiteness of our lives on this small and fragile planet, rather than believing in salvation through God. Our existence is not guaranteed in an after life, so there is tension about life and the certainty of death, of hope or despair. Unlike the more austere European approaches where the universe is seen as meaningless when faced with the certainty of the end of existence, American existentialists have focused more on human potential and the quest for personal meaning. Values clarification is an outgrowth of this movement. Following the bleak period of World War II, the French philosopher, Jean Paul Sartre, suggested that for youth, the existential moment arises when young person's realize for the first time that choice is theirs, that they are responsible for themselves. Their question becomes "Who am I and what should I do? Related to education, the subject matter of existentialist classrooms should be a matter of personal choice. Teachers view the individual as an entity within a social context in which the learner must confront others' views to clarify his or her own. Character development emphasizes individual responsibility for decisions. Real answers come from within the individual, not from outside authority. Examining life through authentic thinking involves students in genuine learning experiences. Existentialists are opposed to thinking about students as objects to be measured, tracked, or standardized. Such educators want the educational experience to focus on creating opportunities for self-direction and self actualization. They start with the student, rather than on curriculum content.

### 2.4.1 Existentialism and Physical Education:

**01. There is freedom of choice:** Physical education programme should provide some freedom of choice for the student. When a wide variety of individual and dual activities is offered, the existential aim can be carried out at least in a part.

**02. There should be a variety of activity:** The existential physical educator provides a balanced and varied program that satisfies individual needs and interests. Within the activity selected, students are expected to evaluate themselves and, on this judgment, select the skill and activities to be pursued.

**03. Play results in the development of creativity:** Existential physical educators emphasize that when students are playing they are involved in creativity. Existentialist emphasize individual and team sports, however, team sports whose only goal is winning are viewed as having little value.

**04. Students know themselves:** The existentialist has self knowledge, since such an understanding is necessary to make choices that better the student and the rest of society. By practising in individual and dual activities, students gain knowledge about themselves.

**05. The teacher is a counsellor:** Existential physical educators are personally concerned about their students. Students are made to feel more responsible in the existential physical education program than in the other program. The teacher believes that it is most important to give students the opportunity to try out their judgments in activities presented to them.

## 2.5 Naturalism:

Naturalism is a philosophical doctrine. It is opposed to idealism in its interpretation of reality. Naturalism is concerned with “natural self” or “real self”. It contends that the ultimate reality is matter, and not mind or spirit. Naturalism does not believe in spiritualism. It denies the existence of a spiritual universe - the universe of ideas and values. According to naturalism, the material world is the only real world. It is the only reality. This material world is being governed by a system of natural laws and the man, who is the creation of the material world, must submit to them. The naturalists have regard for actual facts, actual situations and realities. For them nature is everything. It is the whole reality. Behind everything there is Nature. It denies the existence of anything beyond nature. Naturalism believes that everything comes from nature and returns to nature. Nature, according to naturalism, is a self-sufficient entity. It is self-determined and governed by its own laws. The naturalists see things as they are. They apprehend reality as it is in its own nature. They do not believe that there are any spiritual values or absolute truths. Naturalism takes recourse to such concepts as appetites, emotions, instincts and evolution. According to naturalists, instincts are responsible for all our activities - biological, psychological or social. To them there is no absolute good or evil in the world. Values of life, according to naturalism, are created by the human needs. Man creates them when he reacts to - or interacts with - his environment. He must adapt himself to the environment. According to the naturalists there is inherent goodness in man. In man there is an innate capacity for morality. Man is born rational. The naturalists, thus, have idolized man. Nature, according to the naturalists, is complete in itself, having its own laws. It does not, therefore, require us to have insight or intuition to understand Nature. Naturalism believes that mind is an accident in the process of evolution and it can be explained in terms of nature. Mind is a function of the brain which is material in nature. Mind is not the source of knowledge; all knowledge is acquired from without, and senses are the gateways of all knowledge.



### 2.5.1 Naturalism and Physical Education:

**01. Physical activities are more than just physical in nature:** Naturalists agree that physical activities do more than just develop strength and fitness. The naturalist believes that activity is the main source of development of the individual.

**02. Learning is accomplished through self activity:** Naturalists state that activity is the main source of the development of certain capabilities that have been embedded in the individual by heredity. Security and recognition are capabilities that are developed by self activity.

**03. Highly competitive performance among individuals is discouraged:** Self improvement is encouraged in the naturalist physical education program, and evaluation goes on continuously. The emphasis in evaluation is placed on the individual's own performance.

**04. Physical Education is concerned with the whole individual:** According to naturalist physical educators, physical education has a mental aspect. In every physical activity one's volitional process are at work. However, naturalist does not believe in making students mentality fit by disregarding their physical fitness.

**05. Play is the important part of the educational process:** Naturalist physical educators believe that play, resulting directly from the interests of the child, provides the starting point for teaching desirable social behaviours. Though play, children become aware of their surroundings permitting the teacher to introduce many of the essential features of social relationships.

**Sub Unit – III**  
**Development of Physical Education in Greece, Rome,  
Sweden, Russia, England, Denmark, Germany, USA,  
Australia and China.**

**Key Statements**

**Basic Points:**

**In 1960, Adolph Speciss can introduced physical education as a compulsory subject in all school of Germany.**

**Standard Points:**

**Archibald Maclaren, A medical Practitioner, was instrumental in introducing a combined form of Swedish and German Gymnastics in England.**

**Advance Points:**

**Per Henrik Ling and Hjalmaling are the founder of scientific gymnastics in Sweden.**

### 1.3.1 Development of Physical education in Greece

Since 1975 all children in Greece have been entitled to free access to all stages of education, from Early Years to Higher education (University) (Greek Constitution, 1975, article 16, sec.4). Being overseen by the Ministry of Education, in 2006, Early Years Education, and more specifically the Foundation stage, became compulsory for all children 5-6 years old (L.3518, article 73). In 2003, a significant change took place for Early Years Education, as one of Ministry's of Education initiatives included its equal inclusion during the cohesive educational planning, since it constitutes an integral part of any developed society's educational system. The Cross Curricular Framework (Official Gazette, 13/3/03) that was applied in all the compulsory stages of education was utilised to promote the initiative of unification of knowledge across the whole of the educational system (starting from the age of 5, all the way up to 15 years). The Cross Curricular Framework (CCF) is a coordinated system that outlines the content of children's learning, the procedures that need to take place for the learning objectives to be achieved, the teacher's responsibilities, as well as the context of teaching and learning. One of the CCF's core objectives in Early Years education is the promotion of cross-curricular and interdisciplinary nature of learning, especially through the implementation of projects that are grounded upon children's ideas and interests. Concurrently, teachers can use further teaching approaches such as open ended questions, feedback, narrative of own experiences, recitation of literature, drama, data collection, pictorial representations, use of modern technology etc. In accordance with the cross-curricular approach, knowledge is regarded as a wholeness, rather than being chopped into various cognitive areas. For instance, when children work on a specific subject the teacher starts by identifying the pre-existing knowledge and experience, and build upon that, expanding children's knowledge by linking it with different learning areas, such as: maths, expressive language understanding of the world, science, art etc. Through this approach children are actively involved in the educational process, take initiatives, co-modulate the daily plan, and adopt positive attitudes towards learning (Dodge-Colker-Heroman, 2002). In this learning environment, the teacher acts as mediator for each child's learning endeavour, adjusting the curriculum to learners rather than expecting students to modify themselves for the curriculum (Hall-Strangman-Meyer, 2003). Children and the teacher "think alongside" and co-construct the knowledge in relation to the environment (both natural and material), highlighting Vygotsky's socio-cultural nature of knowledge, as well as the importance of social interactions. However, due to the fact that the holistic approach of dealing with children does not only aim to learning, but also to children's emotional empowerment and welfare, the teacher facilitates the interactions, the relationships with "others" like friends, family and the wider community. Cooperation with family and connection with the wider community are based upon the notion that children learn in various environments, and that learning is enhanced when these environments interact with, and complete each other. This way, the conceit of knowledge and the continuity of children's learning experiences are facilitated, while their emotional development and academic progress

are also benefited (Edwards–Fleer–Nuttall, 2008). Adopting such a philosophy, Early Years Education shows the essential respect to children and their families, regardless their language group, their sociocultural identities, or, their economic background (EYFS Framework, 2011a). Concluding the illustration of some of Greek Early Years Education’s core learning objectives, it should be highlighted that the effective planning of the framework and the learning environment is based upon the observation of the children, and the interpretation of the emerging data. Regular observation provides the teacher with the opportunity to get to know the children better, and design the planning and teaching in accordance with their needs, abilities, interests, pre-existing experiences and learning style. It also enables the teacher to empower children’s will to explore and learn, by providing the proper stimulus and experiences to help them express their theories and reflect upon their actions. As it has been pinpointed above, planning in Early Years aims to support the development of all children’s abilities in a universal way. Throughout the history of Early Years Education in Greece (started with the foundation of the first Early Years setting back in 1896), it can be easily seen that P.E (Physical Education) has held a prominent place in the curricula, as it has been directly linked to the child’s universal development. According to the current Early Years framework (EYFS Framework, 2011b; Teaching Guidelines, 2003), P.E aims to develop the child’s overall motor development through designed activities that promote physical, social, emotional and mental development. P.E in Early Years is a fundamental expedient of learning, using the child’s body and movement to create the grounds upon which the children will be able to develop as a whole, improve their health, have fun, integrate to their school environment, and socialise. Adapting to the cross-curricular approach the way P.E is delivered (Cone–Werner– Cone, 2009) enables children with different learning styles to connect their cognitive, emotional and psychophysical learning in a more holistic way. The use of motor activities assist the young learner not only to understand fundamental pre-maths concepts and make empirical distinctions among geometrical shapes, but also to estimate natural scales, sort objects, obtain skills related to reading and writing, and create relationships to achieve a target, or solve a problem. Participating in motor activities aids children not only to develop fundamental motor skills (stationary, locomotion and object manipulation), but also to obtain transferable knowledge and skills for their later life such as: (EYFS Framework, 2011b; Teaching Guidelines, 2003):

- Learning to maintain good shape to promote a healthy lifestyle,
- Activating creative and critical thinking,
- Developing verbal communication,
- Enhancing the cognitive skills through problem solving in movement,
- Developing self-expression, self-esteem and courage,
- Developing positive attitudes towards cooperation, acceptance and support,
- Demonstrating socially responsible behaviour,
- Understanding and respecting difference,
- Perceiving the notion of Olympic idea and the importance of great sports events,
- Learning to accept the rules’ compliance, as well as the proper way of using the educational tools,
- Acquiring a positive experience from physical activity.

Thus, P.E in Greek Early Years Education is not limited to training in motor skills, but it is directly linked to the wholeness of a child’s learning

process. The teacher ensures that the environment is safe and has all the necessary equipment to facilitate children's participation in activities and games, always considering each age's individual needs and abilities. S/he takes advantage of children's inborn tendency to move and explore, and seeks the acquisition of positive experiences deriving from physical activities which could lead to a lifelong involvement with movement. This specific framework of P.E includes all of Piaget's, Vygotsky's, Bruner's and Gardner's latest theories on preschool education, as it outlines movement as an integral part of the overall child's learning process and conforms with NASPE's (2000) main aim for children of this age to become physically educated persons who know and value physical activity, are physically fit, have the necessary skills for participation and engage regularly in health enhancing physical activity. It also harmonises with EU's directions regarding the societal value of physical education (Eurydice, 2013). It emphasises not only the connection between fitness, good health and well-being, but also the acquisition of basic knowledge in maintaining a healthy and active lifestyle, emotional welfare and the importance of human relationships (Thorburn– Jess–Atencio, 2011). Extending our research on Greek Early Years P.E framework into the international trends on P.E, we encounter an international interest expressed by organisations and researchers regarding daily physical activity starting during infancy. The World Health Organisation (2010) highlights that during this age physical activity related routines are established that could act as deterrents against future health problems while «EU Physical Activity Guidelines» (2008) suggest to make physical education meaningful and successful for all children. For students' participation in sports and recreation activities to be encouraged, innovative learning theories and new perceptions of the physical education subject need to be considered, evaluated, and implemented starting for the first school age. The imperative necessity to reinforce young children's physical activity derives from longterm researches' results that link modern illnesses with sedentary lifestyle, and prove that children's participation in physical activity is relevant to many aspects of their health (Binkley– Specker, 2004; Metcalf et al., 2008; Vale et al., 2010). Governments and health services express their concerns regarding to the increasing rates of obesity, diabetes and lack of physical activity in children. The phenomenon of modern students' limited physical activity forms a hazard for the public health, as well as one of the most significant factors of death causes (WHO, 2010). The significant nature of early and quality teaching of fundamental motor skills for both children's progress and adult life, is pinpointed not only by the wholeness of modern bibliography, (Kirk, 2005; Silverman–Ennis, 2003), but also by the curriculums worldwide (Eurydice, 2013). Children with positive attitude towards physical activity are more likely to have higher self-esteem, better health and well-being, good social skills, and to be more willing to undertake risks and keep up with an active and healthy lifestyle as adults (Developing Fundamental Movement Skills, 2014). The latest research in neuroscience suggest that there is a positive link between exercise, brain development and learning, and confirm that “the first five years last a lifetime – children's wellbeing, good nutrition, health, and exercise are critical to brain development and learning”

(Winter, 2010, p. 5). New academic terms keep appearing in the bibliography, with physical literacy being one of them (Whitehead, 2001). This new term has permeated the preschool education, covering the modern society's agony for a prompt acquisition of all the skills needed to ensure a healthier generation that is physically active for a lifetime. The term physical literacy refers to the development of the child's knowledge regarding the reasons why physical activity is important, as well as the positive attitude, the enthusiasm, the motives and the self-esteem that the regular physical activity results to. Per Whitehead (2013) it is not yet another pedagogical model, but a rationale for the value of physical activity which has been associated with motivation, rather than with the development of generic and specific competencies, like in P.E. This term extends Arnold's (1979) old objectives for P.E, which can still be found in modern curriculums, and underline the three conceptual dimensions for physical education: education in, through and about movement, pinpointing the educational nature of P.E. So far it has been made clear that the burden of children's education on lifelong physical activity has shifted more towards the educational systems rather than the family and the individual. Teacher's responsibility is great, and the objectives needed to be covered during P.E are many and differ in various levels. Thus, alongside children's free play in Early Years, there is a great need for specialised teachers, well designed planning, daily developmentally appropriate movement experiences, and teaching approaches and methods to enhance and ensure the daily spontaneous and organised children's involvement in physical activities according to their developmental level (Riga, 2017). Integral part of this framework is the data collection (through teacher's observation and recordings) that is used for future planning of new learning experiences that promote the development, progress rates, and motor related vocabulary (Gallahue–Cleland–Donnelly, 2003). However, no matter how much effort the teachers put on (further training, planning, implementation, evaluation), it is hard to infuse the lifelong activity when there is no concurrent contribution made by other factors, such as family, the community and the child. Over the past years modern research and practice promotes more and more the community participation as a hallmark of planning, implementation and evaluation of human services (MacDougall, 2001). The communal participation consists one of modern education's and health services' cornerstone that involves a transfer of power from the state or experts to communities or populations (Commonwealth of Australia, 2000). The child's universal development can now be achieved, should his/her active involvement in environment is facilitated, and s/he is given motives for that participation. There is a growing number of examples on children's active involvement in matters that affect their lives. Over the past couple of decades, researchers examine in a greater extent and depth the underestimation of children's voices, and request for them to be heard (Clark–Moss, 2001; Davie–Upton–Varma eds. 1996; John, 1996). Special features on listening and participation of young children are often published by distinguished international academic journals like the International Journal of Early Years Education that in June 2017 will publish a special issue on "Hearing Young Children's Voices Through Innovative Research Approaches". Numerous researches included



in this issue highlight how significant it is for children in early childhood to be active social agents that form the procedures and the settings in which they live in (Bragg, 2007; Riga-Rouvali, 2012). MacDougall and Darbyshire conducted a research on children's physical activity and confirm that children brought to the discourse about physical activity some ideas that challenge the views adults hold about children (MacDougall-Schiller-Darbyshire, 2004). They suggest that should we want to increase children's physical activity, we have to stop dealing them as passive receivers of adults' choices (parents, teachers, politics) and their environments' influences, and concede to them our "authorities" and inform them on how to become active influencers over their social and physical world (MacDougall-Schiller-Darbyshire, 2004, pp. 385-386). Maybe this is a direction towards which all modern Early Years P.E frameworks should move for the children to actively participate during the planning of physical activities, while observing and caring about their physical development and health. Physical Education's cross-curricular and interdisciplinary nature that Greek Early Years Education has adopted works towards that direction, since it involves children in the learning process and provides them with the space to initiate and express their thoughts and opinions.

### **1.3.2 Development of Physical education in Rome**

Upon throwing off the rule of the Etruscan kings in 510 BCE, Rome found herself in a perpetual state of hostility with her Italian neighbors, with secession movements, and later embroiled in a series of Punic and Macedonian wars. Places for exercise and physical fitness were limited to the properties of the patrician class, and only then in the waning days of the republic. These well-to-do Romans built gymnasiums and palaestrae (areas for boxing and wrestling), in keeping with the Greek ideal of mind-body synergy. Although the Romans adopted large swaths of Greek culture, war-fighting was not among them. Greeks fought in phalanxes, which were large and densely packed infantry formations surrounded by a wall of shields. As the Roman army grew in size and professionalism, it adopted versatile strategies, many requiring a soldier to fight out in the open. As the Roman Empire expanded from 27 CE onward, training of boys aimed at developing loyalty, discipline and physical prowess through activities like running, jumping, boxing, wrestling, equestrian handling, swordsmanship and use of bow and arrow. Boys as young as 10 years old were taught to race chariots. Many city plans, in Pompeii for example, accommodated gymnasiums, palaestrae and courtyards that were flanked by lengthy porticoes. These covered areas were used for foot races as well as public thoroughfares. Other athletic venues included a natatio, or large swimming pool. As there were no dedicated places for bases or barracks, military training often took place in these public facilities. Adjacent to these athletic locales was the *destrictarium*, where oils, salves, balms and herbal remedies were applied and scraped off prior to bathing. Ancient Rome did not make physical education, or any education, a priority for women. Aquatics, dance and acrobatics for entertainment were the extent of female athletic training. For a brief period, during the reign of Septimius Severis from 193 to 211 CE, women were thought to have participated in gladiator

sports. Like the male warriors-in-training, women were permitted in the bath houses, although usually at different times. In many of the cities in Rome there were gymnasiums and courtyards for physical exercise, these areas were used for foot races as well as public games and activities, other athletic centers had a swimming pool. Since there were no places for bases for the military they often took these places to use for training. These Roman built gymnasiums were also used for boxing and wrestling. The Romans turned the Greek sports into entertainment for the audience or crowd and made it a competition. This related well to the fact that there are many sports teams for young boys from ages as low as three to begin their training in that sport to later become a better athlete. There are many different sports teams for young boys and girls, some competitive, some recreational, such as cheerleading, basketball, soccer, hockey, gymnastics, dance, basketball, and so on. Like the Romans the society of 2013 is training young kids to be successful athletes. These sports were for the most part performed by men, boasting their strength and agility but at the same time being utterly violent. Young Roman boys were taught young to train and build their strength, flexibility, speed and endurance in order to be a strong soldier or gladiator in the future, in addition to the positive effects on health. Women in times of the Ancient Romans were not equal to the privileges and power given to men in society. The woman's role was to do house work and to contribute to fashion, and very few women were allowed to be educated, and if women were educated it was only so that they could educate her children. Since women's jobs were only to work at home or become nuns and work under priests it seemed unnecessary for girls to participate in physical education or activities. The only training that a female could practice was mainly aquatics, acrobatics and dance, but for a brief period women were thought to have participated in gladiator sports. This applies to female athletes of 2013 because males generally discredit female athletes due to the fact that they are women and assume that an athlete is a girl she must play a "girlie" and cannot play a manly or "rough" sport such as football or soccer or basketball. It is an on-going issue that women in some cases are not allowed to play alongside a man because males, even after thousands of years, are still deemed superior to women. Even women's sports are much less extreme and dangerous compared to boys sports, it seems that girls sports are softer and safer because of the notion that girls are supposed to be weaker and more sensitive than boys but this is not always the case. If women are given the same rights in a court and in the workplace then women should be treated the same when it comes to physical education. There were two main types of gladiators, the first wore minimal armor, and the second wore heavy armor. Ironically to insure a "fair game" in a pair of gladiators one must wear the heavy armor while the other wears light armor so that one can move freely while the other was well protected. This is relevant to the sports that we know to today because a big issue in sports of 2013 is whether or not athletes are playing fair or whether or not some athletes have an advantage. Ancient Romans tried to make the game as fair as possible which leagues in 2013 do today by regulating the same equipment to every team to make the game as fair as possible. The gladiator who wore minimal armour was called the Retiarii (which meant "net-man") they were called



this because their armour was styled like a fisherman. They had light armour and did not wear a helmet nor did they have a shield which gave the advantage of agility, mobility and speed. This gladiator would try to catch his opponent in his net and skewer him with his trident-like weapon. The heavily armoured gladiator was called a Myrmillo, they fought with swords and wore an armour of Ocrea or metal, and had patches of leather on the left leg and right arm and wrist. They carried large rectangular shields called a scutum and had helmets that had very small eye holes in order to prohibit the narrow prongs of the trident from puncturing the eyes. His job was to avoid getting caught in the net of his opponent and to knock his opponent over with his shield and thrust at them with his sword. Around 900 BC a group of settlers arrived in the Italian peninsula mysteriously; as this population of foreigners called Etruscans began to grow they began to organize their communities into small states that were each lead by their own king. During this hostile period aristocrats adopted gladiators from the Etruscans, these men were a source of entertainment where two men would fight to the death. This originated as a sacrifice to the souls of the dead and offerings of blood. Research states that the gladiators were introduced to the Romans when the sons of Junis Brutus matched three pairs of gladiators in order to honor their father. In conclusion physical education would not be what it is today if it had not been for the Etruscan people and early Roman people. As well as the Roman's adoption of the Gladiators and their fighting techniques and how they founded the physical education and training mentality into the minds of children at such a young age and the development of women in physical education. Without these revolutionary landmarks in history our sports and physical training would not be the same as what it is today. Some gladiators wore little armor and are exposed to attacks. The spectators of these games demanded that one of the men must die in the fight and the winner shall be reserved for the next game. Which is comparable to how sport's quarter-final, semi-final, and final games are judged, the winner moves on and the loser does not continue. To limit the power of the games Augustus put Roman magistrates in charge of the games limited them to two games a year and two pairs per game; which sounds like what athletes of 2013 would know as the Olympics. A Gladiators work was very dangerous and extreme and for that fact the Senate limited the number of gladiators in Rome. After victories in Egypt Julius Caesar decided to hold a series of games at the grave of his daughter Julia. The games were criticized due to its extremities and numerous casualties some of which were Caesar's own soldiers. Gladiators began to be funded by a wealthy family which began to display aristocratic wealth and power which caused the ritual to lose its religious meaning. These small states were joined together to create the Etruscan League. This league began to trade their goods with surrounding cities and countries including a small village on the Tiber River which was known as Rome. Rome was a very busy city even in such early times. Romans picked up on Etruscans trade habits and techniques. The Etruscans were beginning to build their small cities while Rome was growing more and more popular and powerful. Soon Rome was the heart of Italy. Research shows that some of Rome's earliest Kings were of Etruscan decent. Once Rome became this immense civilization and

center of power the Romans overthrew the rule of Etruscan kings approximately around 510 BC. This left tension between Etruscans and Romans due to the fact that Etruscans were the people to teach the Romans to trade. From this hostility came wars. During the Republican Period, Rome's government was focused upon a separation of powers between aristocrats and families of lower societal rank. In the years of early Rome the government was run predominately by aristocrat families and therefore the government centered their focus on the structure of society instead of laws. As Rome grew they began to expand their land from central Italy to the majority of the Mediterranean area, and later were said to dominate North Africa, Greece, and France.

### **1.3.3 Development of Physical education in Sweden:**

During the last century the subject content in Swedish physical education has been influenced by different traditions. Ever since 1842, when PE became a compulsory subject in the elementary school, Ling-gymnastics, with its focus on good posture, a strict self-discipline and moral development, has dominated the content. From the turn of the century the subject became more and more influenced by physiology, and between 1950-1970, PE was almost entirely dominated by a physiological discourse (Annerstedt, 2005, Lundvall & Meckbach, 2004). In 1980, when the subject changed its name to 'Sports' the content - apart from physiology - also became influenced by sports performance and social development (Lundvall & Meckbach, 2004; Quennerstedt 2006). Today, PE in Sweden is known as Physical Education and Health, and Annerstedt (2005) states that the change of name from 'Sports' to 'Physical Education and Health', together with the new syllabi introduced in 1994, implies that health has become the main focus for PE in Sweden. This shift towards health issues can also be recognised in various other European countries, e.g. Denmark (Rønholt, 2005), England (Fisher, 2005), Finland (Heikinaro-Johansson & Telama, 2005) and Germany (Balz & Neumann, 2005), as well as in Australia, New Zealand and the USA (Evans & Davies, 2004). Health thus not only appears to be an imperative argument for legitimising physical education in school, but also for the choice of subject content in PE. In the present national syllabi for Swedish PE in the nine-year compulsory school, the aim of the subject and its role in education is described as: Sports, outdoor life and different forms of exercise and recreation are of great importance for health. Children and youth need to acquire knowledge of how the body works, and how habits, regular physical exercise and outdoor life are related to their physical and psychological wellbeing. The subject aims at developing pupils' physical, psychological and social abilities, as well as providing knowledge of the importance of lifestyle for health. For generations a variety of physical activities and outdoor life have been developed. The subject provides a knowledge of their growth, experiences of participating in and carrying out such activities. The subject should also contribute to arousing curiosity and creating interest in new activities. A basic aim of the subject is also to create conditions so that everyone can participate in different activities on their own terms, develop a sense of community and the ability to co-operate, as well as an

understanding and respect for others. Physical activities provide a common denominator for different cultures. The subject provides opportunities to strengthen the sense of comradeship between children and young persons in a multicultural and international society.

### **1.3.4 Development of Physical education in Russia**

Nowadays the experts say the sphere of physical culture, sport and tourism in the Russian Federation was faced with a number of system challenges. Chief challenges among them are: the deterioration of the level of health and physical fitness of the population of the Russian Federation and the lack of an effective system of selection and training of sports reserve for national teams for summer and winter sports (Strategy of development of physical culture). It should be noted that the preparation of the sports reserve of our country's authorities pay substantial attention. According to the deputy of the Department of budgetary policy in the social sphere and science of the Russian Federation Ministry of Finance M. Alashkevich the total expenditure of the consolidated budget of Russia for physical culture and sport are about 180 billion rubles annually. Alashkevich claims that total financing of this budget line allow Russia to occupy a leading position in the number of funds allocated by the state for the development of physical culture and sports in comparison with other developed countries. So the share of expenditure on physical culture and sports amounted to about 0.3% in total federal budget expenditures and in most developed countries the athletes of which are in direct competition with the national teams of our country at great sporting events there is the share of expenditure allocated to physical education and sport is not exceeded to 0.1-0.2% of the total budget. For example, according to M. Alashkevich, in 2012 the share of federal budget spent on physical education and sport is higher than the total share spent for the same scope of these countries as Britain, Germany and France put together (Alashkevich, 2012). Unfortunately, there is a significant imbalance between the share of all levels of budget expenditures allocated for the development of mass physical culture and the development of professional sports. Government priorities related to the development of high performance sport and the situation related to the funding of mass sport and recreation movement does not improve. According to E. Duplinskoy, in recent years, the structure of total budgetary allocations of the federal budget to finance the physical education and sport as follows: elite sport takes 86% to itself of total expenditure, physical education and sport for only 12% of the costs and 2% of expenditure is allocated to a decision of other issues. And if in general the state expenditures on this area of activity increase year-on-year then it can happen only due to a significant increase in spending on elite sport and to physical culture but mass sports expenditures have been steadily declining (Duplinskaya, & Selivanov, 2014). It should also be noted that according to the statistical studies our country is far behind the most developed countries (US, Germany, Britain and others.) on the number of people who are regularly engaged in physical training. While in developed countries the physical exercises are regularly performed up to 40% of the total working-age population but in the Russian Federation there is over 11% as it is indicated by A.

Chizhov (Chizov, 2008). The health situation most of the young people receiving higher education in Russian universities is really a cause for serious concern. According to reports of medical and educational research there are more than 50% of applicants admitted to the universities have already 2 or more chronic diseases and 40% of young men of military age are not able to meet standards for physical fitness even on a satisfactory mark (Osipov, Kadomtseva, & Kharlamova, 2016). It was revealed that during training in high schools the level of students' physical health has been steadily declining due to a number of negative factors (stress, fatigue, lack of exercise, etc.) (Osipov, Loginov, & Prikhodov, 2014). However, it should be noted that quite a disturbing situation with the level of physical fitness of students has developed today in almost all regions of the world as it was indicated by K. Hardman. According to his opinion the current trend is associated with a significant decrease in the standard of physical health and an increase in obesity today's youth is extremely worrying (Hardman, 2008). In general, the analysis of significant problems existing systems of today physical education of youth in the universities of North America and Russia which was held by A. Osipov has shown that the main problem is the lack of daily students movement activity which is extremely negative impact on their health (Osipov, Vonog, & Zhavner, 2016). In connection with this circumstance related to the physical health of students and pedagogical aspects of the teaching of physical education in the educational institutions must be significantly rethought as M. Chin argues. According to his point of view the program of physical education of young people should be re-diverted to the fight against global threats today - overweight and lack of physical activity (Chin, & Edginton, 2014). Serious threats to the physical and youth mental the health experts attribute the excess and enthusiasm of young people to the Internet and computer games (Kudryavtsev, Kramida, & Osipov, 2016). The benefits of physical activity and the need to increase its daily level as the primary means of preventing many diseases: obesity, hypertension, diabetes, diseases of the musculoskeletal system there are many scientists say in particular as S. Kim (Kim & So, in 2012), S. Fagaras (Fagaras, Radu, & Vanvu, 2015), J. Kvintova (Kvintova & Sigmund, 2016) and others. D. Merkel argues that students engaged in physical culture and sports during training in high schools show higher rates of psychosocial benefits (increased self-esteem, reducing the risk of suicidal behavior, etc.) than students who are not involved in sports (Merkel, 2013). In order to increase the level of meaningful physical health of the population of the Russian Federation and the qualitative development of the sports potential of the country, the government, on behalf of the President of Russian Federation, has developed and approved a federal government strategy for the development of physical culture, sport and tourism in Russia until 2020. The main strategic guidelines of successful implementation of this strategy are: to increase the share of Russian citizens regularly and actively engaged in physical culture and sport to 30% of the total population by 2015; increase in the proportion of young people (school and college students) regularly engaged in physical culture and sport to 60% of the total number of students by 2015; achieving a weekly volume of motor activity of the Russian population

from 6 to 8 hours provided two or more lessons per week (Strategy of development of physical culture). It does not cause doubt that the achievement of the stated parameters will enable the authorities to achieve significant improvement in the situation with the state of physical health of citizens. However, practice shows that the majority of the declared strategy of the provisions are not fully implemented including priority - increasing the share of Russian citizens who are regularly and actively engaged in physical culture and sport to 30% of the total Russian population as indicated in his report by the auditor of the counting Chamber of the Russian Federation S. Agaptsov (Agaptsov, 2013). For example, it should be considered the situation that exists today in the vast majority of higher education institutions of the Russian Federation. The discipline - "Physical culture" is represented by 2 lessons per week in the schedule of students' classes where a total volume is 3 hours. The administration of educational institutions still fails to comply with the requirement for the number of lessons per week (2 or more) with reference to the provisions of the strategy in this case but the requirements to the minimum essential amount of physical activity of young people (6 hours per week) is not fulfilled. It is known that the need of young people in higher professional education in Russian universities is implemented in the main only by conducting classes on discipline "Physical culture" according to the educational programs (Osipov, Starova, & Khristolubova, 2015). This discipline is represented in a total volume - 400 academic hours in the vast majority of higher education institutions which are divided into theoretical, methodological-practical and practical classes which are conducted to the students of the 1-3 courses. The total amount of time spent on training is 4 academic hours per week (2 lessons). It is easy to see that with regard to the provisions of the strategy it is possible to fulfill the requirement only to the number of classes (2 or more during the week). The requirement for a temporary amount of classes - 6 hours or more per week which is not observed. The authors have to mention the fact that due to higher school schedules it is required to attend training classes on discipline "Physical Education" but a significant proportion of young people skips them regularly. For example, there are 24% of students of the 1-3 courses of various majors and specialties in the Siberian Federal University revealed more than 50% of dropping-out of training classes without a valid reason (Osipov, Kadomtseva, & Kharlamova, 2016). These data allow us to get a sad conclusion of the failure of basic provisions of the federal government strategy for the development of physical culture, sport and tourism in our country. Unfortunately, we must admit that under the current system of education and physical education in institutions of higher education of the Russian Federation the proportion of young people who are regularly and actively engaged in physical culture and sport to 60% of the total number of students as well as a temporary amount of physical activity of young people from 6 to 8 hours per the week cannot be increased. However, it should be noted that there are similar problems in other developed countries. So one of the main objectives of the current US health care system - increase in the number of students who are actively engaged in physical training today successfully implemented as it is indicated by S. Fairclough (Fairclough, & Stratton, 2005). According to C. Pires research the main reasons



for the spread of inactivity and reduction of the level of physical activity of young people who have entered to the higher education institutions is a significant lack of time for exercises, lack of the necessary motivation and social support (Pires, Mussi, & Silva, 2013). S. Roberts' studies show that the majority of British students are unable to reach a low of daily motor activity - 30 minutes of exercises per a day although young people have all possibilities for this (Roberts, Reeves, & Rylie, 2015). The authors believe that the successful implementation of the strategy announced in state provisions related to the preservation and enhancement of the level of health, physical development and growth of athletic performance of young people - students of the Russian universities the major changes are needed in the educational and cultural-educational activity of higher educational institutions of our country. These changes should concern the organization of sports and recreation, sports and mass, the teaching and educational activities of the educational institutions. The imminent needs for intervention in the everyday learning process of students in order to saturate its sporting and recreational programs that promote physical activity and healthy lifestyle.

### **1.3.5 Development of Physical education in England**

In England, recent years have witnessed unprecedented central government policy commitment to investment in physical education and sport. The rationale for investment variously lies with the state of the health of the nation, rising levels of obesity amongst the population in general and young people of school age in particular with health care costs predicted at £2 billion annually, increases in sedentary lifestyles and in high dropout rates from sport, estimated at around 70% of young people giving up almost all physical activity as soon as they leave school (Kelso, 2002). Generally the situation is perceived as a 'ticking health time-bomb' with a generation of fatter, less fit and less active young people, raised on a diet of nutritionally deficient 'junk' food, high in fat, salt and sugar. At the same time, and maybe expediently so for policy-makers, research into the effects of physical activity and cognitive functioning, the influence on development of positive psycho-social qualities, and studies showing rising levels of attendance and attentiveness when children engage in regular exercise while exclusions and disruptive behavior fall, provide evidence that a sports (broadly defined) active lifestyle can improve health, counter anti-social behaviors and foster social inclusion. Such juxtapositioning of apparent opposites is rather paradoxical but it may be indicative of a failure of school physical education programmes to deliver relevant messages, or is one issue that national and local sports policies and strategies seem to have failed to address or both. The governmental investment commitment responses (arguably reactions) have resonance in such a context by attempting to reconcile the historical duality of physical education and sport in partnership approaches. This article aims to the address physical education/sport partnership issues along with government and quasi non-governmental agency interventions and the response of a higher education training provider, the University of Worcester, to consequent occupational opportunities in present day England. Additionally, as a precursor to, and in order

to provide a more informed contextual setting for the issues, interventions and provider response to be addressed, we present here an overview of the evolution and subsequent development of physical education and sport. Development of school physical education and sport in England: from dualism to partnership The story of the late 19th century evolution and subsequent developments reveals influences variously shaped by military, political, economic, social, cultural, philosophical and pedagogical factors fostered either by individuals or institutions. Essentially, school physical education in England evolved out of two ('dual') traditions: organized games and competitive sports associated with 19th century private boarding schools; and physical training associated initially with military drill and then Swedish therapeutic gymnastics in the Ling tradition in state elementary schools from 1871 onwards. Developments in sport as an important component of the physical education curriculum are inextricably linked with the antecedents in English private (boarding) schools in the 19th century. Though not exclusively so, these institutions for the sons (and later daughters) of the privileged laid down enduring foundations. Initially sporting activity was encouraged to structure boys' leisure as an antidote to ill-discipline, immorality and general anti-social conduct, that is, as a form of social control. This is an early indicator of one of the ascribed roles in present day society in school and out-of-school settings of sport being administered to assist in the resolution of anti-social behavior. The later 19th century English private schools' 'muscular christianity'-grounded athletic traditions and belief in character development, social accomplishments and moral and ethical codes inspired the ideal of participation outranking winning. The private schools legacy was potent not only for subsequent developments in sport in wider society in general but also for curricular programmes in schools, because by the early 20th century, sport was fast emerging as a significant feature in generically termed physical education programmes in various parts of the world as testified in accounts of the evolution of physical education curricula and extra-curricular contexts pervasively across European education systems. The second of the 'dual' traditions emanated from what essentially represented a 'victory' of Swedish over German influences in a 'battle' initially largely fought outside the education sector. The Rousseau inspired pioneering work of Basedow, Salzmann and Guths Muths at the Dessau 'Philanthropium' had inspired Swiss Army Officer Phokion Heinrich Clias to develop a system of gymnastic exercises, which the British Army and Navy deemed as suitable for instilling discipline of a military kind and so were adopted in their respective recruits' drill training courses in the early 19th century. It was only after Archibald MacLaren in the 1850s opened his Oxford Gymnasium and after an invitation to run courses at Army Headquarters in Aldershot that the German system was introduced into private schools, where Friedrich Ludwig Jahn's 'Turnen' formed the basis of interschool gymnastic competitions and after 1875 into some elementary schools by Non-Commissioned Officers (NCOs) trained instructors. It is relevant here to point to the perceived necessity for physically fit armed forces' personnel to extend and defend the British Empire: the politics of colonialism were bound up with military might! It was the likes of Swedish Central Gymnastics Institute

graduates Indebetou, (1838), Ehrenhoff (1840) and Georgii (1849) who, through courses and with the aid of pamphlets, introduced Swedish 'Medical Gymnastics' based on Per Henrik Ling's system into the country. Hungarian immigrant, Mathias Roth, a homeopathic medical practitioner, championed the cause of this form of medical gymnastics because of its held therapeutic values for homeopathic 'medicine' and perceived wider benefits. Thus, commenced the battle of the two systems with Roth fervently lobbying the Army, the Government and Government Boards, Royal Commissions, School Boards, politicians and Her Majesty's Inspectors of Schools (HMIs) by alluding to comparative situations in Sweden, Prussia, Switzerland, Russia and France. He pointed out that the neglect of physical education and hygiene within the English education system was the principal cause in the decline in the general health of the nation. Roth's vociferous arguments heralded the addition of medical health and social welfare to factors shaping developments in physical education. The irony of this 19th century 'health of the nation' situation is not lost in the perceived parallels of the late 20th and early 21st centuries' concerns over fitness, health and obesity levels amongst the population at large and young people in particular and the reactive responses of various agencies. The Swedish case was enhanced by London School Board invitations to Concordia Löfving (1878) and Martina Bergman, later Bergmann Osterberg, (1881) to develop training programmes for elementary school teachers. Bergmann-Osterberg's Dartford College graduate 'disciples' subsequently established female physical educators at the forefront of developments in England. By 1886, the government established the Cross Commission in seeking a 'safe and scientific system of physical training' reported against elaborate gymnastics apparatus (associated with German gymnastics). The bottom line was that Swedish gymnastics were cheap! Economic realities were a significant influence in the adoption of the Swedish system: large numbers of children could experience exercise drills with minimal facility or equipment provision; and in any event 'therapeutic gymnastics' were seen to be more health beneficial (concerned with whole body development) and so accorded with social policy, and the discipline, obedience and order inculcated through systematic exercises to command met both with military requirements and the politically motivated social control of the children of the working classes. In any case, German Gymnastics were male and performance oriented, they were unsuitable for 'rational' physical training requirements (too acrobatic and apparatus oriented), over-developed the upper body and were 'non-scientific'! (Hardman, 2002). At the time of the Franco-Prussian War, the Elementary Education Act (1870) introduced non-denominational state schools with bye-laws requiring attendance of children aged 5-13. An amendment to the Act in 1871 permitted the inclusion of drill in the curriculum. These initial 'physical education' programmes reflected methods utilized by the Army; indeed in the last thirty years of the 19th century, part-time ex-army, non-commissioned personnel taught much of the permitted 'military drill' syllabus. The 1902 Board of Education Model Course of Physical Training was based on the Army training handbook of the day. The 'official' shift away from military drill was initially seen in the 1904 Syllabus of Physical Exercises, which



contained elements from the Swedish system and then on the appointment of the national Chief Medical Officer (CMO), Dr. (later Sir George), Newman at the Board of Education with responsibility for school physical education. The Swedish system was a core feature of the Board of Education syllabuses for Physical Training in 1909 and 1919. Diffusion of organized games and competitive sports throughout wider society was in part reinforced by the 1902 Education (Balfour) Act, which was responsible for the introduction of nation-wide state secondary education. The Act facilitated a merging of the two 'traditions', for it was in secondary schools that the sport and games institutionalized in the private boarding schools were more developmentally appropriate. The gradual pervasion of the education system by sport and games was manifested in the governmental Board of Education's supplementary syllabus handbook on games in 1927 and the 1933 'Syllabus of Physical Training' for use in state elementary schools. The Board of Education Syllabuses (1909, 1919, and 1933), as well as showing a gradual decline in support for the Swedish system, revealed the changes in philosophy from a drill-based programme, mainly concerned with inculcating discipline and obedience, producing good posture and promoting fitness through the exercise of muscles and joints to an 'English system', which drew from an amalgamation of the various imported (other influences included Danish Gymnastics, the Scandinavian 'glädje' movement and the Austrian 'natural movement') and home grounded systems, and aimed at optimum development of the individual through a broader-based curriculum. This philosophical shift was also a clear indication of pedagogical change, which was associated with developments in educational psychology. It was a 'shift' that was later identifiable in the McNair Report's (1942) commentary that "this subject...is a fundamental and integral part of general education" for which "...the term physical education (is) preferable to P.T." and, perhaps just as overtly, if not more so, demonstrated in physical education curriculum trends in the second half of the 20th century. The final demise of the subject's inclusion on remedial and therapeutic grounds occurred in 1945 when responsibility for physical education was passed from the CMO (Chief Medical Officer) to the Ministry of Education. Indeed, the CMO Report for the years 1948-1949 highlighted the change of focus (particularly in primary schools) in physical education intimating that the Board of Education's administrative absorption of physical education represented an acknowledgement of its educational purpose and function. The CMO specifically linked physical education with the term "Movement" (Ministry of Education, 1952(a), p.16). It was a prophetic link as subsequent developments especially in its official acceptance at ministerial level in 1972 were to prove. Some twenty years on from the CMO's prophetic commentary and the Ministry of Education's 1950s' guideline publications (Moving and Growing, 1952b; and Planning the Programme, 1953), the Department of Education and Science (DES) issued its Movement - Physical Education in the Primary Years (1972), in which value was placed on children being given more responsibility for their own rate and pattern of work, with teachers being sensitive to individual needs and differences: child-centered delivery became the pattern of the day! These significant modifications of the 'English System' were

embedded in influences stemming from the discovery learning theory and Rudolf Laban's analysis of movement, which pre-empted innovative approaches to gymnastics' teaching (educational gymnastics), movement education in general with its variations in didactical approaches in both primary and secondary schools, and which arguably were the forerunners of the activity for understanding approaches of more recent years (Hardman, 2002). An aspect of the school physical education and sport delivery system in England (which serves as an example of 'duality' and 'partnership' working in unison) was the emergence of a comprehensive programme of extra-curricular activity, traditionally serviced by teachers on a voluntary basis. Such activity has its antecedents in Boys' private schools of the 19th century. As attitudes to the concept of the female body image changed, so competitive sport began also to feature in Girls' schools towards the end of the 19th century. In the emerging state sector, the spread of universal education facilitated the extension of school sport. From informally arranged 'sides', games in school playgrounds, competition in a range of sports developed through local town/ district, county, regional to national levels, administered by hierarchically structured associations. Extra-curricular activity came to encompass a broad range of sporting activity engagement and its significance has been sustained up to recent times. However, as a result of a number of inter-related factors, (changing societal attitudes and leisure activity patterns, curriculum developments, and teacher 'industrial' action over contractual issues etc.), there has been, so some authorities claim, a marked reduction both in the numbers of pupils willing to participate and in teachers prepared to offer or contribute to the extra-curricular programme. A Secondary School Heads Association survey pointed to a diminution in weekend inter-school fixtures referring to the non-availability of pupils because of Saturday and Sunday jobs, teachers' workloads and rigidity of contracts, the disapproval of voluntary activities by teacher union representatives and selling off of school playing fields as contributory factors to the deterioration in the amount of extra-curricular activity (Daily Telegraph, 1995). Never the less, the basic template of extra-curricular activity laid down over a century ago, still plays an important role in the physical education system in English schools. Physical education in England has made significant progress from the late 19th century, when in the early years the concern was for the immediate health and fitness of the nation and the emphasis was on training the physical in state elementary schools and cult of 'Athleticism' for the privately educated rich elite. From the early decades of the 20th century, when most of the initiatives were discipline and short-term fitness related, physical education in English schools has developed from a narrowly defined teacher directed subject to its current position of orientation to pupil-centered learning, with an accent on learning 'how to learn', health focused physical education, links with other subject areas, development of assessment procedures and partnership schemes with the local community. The progression has been variously marked by the emergence of an English system shaped by 'imported' external influences on to which were grafted indigenous 'English games' and other competitive sport activities and which was subsequently modified by innovative pedagogical and didactical approaches. These

innovations ushered in discovery learning, movement education and activity for understanding approaches to the teaching/learning interface. From the 1950s onwards, teachers were encouraged to adopt different teaching styles and to apply more general educational principles to the teaching of physical education. There was more emphasis placed on the acquisition of movement skills, which placed greater demands on the teacher to understand the fundamental principles of movement to plan balanced progressive schemes of work for their children. Inexorably, the trend in the second half of the 20th century was from the 'doing' child, through the 'doing and thinking' child to the 'reflective thinking' child of the post-1990s physical education national curriculum era. In the 1990s, the inclusion of physical education within the national curriculum established its legitimacy as a subject and gave credibility to its status. However, despite the philosophical and pedagogical intention supported by politico-ideological will, it is clear that the dominant physical education curriculum ideology in schools remains sport, particularly games, driven. The pedagogically inspired movement approach era has been replaced (if ever it needed to be replaced) in the return to the quest for 'traditional values'. It is a return, which is endorsed for selfish (and often political) motives by government supported agencies and the autonomous national governing bodies of sport – for the inclusion policy of 'more people' read 'more medals'! Whilst a balanced curriculum is a rhetorical ideal, the reality is a school physical education curriculum, which is dominated by the potent legacy inherited from sporting traditions established in 19th century private boarding schools. As demonstrated in the historical development overview, the relationship between physical education and school sport, including extra-curricular activity, is neither a new nor a recent phenomenon in English schools. Implicit throughout historical development is the notion of partnership between the dual domains of physical education (narrowly defined) and sport whether in schools or the wider community. Indeed, government Board of Education Circulars 1444 and 1445 in 1936 testify to central government recognition of the need for partnerships to promote and foster the benefits of provision for, and participation in, physical and sporting activity. It is the (re)interpretation or arguably the reconstruction of the relationship between them in a mutually supporting partnership with a common agenda that is novel. This vision of partnerships intimates the changing concepts of physical education and sport hitherto dualistically and respectively defined by Lee (2004), for example, with physical education placing emphasis on "learning in a physical context, the purpose of which is to develop knowledge, skills and understanding, and to promote physical development" and sport comprising "a range of physical activities where emphasis is on participation and winning". Inherent terminological shifts are seen in ministerial and media representatives' predispositions to treat physical education and sport as indistinguishable or interchangeable concepts (refer, for example, Smith, 2001 and Bee, 2005). The concept of physical education and sport functioning in partnership has consequences for education and training programmes for an employment market where job competences can embrace sectional and cross-sectional occupations. In the present climate it would appear that volunteers, coaches, teachers,

coordinators and administrators out in the field are beginning to recognize the work of each other slowly and are attempting to bridge the gap that clearly exists between physical education and sport. The pro-active approach in Worcester can ensure that, in the future, the University's sport graduates should be suitably equipped to contribute to the development of Britain's young people in physical education and sport whilst still recognizing that traditional values exist.

### **1.3.6 Development of Physical Education in Denmark**

Multi-sector collaboration is evident in the policy approaches taken by Denmark. The Ministry of Culture entered into a multi-party agreement in May 2014 entitled the Political Agreement on Sports (Politisk stemmeaftale om idræt). A key part of this agreement is commitment to sports policy initiatives in the ministries that govern fields such as culture, environment, health and prevention, children, equality, integration and social affairs, and education. The emphasis is on informal sports and activity, using a so-called sports-for-all approach, with a special commitment to diversity in sports, including the development of sports for people with disabilities and for socially vulnerable groups, as well as gender-equitable sports. The Social Services Act (Bekendtgørelse af lov om social service) -proposed by the Ministry of Children, Gender Equality, Integration and Social Affairs-acknowledges the need to preserve the physical functionality of elderly people receiving care. In 2014, the Danish government funded the establishment of several partnerships focusing on promoting physical activity and reducing overweight among children. The partnerships involve collaboration between municipalities, local organizations, and companies in the promotion of health and physical activity in communities. Public sector reforms have led to local municipalities being primarily responsible for the prevention of physical inactivity, since 2007. The Danish Health and Medicines Authority has adopted national recommendations on physical activity for children and adolescents, adults, older people and pregnant women. It also provides guidance on exercise training as treatment for 32 diseases. Recommendations for children aged under 5 years are anticipated to be released by the end of 2015. The Folkeskole (Consolidation) Act, passed by the Danish Parliament in 1993 and updated in 2014, makes it compulsory for schools to offer an average of 45 minutes of physical activity per school day in primary and lower-secondary education, as well as adding an extra physical education (PE) lesson per school week in grade 1. Moreover, an exit examination in PE when students reach grade 9 in the Danish education system (15/16 years old). The Day-care Facilities Act states that all day care facilities must prepare a pedagogical curriculum. The pedagogical curriculum shall describe the local goals of the day care facility in respect of children's learning within six themes including the theme "body and motion". The findings of the National Travel Survey (Transportvaneundersøgelsen) showed that walking and cycling are popular in Denmark, accounting for 18% and 17% of the modes of transport used for trips taken in 2014. Since 2009, Denmark has invested at least €350 million in cycling projects. The Capital Region of Denmark estimates that one million fewer sick days are now recorded owing to the fact that 45% of people who study or work in

Copenhagen cycle to their place of study or work. Furthermore, Denmark has implemented the national bike strategy entitled “Denmark — on your bike!” which has three main pillars: everyday cycling, active holidays and recreation, and new and safe cyclists. Furthermore, the Ministry of the Environment implemented Denmark’s first outdoor recreation policy in 2015, serving as a guideline for the development of outdoor recreation activities and future collaboration in the field of outdoor activities. While this policy targets all population groups, there is a special focus on low socioeconomic groups, among whom there is often lower uptake of outdoor recreational activities. Nationwide campaign: Get moving Since 2005, the Danish Health and Medicines Authority has conducted a nationwide campaign on physical activity for children and adolescents, entitled “Get moving”. The principal message of the campaign is that all children and young people must be physically active for at least 60 minutes per day, or preferably longer. Each year, the campaign comprises nationwide mass media elements, as well as local efforts. In 2015 the target group was the parents of children aged 10-15 years, as well as leisure-time teachers in after-school clubs. More information is available at the Danish Health and Medicines Authority website. Aarhus Cycling City Aarhus Cycling City is one of many projects that have received funds from the Cycling Fund (Cykelpuljen) for the period 2009–2014. Aarhus has experienced a 19% increase in cycling in recent years. The increase is the result of several improvements to infrastructure, such as new cycle paths, bicycle-friendly streets and new bicycle parking solutions, as well as campaigning efforts. All initiatives that stem from the Aarhus Cycling City project are carried out by Aarhus municipality, in collaboration with the Danish Road Directorate. Put the school into motion The project “Put the school into motion” (Sæt skolen i bevægelse) was initiated by the Danish School Sport Association in 2009. Its purpose is to help teachers at primary and lower-secondary schools in Denmark to integrate movement and physical exercise into their teaching during the school day, in order to strengthen the students’ learning, health and well-being. The project is divided into three parts, covering (i) a course, in which the teachers are educated in the various ways of integrating movement into their teaching; (ii) a database of exercises, methods and tools, which the teachers can incorporate into their teaching in order to encourage movement; and (iii) a yearly campaign week, open to all, during which classes can register to compete with each other in various physical activities. The Danish Evaluation institute has conducted an evaluation of the project, showing that physical activity has a positive impact on students’ learning environment. In particular, the findings show a positive influence on the students’ motivation to learn, as well as on their communicational skills and their social environment.

### **1.3.7 Development of Physical Education in Germany**

For the first time, a gymnastics curriculum in Prussia (1862) was designed after the Ling system. One purpose of teaching PE was to improve health in folk schools. However, after the “Quarrel of Parallel Bars,” of which the first curriculum was a part, it was replaced by the new school gymnastics system of Adolf Spieß (1868). Another important impact started in 1882



when the Prussian Minister of Education at Berlin, von Goßler, administered an act to support gymnastics teaching more outdoors and not in small gymnasiums. In the 1880s and 1890s, outdoor games and sports became new elements for extracurricular activities in German secondary schools. A new wave of health-enhanced Swedish gymnastics was incorporated into the first Prussian PE curriculum for girls (1913). However, before World War I neither English sports nor Swedish gymnastics weakened the traditional gymnastics system of German order-, free-, and apparatus exercises (the Spieß system; Naul, Jonischeit, & Wick, 2000). In the Weimar Republic (1918–1932), PE at school was double-binded between new educational purposes and curriculum elements and traditional, more law-and-order-oriented discipline and gymnastics exercises to replace the lost military service. For Nazi-state authorities (1933–1945), the out-of-school Hitler Youth Organization became more important than the regular school system. Nevertheless, in 1937 a new state PE curriculum was introduced for boys, and PE was extended to 5 hours per week. Daily physical activities were a part of the official school curriculum, but less for health purposes than for strong Aryan body-training. The ideology of the Aryan strength of power and racial superiority remained a long-lasting hurdle for post war acceptance of PE in the 1950s. An important step forward was taken in 1956 when the “Recommendations on the Promotion of Physical Education in Schools” (Wolf, 1974, p. 46) were approved. It was a call for daily PE during the first two years of primary school and from the third school year onward, three times per week. The purpose of PE was less shaped by health than by social and moral values of education to reshape the subject for teaching. However, to the mid-1960s, PE at school gained less support in real school life. As early as 1968, North Rhine-Westphalia had become the first German state to abandon the term physical education in favor of subject sport (Naul & Großbröhmer, 1996), and in the early 1970s, all German states adopted the name sports education for the subject. In the second half of the 1970s, Kurz (1977) took the lead in reformulating the educational function of sports education in more realistic terms, omitting the level of social and moral outcome of education. The aim was to create sporting Handlungsfähigkeit to prepare pupils for lifelong exercise and pursuit of recreational sports. The concept of Handlungsfähigkeit in sports represents three general objectives: The intention behind sports education must account for objectives other than the performance principle, must include fundamental forms of movement (running, jumping, throwing), and must encompass the advancement of social skills and a cognitive approach to sports (Kurz, 1986). As a part of Handlungsfähigkeit within sports, nine pedagogical tasks were demanded as the purpose of a new school subject. The first task mentioned on the list was “preventive training and healthy lifestyle” (Naul & Großbröhmer, 1996, p. 33). In the late 1980s and early 1990s, the concept of Handlungsfähigkeit was challenged regarding the lost impact of social and moral character building (Naul, 2002b) and by the Ministry of Education to focus the subject on “health education through sports” (Becker, Pack, & UherDerigs, 1995; Stibbe & Aschebrock, 2007). Later, the term health education was replaced by health promotion. A turning point occurred with the new PE curriculum for the Vocational College

Schools (secondary school level) in the late 1990s when the subject's name changed to sport and health promotion (Naul, 2000). A new type of PE curricula was also established in the years 1999 to 2001. The former task of "preventive training and healthy lifestyle" was changed into a pedagogical perspective of "improving fitness and developing health perception" but was also ranked lower in physical terms but higher in social terms than before. Problems that counteract health development of children and youth in Germany are manifold but could be summarized into two groups: internal problems of school life and PE teaching that counteract health development and external problems in the out-of-school environment and in societal development. A nationwide audit of PE in German schools reported facts that highlight important internal problems, the SPRINT Study (Deutscher Olympischer Sport Bund, 2006). In this study (Brettschneider & Brandl-Bredenbeck, 2011), almost 200 school principals; more than 1,000 teachers; about 9,000 pupils from Grades 4, 7, and 9; and their parents (approximately 4,300) participated. Time allocation for PE was about 2.3 hours per week instead of the 3 hours demanded by state curricula. In elementary schools, almost 50% of all PE lessons are given by non licensed PE teachers. The most essential aim and objective of PE viewed by school principals was fairness and social understanding (79%). Physical fitness and health were added as the third important aim and objective (63%) by the school principals, and of the extracurricular activities offered, only up to 36% were specially designed school-based health programs. Pupils, however, ranked fitness and health first place in their aims and objectives in PE. However, PE teachers and their school principals gave less importance to health-enhanced PE. In addition, the main internal problem in German PE to support health is that teachers untrained in PE teach about 50% of all PE lessons in German elementary schools. A variety of problems also exist due to societal changes and out-of-school environmental developments (Schmidt, 2003, 2008). From a socioecological perspective, the physical environmental changes of the conditions at home and the housing where children grow up have to be considered. Social environmental changes have affected lifestyle patterns of children and youth, including physical activity, enrollment in sports,

### **1.3.8 Development of Physical education in USA**

Parental overprotection goes with the increase of over motorized areas that offer no real walk ability nor safe, clean footpaths. Children do not experience their living physical environment regularly on their own but are transported by cars and buses. Children now play more inside at home with electronic devices (Lampert, Mensink, Rohmann, & Woll, 2007) instead of playing outside with nearby friends (Lampert, Sygusch, & Schlack, 2007). Although memberships of youth in German sports clubs went up to 60%–70%, their health condition and body shape decreased in basic motor abilities and sports skills (Bös, Worth, Oppert, Oberger, & Woll, 2009). Particularly, reduced aerobic endurance capacity and muscular misbalances in children entering elementary schools are more visible in the last 10 to 15 years across Germany. Bös (2003) and Bös, Worth, Oppert, Oberger, and Woll (2009) reported that reduced motor

development basics with regard to coordination, muscular power, and aerobic endurance capacity were down 10% to 25% on average in different school ages. The representative German Health Survey for Children and Adolescents (KIGGS) of the Robert-Koch-Institute at Berlin reported 15% of Germans aged 3 to 17 are overweight or obese (Kurth & Schaffrath Rosario, 2007). Meanwhile, representative state data of the North Rhine-Westphalia recorded 18.6% (WHO Collaborating Centre for Child and Adolescent Health Promotion, 2012). In special urban quarters of big cities, 70% or more of children of a school class have a migration background from Southern Mediterranean (Muslim) countries, often in conjunction with a low socioeconomic status (SES). The number of obese children is double that of German origin. Schools with a range of 35% to 40% overweight and obese children are no longer rare. On the other hand, results of the national KIGGS study show that up to 20% of children spend 3 hours or more per day on sedentary screen time with no fewer differences compared to different ethnic groups and low–high SES of families. The higher the amount of screen time is among children, the higher the prevalence of obese children (Lampert, Sygusch, & Schlack, 2007). Current practice of teaching PE in German schools varies between 2 PE hours (90 minutes) and 4 PE hours (180 minutes) per week. Four major concepts of PE exist for current practices: Handlungsfähigkeit, educational school sports, body experiences, and movement education (Naul, 2002b). Only the first two concepts include “health education through school sports” and “health promotion.” Both concepts also focus more on secondary schools than the other concepts, which receive special support in modern comprehensive schools. Health promotion in German schools has become an important item of concern for school physicians, teachers, and principals, yet less with PE teachers, parents, and surprisingly, experts in the field of PE pedagogy, although a broad definition of health as a pedagogical target is given in many PE curricula across Germany. Brettschneider and Gerlachs recently reported, “In short: PE programs generally do not focus on health in any systematic or specialized way. Consequently, empirical evidence for health-related effects of PE in Germany is almost non-existent” (Pühse et al., 2011, p. 8). This outcome reflects only on a nationwide level. Due to the regional cultural structure of the German states, it is incorrect in terms of physical conditioning, as well as for social wellbeing and mental health efforts in recently conducted health-enhanced intervention projects (Knoll, 2010; Knoll & Fessler, 2012; König, 2012). Instead, health promotion and empirical studies focus in Germany on three different levels/areas of school life covered with the new term active schools: active sitting, active breaks, and physical activities (Regensburger Projektgruppe, 2001). Studies of active breaks in learning and physical active learning in school subjects could positively impact the outcome of teaching and learning, although a cause–effect relationship of a single factor could not be verified. About 80% of all intervention studies focused on Grades 1 to 4 in elementary schools and only 20% on secondary school classes (Naul, Schmelt, & Hoffmann, 2012). Recently, attention has arisen in how far an active school with extended physical activities in school life and better PE teaching may affect psychosocial and executive-cognitive competencies in children and youth. However, these intervention



activities significantly differ between elementary and secondary schools and between different types of secondary schools on lower (Hauptschule) and higher educational levels (Gymnasium = German grammar school). Many investigations have been done, particularly on how the range of physical activities, the level of intensity and performance, and the weekly load will affect physical self-concept (e.g., Tietjens, 2009). But these studies did not control any treatment program in the classes. Today, two studies promote daily physical activities at school and evaluate the outcome of the physical selfconcept after 1 and 2 school years. There is an ambivalent outcome on health promotion and practice in PE and school sports: extended intervention studies on a daily basis with elementary pupils for up to 2 years and more documented health effects, but not continuously over 3 and 4 years. Effects do not solely depend on time, but sustainability and improvements accompany an extended qualitative offer at school and in combination with other stakeholders, if possible, as partners of a local network (Kriemler et al., 2011; Naul, 2012). The “Dortmund Intervention Study of Daily Physical Education in North Rhine-Westphalia” (Thiele & Seyda, 2011) investigated the effects of daily PE on self-concept and on class climate of elementary pupils in Grades 1 to 3. Nonsignificant effects were found on psychosocial wellbeing and on class climate, but as a tendency, it was reported that girls assessed more positively the effects than boys did. More positive results were documented by Henze’s (2007) “Fit for Pisa” study and by Dreiskaemper, Schmelt, Hoffmann, and Naul (2011) for the “Healthy-Children Sound Community” study. Henze found positive correlations between regular attendance of daily PE classes and physical self-concept for girls and boys. Dreiskaemper et al. found identical positive correlations for self-concept, but also an improvement of class climate assessed by boys and girls. Most of the reported diseases/deficits in physical fitness and health development of children and youth, which are related to overweight and obesity, are not caused by a single factor, for example, physical inactivity or bad nutrition habits or lack of “walk ability” of the physical environment. Also, a “one factor–one intervention component” relationship did not counteract the development of obesity in children and youth, as some review studies reported (Ferreira et al., 2006; Sallis, Prochaska, & Taylor, 2000). However, the majority of interventions for overweight and obese children still focus on these different “single component–single stakeholder” strategies, which did not reach their main target: stabilization or reduction of an overweight body mass index (BMI) profile of the intervention group in most of the German projects (Braun, 2007). Each intervention project is better than none, but to achieve an evidence-based outcome, more than one component and more than one stakeholder of intervention is needed. There are also examples where “health-enhanced physical activities” have been combined with nutrition lessons and information campaigns to parents; however, a “multi component” intervention strategy restricted to only one setting by a single stakeholder gives a poor outcome. All livelihoods of children and youth must be covered by an intervention strategy and by the three most important lifestyle components related to overweight and obesity (nutrition intake, physical inactivity, sedentary screen time), which are linked and targeted in a comprehensive

intervention program (Acker van et al., 2011; Dzewaltowski, 2008; Kriemler et al., 2011; Naul, 2012). The concept and approach of “Healthy Children in Sound Communities” is still a future vision for many German municipalities, but it works, as evaluation results show, after 4 years of commitment of partnership within HCSC networks. A further step will be regular monitoring of health-enhanced PE and physical activity by self-evaluation of pupils and teachers. Modern technological devices can provide self-reports after data entry and individual feedback for individuals who have access to an online databank, open for use by municipalities, schools, teachers, and parents and their children. The current step of the project is to give more flexibility to the local school for self-evaluation of their teachers and individual measurements of healthy development and online feedback for their students.

### 1.3.9 Development of Physical education in Australia

In 2013, the Australian Curriculum, Assessment and Reporting Authority (ACARA) developed a new curriculum to be implemented in schools across Australia as of 2017. The new curriculum for Physical Education includes elements of social and emotional learning as well as maintaining a strong focus on developing students' fundamental movement skills. In 1941, legislation called the National Fitness Act was passed. This marked the beginning of the Physical Education profession in Australia. For the first time ever, a three-year university course for specialized physical education teachers was offered. This new course illustrated the changing view regarding physical education in Australia. The first appearance of physical activities in Australian schools occurred in the mid 1800s. This consisted mainly of physical activities, such as exercise drills, and was known as corporeal education (Kirk, 1997). This form of education was focused on schooling the docile body (Kirk, 1998). Corporeal Education was strongly influenced by the British and was military-focused. School students also participated in competitive games such as rugby, cricket, hockey and croquet. Even with the publication of the Grey Book and the transition away from corporeal education, PE enjoyment and participation had significantly decreased. In 1992, the Australian Senate launched an inquiry to understand why these trends were prevalent and what measures could be taken to reverse these trends: The Inquiry concluded that the decrease in both the quality and content of physical education in Australia was the result of a number of factors including; A decrease in the number of specialised physical education teachers, A decrease in the time devoted to physical education in the school curriculum, A lack of departmental support for physical education teachers, Confusion amongst teachers regarding what classifies as physical education, what classifies as sport education and what classifies as school sport (Senate Inquiry, 1992). An excerpt from the 1922 Junior Cadet Training Textbook; Lesson 2: 1. Exercise description: Free running in large circle, instant halt on signal Command: "Double...march! Class...halt!" 2. Exercise description: Run to form one rank at wall, place leaders on marks, run to open ranks Command: "Back to the wall...move! Leaders on markers... move! To your places... move!" 3. Exercise description: Astride, trunk bending downward to grasp ankles.

Command: "With a jump, feet astride...place! Grasping both ankles...down! Class... up! With a jump, feet together...place!" (Department of Defence 1992). In 1850 with increasing interest and participation in physical education, many sports established modified programs for young children to enable them to experience and learn about the sport, Auskick established in 2005 (formerly Vickick-1988), Aussie Hoops (basketball) established in 2002. Figure 3- FMS Manual (Department of Education, 1996). The Aussie Sports Program was established in 1986. The purpose of this program was to provide Australian children with access to fun and engaging sporting activities. This program was unique in its approach to physical education, placing a greater emphasis on participation and enjoyment and transitioning away from the "win-at-all-costs" approach (Australian Sports Commission, 1986). The Grey Book was published in 1946. This book redefined physical education as it argued that drills and exercise, the basis of physical education at the time, were artificial and unrelated to real life. The publication of this book helped to establish the concept that physical education encompassed not just the body, but also the mind. 1993- Moneghetti Report, 1986- Aussie Sports Program, 2000s- Modified Programs Established, 1860s- Gymnastics and Gustav Techow. In 1993, an investigation into Health and Physical Education in Victorian Schools was launched with the purpose of improving Physical Education in Victoria. Steve Moneghetti was instrumental in this Moneghetti made 19 recommendations in this report, all of which were accepted including mandating time for physical education in schools Figure 1- Manual of gymnastics exercises for the use of schools and at home (Techow, 1866). The History of Physical Education in Australia. 1996- FMS Manual published. 1941- First PE Diploma. Physical education shifted back to adopt a military-focus between 1911-1931 due to the influence of both World War I and World War II. The Cadet Manual consisted of a series of exercises which were memorised by teachers in schools. This was the first (and last) national physical activity program. The main principle of this approach to physical education was correctness of performance (Kirk, 1998). The program continued into the 1940s as the State Government were willing to continue funding the program. Figure 2- Senate Inquiry 1992 (The Parliament of the Commonwealth of Australia, 1992). Physical Education in Australia was now beginning to transition from corporeal education to a gymnastics-based program. This style of physical education was introduced in Australia by Gustav Techow. Originally from Sweden, Techow migrated to Australia in the mid 1800s and developed the "Manual of gymnastics exercises for the use of schools and at home". Mid 1800s- Corporeal Education. 1992 Senate Inquiry. In 1996, the Department of Education published the Fundamental Movement Skills Manual for use in schools. This manual identified 11 FMS that students should master, in different years, before progressing into secondary school (Department of Education, 1996). The manual provided teachers with a variety of activities for each FMS as well as a series of Key Teaching Points for each skill, to assist teaching. This manual is still widely used today.

### 1.3.10 Development of Physical education in China

The Chinese Government pays great attention to physical education and students' health. On August 6th, 1951, the Council of Government Affairs issued "Decision on Improving Students' Health in Educational Institutions at all levels". It points out that improvement of students' health bears great significance to guaranteeing students, success in learning and to fostering a modern generation of youths with a robust body. The Education Law of the People's Republic of China defines the principal guideline for education as "Education should serve the construction of the socialist modernization, should link with productive labor work, and should cultivate builders and successors of the socialist undertakings in an all-rounded development in morality, intellect and body". It also makes clear that PE forms an integral part of students' education, that educational administration and institutions at all levels should regard PE as a priority of their work, and take it and students, health as an item for their performance assessment. The central education administration has also stipulated some relative rules and regulations. In 1990, the State Council issued the document of "Operational Rules on PE in Educational Institutions", which defines its basic task as "to promote development of students' physical and psychological health, and improve their physique to help students acquire basic PE knowledge and cultivate capabilities and habits in physical exercises to upgrade students' skills in sports and to train reserve sports talents for the country to carry out moral education and help students develop sense of discipline and spirits of courage, bravery and progress-making". Another document of "Operational Rules on Health Work in Educational Institutions" was issued at the same time by the State Council, which says "the major elements of health work in educational institutions are to monitor students' health to open healthcare course for students and help them cultivate better habits of sanitation to improve school sanitation environment and better sanitation conditions for teaching to strengthen prevention and treatment of contagious and common disease among students." Priority is given to the built-up of rules and regulation and to scientific management of PE in China. Ministry of Education of the Central Government has set up within its organizational structure the Department of Physical, Health and Art Education. Education administration of all provinces, autonomous regions and municipalities, and those within the governments of above the county level have respectively a division, section or unit of physical and health education, or deploy certain officials. All these setups and officials shoulder the responsibility of physical and health education in educational institutions at national or regional levels. PE in China has entered into a stage of being guided by laws. In line with the relevant guidelines, laws and regulations, the education administrative departments of the country execute effective management and monitoring over the work. The laws and regulations already issued include others, such as "Operational Rules on PE in Educational Institutions", "Operational Rules on Health Education in Educational Institutions", "National Standards for PE Qualification of Students", "Standards for Provision of PE Playgrounds and Equipment in Educational Institutions", and PE Curricula Standards, Syllabus and Management of Students Athletes and Players. In addition to possible

provision of essentials in terms of funds and equipment, PE administration pays special attention to construction of teachers' contingent. Professional qualification certificate is introduced for PE teachers, that is, PE teachers in senior secondary schools, junior secondary schools and primary schools must have acquired, accordingly, education background of completing university four-year undergraduate programs, college three-year programs and two-year programs in secondary teacher's training schools. There are in total over 20 PE institutions of higher learning, PE discipline in over 60 other institutions of higher learning, PE programs in over 200 secondary teacher training schools. Besides, PE syllabus of secondary teacher training schools says that PE in these schools has a "two-fold task". In addition to PE of students themselves, the schools should also carry out professional training for students so that they could be PE teachers in primary schools after graduation. Up to now, there has formed a contingent of close to 300,000 PE teachers in the whole country, who love their profession and are demonstrating the spirit of devotion. PE in China takes forms of class teaching, extra-curriculum activity, after-school training and sports competitions, hiking, travelling and others, of which class teaching is the basic. PE course is the main form of PE in educational institutions of different types and at different levels. It is a compulsory course from primary school to the second year of undergraduate program in institutions of higher learning with 2 or 3 class hours per week 2 in institutions of higher learning. Some schools even have PE class every day. Starting from the third year in institutions of higher learning, PE course is offered selectively. In schools with PE course as compulsory, students must attend the class. If a student fails to do so for one-third of the total class hours in one semester, he will not be given final scores for this course, and not be regarded as reaching the National Standards for PE Qualification of Students. On graduation, he can only receive learning certificate, which will not qualify him for education of higher level. In recent years, PE course has been listed as one for test of entrance to senior secondary schools. Since 1954, PE course syllabi were compiled and issued successively for educational institutions at different levels. In order to meet the needs of educational reform and development, since the founding of the People's Republic of China, the syllabi have undergone revision and re-compilation for several times. The current syllabi are for use nationwide. Taking the philosophy of facing to all students as the guide, and individual development as the final objective, the syllabi set "three basic tasks" so first to pass on to students basic PE knowledge and skills; second to train students' body; and third to conduct ideology and moral education for students. They define the teaching contents of PE as including basic PE and health education knowledge and sports events such as track and field, gymnastics, games, ball games, artistic gymnastics and dances, training games to develop student body and traditional sports events of national minorities. The structure of the syllabi consists of both unified teaching contents and selective ones compiled based on local situation. Events such as swimming and skating are listed as selective because of their dependence on location and climate. In the PE syllabi for 9-year compulsory education, the proportion of unified and



selective contents is 70% and 30%, while in that of senior secondary schools, the proportion is half-and-half. The PE syllabi are the basis for teaching materials compilation, class teaching, teaching management and quality evaluation. Based on PE syllabi in educational institutions at all levels, Ministry of Education has organized compilation of national teaching materials, and education administrative departments at all local levels have also compiled teaching materials relevant to local conditions for regional use. After approval by the National Examination and Approval Committee for Teaching Materials, several sets of teaching materials are open for choice. PE course in educational institutions is generally divided into theory and activity classes, with the latter as the main form. In light of teaching tasks and students' conditions, institutions of higher learning and secondary specialized schools open respectively general PE course, courses of particular events, promotion and healthcare. Primary and secondary schools open chiefly general PE course, while some senior secondary schools also open course of particular events on a trial basis. The course in higher grades of primary schools conducts teaching in unisex groups and groups based on health conditions, and pays special attention to activities in small groups in the teaching process, so as to cultivate students' interpersonal relationship, and promote their enthusiastic, initiative and creative learning. PE course in educational institutions emphasizes on combination of PE with health education. It focuses on PE awareness and fostering of sports' habits in physical exercises. Through passing on of knowledge and PE skills, and physical exercises, it also pays attention to generating students' interest in sports, developing their personality and promoting their overall development in terms of both body and psychology, so as to lay a basis for life-long physical training. PE courses also pay attention to students' cultivation of sanitation habits and health care awareness. Primary and secondary schools provide one class hour of health education every two weeks. Institutions of higher learning offer health education as selective course or lectures as requested. Efforts are made to prevention of school common diseases, such as short-sightedness, trachoma, decayed tooth, malnutrition, anaemia, and a document of Program for Comprehensive Prevention and Treatment of Common Diseases among Students was issued as a result. Educational institutions also actively carry out extra-curriculum activities of physical training, which form an important part of physical education and the extension and supplement to PE course. Laws and regulations concerning PE in educational institutions stipulate that Chinese students should have no less than one hour of physical training including class hour of PE course every day, and that they should do morning exercises and setting-up exercises during class breaks, and arrange certain period of time for extra-curriculum physical training. Since 1950s, China began to try out "Standards for Physical Training" and later on issued "National Standards for Physical Training", a regulatory document approved by the State Council. It motivates all students to actively participate physical training and tests. It is also closely related to the PE course and extra-curriculum activities of physical training. An average of nearly 10 million students reaches the standards every year. Extra-curriculum activities of physical training are varied and colourful. Many events such as bodybuilding, dance, recreational sports,

medico-healthcare and traditional sports events of national minorities are increasingly popular among students. Especially in recent years, many educational institutions in different regions organize hiking and travel programs for students, who walk in the natural surroundings of the homeland, exercise their body and delight their heart. These activities are widely appreciated. PE in educational institutions implements the principle of combining popularization with improvement. For some students who are talented in sports events, schools provide after-class training to improve their skills. Training of reserve talents in sports for the country is also an integral part of PE in educational institutions. After-class training targets mainly sports teams and representing team of the school. It aims to develop students' strong points and increasingly improve their skills through regular training programs. With regard to a limited number of students talented with outstanding sports skills, the schools will send them, on a selective base, to spare-time sports schools for adolescence to receive systematic training. Up to now, there are thousands of such spare-time sports schools throughout the country, which give full play to their sports skills, and have turned out a great number of outstanding reserve talents with their improved skills. In order to activate school life, promote students' enthusiasm in participating physical exercises, cultivate their awareness of competition and favourable interpersonal relationship and find out sports talents, educational institutions organize a variety of sports competitions on regular base, with diversified form of limited-scale and single-event competitions, regularly or seasonally, between classes, grades or even schools. Educational institutions of different types and at different levels usually hold sports games both in spring and autumn. Comprehensive sports games for primary school students are held at county level and those for secondary school students at provincial level. The National School Games is held every three years and the National University Games every four years. In addition, some nationwide single-event competitions are also organized irregularly, and school or university sports teams are sent to participate in international or regional competitions. With increasingly improved skills and grown sports teams, student athletes and players have formed up a strong fresh force in the national competition sports. PE research activities in educational institutions have entered a stage of planned and organized implementation. Research findings are continuously applied as the scientific basis for PE development, or as reference to policy making of administrative departments. The China National Institute of Educational Research under the Ministry of Education has set up Research Centre of Physical and Health Education in Schools. The China Education Society, China Society of Higher Education and China Society of Sports Science have also set up successively research association of PE in educational institutions. In line with the developmental trends of PE in the world and in combination with PE theory and practice in China, outlines of research projects are formulated and listed into the national plan for educational research. At the same time, scientific research institutes on education and physical education at provincial level have also set up research teams or deployed special research staffs. Education administrative departments at county level and above all have PE teaching research staff. Institutions of higher learning have research

section office on PE teaching, while secondary schools or big primary schools also have PE teaching research groups. Therefore, PE scientific and teaching research in educational institutions has formed up a network with vertical transition and horizontal linkage. This network has carried out in-depth research into all aspects of PE in educational institutions, such as its guiding principles, objectives, teaching, training, extra-curriculum physical exercises, students' physique and health. Impressive achievements have been reached. For example, in 1985-86, Ministry of Education, State sports Commission; State Commission for Minority Affairs and Ministry of public Health jointly launched a research project on students' physique and health. Some 1,279 investigation points were established in 29 provinces, autonomous regions or municipalities, with exception of only Taiwan province. These investigation points conducted large-scale examination on 20 indicators on physical shape, function, and physique of students aged between 7 to 22 years old of 28 ethnic groups out of the total of 56 in China. They also checked about 9 types of common disease. Nearly one million students were targeted. Based upon analytical research into the acquired 15 million original data, some hundreds of papers were turned out, and compiled into a book, namely "Research on the Physique and Health of Chinese Students", which has served as the most valuable scientific source for research in this field. This project, together with its findings, has been granted the Second National Award of Progress in Science and Technology. It has far-reaching significance on promotion of scientific research on PE in educational institutions of China, and on improvement of the physique and health of the nation as a whole. PE in educational institutions of China is now undergoing prosperous development. Based on its own experiences and lessons, it will absorb continuously advanced experiences from other countries, and contribute, as it can, to the establishment and improvement of PE system in line with China's situation, and contribute to cultivation of socialist builders for the 21st century.

## Sub Unit – IV

### Growth and Development of Physical Education in India

#### At a Glance

- Before independence basically physical education was used in India for preparation for soldiers body build.
- In the decade of .
- In the period of Chou Dynasty China gave impetus to physical activities and shooting, football, boxing, fencing, throwing and chariot racing.
- Guts Muths is known as grandfather of German Gymnastics.

**Key Words:****Basic Points:**

There are upsides and downsides to required physical training (PE) classes; however the medical advantages regularly exceed different contemplations. With heftiness worries on the ascent, PE classes are regularly seen as a fundamental prerequisite by the two guardians and school heads. Without required PE courses, a few understudies may disregard physical movement totally, concentrating on inactive interests.

**Standard Points:**

1. It boosts your endurance and fitness level such that you stay healthier for longer.
2. It teaches oneself discipline to adapt a healthy lifestyle and take good care of one's body.
3. It promotes physical development and acquires essential physical skills.
4. Required PE class's help students develop good exercise habits, resulting in healthier lifestyles. Healthy exercise helps prevent obesity and other serious illnesses, such as heart disease, cancer, diabetes and osteoporosis.
5. Physical education courses encourage students to lead healthy lives.

**Advance Points:**

- 1) Progression of Physical Education programme from pre independence era to post independence era were not incorporate.
- 2) It should be scientific, well designed programme for PE with refined outcome.
- 3) It is recommended that the standardization of the curriculum level based.



### 1.4.1 Development of Physical Education in India before independence:

In India physical education emphasized physical development, good health and character for development of the individual, as well as the defense of the country. The Indian National Congress established in 1885, recognized the role of physical education in the freedom movement of the country. This political consciousness led to the establishment of Vyayama Shala, Akhadas and Talim Khanas. Some were already in existence, but many more were founded by political people with the aim of national regeneration through physical education. These centres of physical education provided opportunities to the young and the old to take part in indigenous physical exercises. This revival of traditional form of physical training encouraged a sense of national unity and a desire for political freedom. More and more people took part in these exercises for self defense. This resulted in Akhada movement in India. During this movement in the early part of the 20th Century, the exercises were carried out in Vyayama Shalas, Talim Khanas and Akhadas. These institutions tried their best to maintain and promote the traditional activities among the youth of the country and inculcated amongst them love for physical fitness, nationalism and patriotism. However, under the British rule no systematic efforts could be made to promote physical education to achieve these ideals. The first step in this direction was taken in 1937 when the Congress Ministry came to office in the Bombay State. The history of physical education can be studied along with classification of various periods of Indian political history which is divided into the following ages.

- 1) Vedic Age - (2000 B.C. - 1000 B.C)
- 2) Epic Age - (1000 B.C - 600 B.C)
- 3) Historical Age - (600 B.C – 300 A.D)
- 4) Nalandian Period - (300 A.D)
- 5) Rajput Period - (300 A.D to 1200 A.D)
- 6) Muslim Period - (1200 A.D - 1750 A.D)
- 7) British Period- (1750 A.D - 1947 A.D)
- 8) Post Independence Period - (1947 onwards)

**1) VEDIC AGE:** Much of the description about Aryans who migrated to India from Central Asia comes from the Vedas. The Vedas are not only the religious books, but they also contain references to the social and political life of the people. Inhabitants of India during this period were strong and sturdy. They generally loved pastoral and agricultural life. Archery, horse riding and chariot racing were their common sports. In fact, these sports were not meant for pleasure only; they were devices of war as well. Yoga seems to have originated during this period. 'Pranayam' was considered a sacred duty. 'Pranayam' is a yogic exercise practiced by the sages of the time to have complete control of the breathing process so as to fortify the body and purify the soul. Some of the physical exercises were 'Surya Namaskar' which helped keeping the body healthy.

**2) EPIC AGE:** The exploits of the Indians of this period can be gathered from the 'Ramayana' and the 'Mahabharata', which were composed during this period. Both epics reveal that this period was a period of great turmoil and wars. On the other hand the system of education was quite elaborate. This system had apart from scriptural studies, physical education as one of the compulsory items. Archery, Javelin throwing, sword fighting, club fighting, wrestling, horse riding and chariot racing have been elaborately described in these books. The names of such warriors as Ram, Laxman, Ravan, Megghanatha, Bhima, Arjuna, Kama, Bhishma, Drona etc. have become immortal for their valour. There were no separate teachers for physical education; but the knowledge of arms and armaments was given by the same teachers who were well versed in scriptural studies too. There used to be Gurukhuls (Schools) where pupils lived and celebrate life up to the age of 25 years and learnt all physical activities along with mental education.

**3) HISTORICAL AGE (100 B.C):** The ancient religion of the Hindus had its first jolt in this period. There was a great revolt against the existing social disparities, rigid caste system, the Brahmanical dominance and orthodox acceptance of the scriptural authority. There was general discontents among the masses against the tyrannical dominance of the priestly class. This spiritual awakening gave birth to two great religions namely 'Jainism' and 'Rudhism'. These religions were religions of peace and non-violence. Yet due emphasis was also given to physical training. Meghasthenes who visited India during the period of Chandragupta Mourya has referred to a very elaborate system of physical training for the army. Wrestling, sword fighting, Javelin throwing, horse racing etc. were very common sports in those days. Training in the art of war was both intensive and extensive.

**4) NALANDA PERIOD:** Nalanda was a great city learning where more than 6000 students, not only from different parts of the country, but also from foreign lands used to study. Along with religious philosophical studies, physical education was given due emphasis and was taught to students in a systematic manner. Besides 'Pranayam' and 'S u r y a namaskar' other forms of physical exercises were done every day without exception all the year round. The life of students used to be very hard during this period.

**5) RAJPUT PERIOD:** There was revival of Hinduism during this period. The Rajputs were divided into hundreds of clans and often fought among themselves. There was no central authority; however they remained supreme up to 13th century. The Rajputs called themselves pure Kshatriya and their profession by birth was fighting. That's why during their day, they had adopted a wonderful system of physical-cum-military training. From the early age the Rajput children were taught how to use swords and daggers effectively. Horse riding, Javelin throwing, archery, wrestling, hunting and mace fighting etc. were very popular activities. Girls were also taught how to ride a horse without saddle. Dancing and music have been part and parcel of the Rajput life. There religious fairs (mel'as) were good examples of this activity.

**6) MUSLIM PERIOD:** This period was also marked by much strife in which both the Hindus and Muslims took part for supremacy of the one over the other. Many traditional activities like 'Yogo' and 'Pranayam' were given a setback. Hunting seems to be very popular sports of this period. Sports like wrestling, boxing, swimming, sword fighting and Javelin throwing were given due emphasis. Pigeon flying and animal fighting were also very popular during the period,

**7) BRITISH PERIOD:** Physical education had always existed in the Indian society in one form or other, but had never been considered as a part and parcel of school curriculum. No doubt the English are a sports loving people, yet they also did not pay any attention to the inclusion of physical education in the school educational programme. In 1833, Government of India shouldered the responsibility of education and in 1870, education was made a state subject, the centre only retained the supervisory powers. For the first time, the Indian Education Commission in 1882 recommended physical training in school education. It recommended that physical training be promoted in schools in the interest of the youth by encouragement of native games, gymnastics, drills and other exercises. This spurred the interest of the school children to take physical activities. In 1894, the question of making it a compulsory subject in schools was considered but no definite policy came out of this. Western games such as Polo, Cricket and Hockey were becoming popular. Private organizations for physical education like gymnasia, Vyayam Shala, Akhadas and Kreedha mandals contributed much for the spread of traditional interest in the matter. Dandas, Baithakas, Yogic exercises, folk dances, wrestling and exercises with light apparatus received greater attention. Indigenous games like Kho Kho and Attye – pattye also became popular. Physical education such as drills and P.T. exercises were imparted in some schools by ex-servicemen re-employed by school authorities. They also prepared the students as Scouts for school ceremonies. The outstanding development of scientific physical education in pre-independent India goes to the Y.M.C.A. College of Physical Education, Madras founded in 1920 by Mr. H.C. Buck. In 1931, the Govt. College of Physical Education, Hyderabad and in 1932. The Christian College of Physical Education Lucknow, were established. In 1938, The Training Institute of Physical Education, Khandiyali (Bombay) came into existence. In 1914, 'Vyayam Prasarak Mandal ' Amaravati, was set up to serve the cause of Physical Education in India. In 1924, this institution started a five weeks summer course for young opened. Here, in 1945, the National Association of Physical Education and Recreation was formed. **PHYSICAL EDUCATION PRIOR TO 1882** The primary object' of the schools that were established before the creation of the Department of Public Instructions, Bombay was the development of mind by teaching facts without least attention to the development of the body. During this period, physical education of the students was totally neglected. Things began to change a little better after the creation of the aforesaid department. Some institutions began to take some steps for providing physical education in their institutions. For example, the Elphinstone College, Bombay established a cricket club in 1862 to 1863, The Poona College had a Mull Khomb and a Gynastic Trainer in its staff in 1867.

By 1881, this Poona College had clubs for boating, cricket and tennis and the Government schools gymnastics were provided and Indian games were introduced. However, it may be said that physical education was comparatively neglected in private schools and colleges of this period. Miss Carpenter, the well known social worker of England, paid a visit to Bombay in the sixties of the last century. She drew the attention of the government of Bombay to the urgent need of providing physical education in government schools. The subject thus received its first consideration as a matter of policy after 1866. One of the results of her suggestion was the introduction of physical education in the training colleges for men. In all these institutions gymnastics and drills were introduced as a part of the school routine. It is not possible, however, to know the extent and manner in which physical education was introduced in primary schools as a result of this training. But here also, as in the secondary schools, the result must have depended mostly on the personal interest of the teacher. The second result of her suggestion was the introduction of a clause in the revised grant-in-aid code which permitted sanction of building grants for gymnasium. The third result of her suggestion was to draw the attention of departmental officers to the problem of physical education. The Inspectors were now required to submit a special report on physical education and these were annually published as an appendix to the Directors Report with effect from 1879-80. The Indian Education Commission recommended that physical developments be encouraged by promotion of native games, gymnastics, school drills and other exercises suited to individual school. This recommendation was accepted by the government, as a result of which physical education began to receive much greater attention than before. This trend was further strengthened by the call of the universities and public leaders to give more attention to physical education. Between 1882 and 1892, the Bombay Government took a number of measures for the development of physical education. The Central Sir Dinsha Manikji Petit Gymnasium in Bombay was given a building grant as well as accruing grant to its staff on condition that it trained competent teachers of gymnastics. This may be described as the first training scheme organized for the teachers of physical education in Bombay state. Besides, Bombay Government granted land for play grounds to schools wherever government land was available. All the government high schools were provided with gymnasiums and play ground. Equipments for physical education were supplied to primary schools. Inspectors were instructed to pay particular attention to physical education; school gymkhana became a more regular feature of secondary schools. As yet no regular grant was available, but special grant for physical education was given for purchase of apparatus. Early in 1894, it was suggested to Bombay Government that in colleges and schools, attendance at the gymnasium should be made compulsory. No students would be permitted to appear at any higher examination of the university unless he produced a certificate of attendance in the gymnasium or play grounds from the Principal of his institution. The aforesaid suggestion was circulated among the principals of colleges and high schools, but the response was not favorable. After careful consideration the Government felt that there was no need for insisting on compulsory attendance in physical training classes. The reports of Director of Public

Instructions showed that there was a distinct voluntary inclination towards physical exercises and that was a better way of promoting physical education than by making it compulsory. The government decided to watch with interest the progress of the voluntary movement, and if it continued at the present rate, the necessity for compulsion would not arise. It is an idle speculation to imagine what might have happened if physical education had been made compulsory in 1894-1895 as suggested by the Bombay Government. But it appears that a good opportunity was lost for no apparent reasons. During the next 18 years, physical education continued to plod on along the general lines as indicated earlier during the early British period and thereafter. A gradual feeling began to develop that the policy laid down in 1894-95 had become absolute and that the time to give a new lead had at last arrived. During the first decade of the twentieth century, physical education based on Swedish gymnastics, games and sports was introduced as a part of the educational curriculum in Britain. The British educational authorities in India took similar steps in European schools and also schools meant for nobility. The missionary schools also followed suit. For example, in 1903, the St. Joseph's High School at Biliary in South India used the after school hours for physical training exercises for all students. The government of India itself was aware of its own responsibility to help lay the foundation of a sound system of education all over the country. So in 1912 the education department of government of India sanctioned a non-recurring grant of 25 lakhs for distribution in all provinces for school hygiene and acquire of play grounds. This encouraged organized games in the country as a part of educational programme. In 1908, Dr. J. Henry established the first 'Young man's Christian Association (Y.M.C.A) in India at Calcutta. Soon many other Y.M.C.A. Associations came into existence in the country. With the advent of Y.M.C.A, The Indian Physical education programme changed from Swadeshi gymnastics and military drills to one of individual and team sports and recreation activities. In addition to English sports of field hockey, rugby, football, track and field athletics was given due encouragement. The Y.M.C.A. approach to calisthenics and drills was quite different from that of the retired military instructors of the previous years. The play ground movement was initiated and recreation systems were established in big cities and towns. Out of the grant of Rs.25 lakhs, the Y.M.C.A. in India also received a substantial subsidy to meet the salaries of the physical director, whose services were also utilized by the Education Department of Government of India. Mr. P.C. Wren was the first physical director of the Y.M.C.A in India. Under his leadership a class was held in 1913 in Poona by the Education Department to train teachers to teach simple physical training exercises and games in their respective schools. A hand book for the guidance of these teachers was also published. This grant enabled all the European schools in Madras to create a post of physical director and to give further impetus to organized games in such schools. The drive for educational reforms started by Lord Curzon in the early years of the twentieth century was reflected in the field of physical education also. Plans for the training of teachers of physical education and the organization of physical, activities on modern lines were prepared and put into effect in 1913. In the same year, Mr. Wren was placed on special duty to train



teachers. As a result of his initiative, the drill system devised by him was adopted in almost all government schools. It was soon reported that the system was serving its purpose very well and the exercises served as an excellent means of relaxation. But mainly owing to the small number of trained teachers, the work of Mr. Wren did not have any lasting impact in the growth of physical education. After the end of the first World War in 1918 there was general awakening in all sections of Indian society. Education was looked at from national point of view for the first time. The national awakening of the Indian people and the growth of Vyamashalas, Akhadas and Talim Khanas has been dealt with in earlier pages. An organized programme of physical activities based on children's activities was regarded as essential for good education. A great need was now felt for trained physical teachers. To fulfill this demand the Y.M.C.A. at Madras took the lead and established the National Y.M.C.A. school of Physical Education in India in 1920. The school functioned well under the devoted principal Mr. M.C. Buck. In 1931-32 this school became known as the Y.M.C.A. College of Physical Education and gained international reputation. Since 1940 the institution became co-educational and offered three types of courses Diploma, Government Certificate High Grade and Government Certificate Lower Grade. Thousands of young men and women had been trained as teachers of physical education since then. By the end of 1920, the well organized government schools had a good lay-out for physical education. Outdoor games received a good deal of encouragement and became popular. Private sports clubs were formed at important centers in main cities. By this time, the importance of physical education as a part of education curriculum received recognition from the higher education authorities. Drill masters were employed in schools. They conducted all physical activities with enthusiasm. But their educational qualification was too low and hence much different from other members of the school staff and this tended to set them apart. Government, therefore, decided to make a more permanent arrangement for training teachers for physical education. For this purpose, a special post of the Director of Physical Education was created in 1925, and Mr. Fred Weber of the Y.M.C.A, Bombay was appointed to it. He conducted courses of physical training and mass drill in several cities of the province. The system advocated by him was taken up in government secondary schools and given considerable publicity. The government college of physical education was established at Hyderabad, Deccan in 1931, with Mr. Weber as Principal. Physical education was made compulsory in all the primary, middle and high schools of the former state of Hyderabad. He remained principal of the college till 1945. In 1952, the college was put under private control and was known as the Academy of Physical Education. It then reverted to government control. Its course lasts one academic year. At the end of the course, graduates were awarded 'Diploma' and non-graduates certificates. Mr. Wren, Mr. Weber and others could not succeed in making any lasting impression on physical education in schools. This was so because they had no training institutions to work through. In 1930 Mr. James Buchanon, Physical Director of the Y.M.C.A. Calcutta called a meeting of citizens for the organization of youth welfare councils on provincial basis. The object of the councils was to

promote the health of the Indian youth through extension of health services and instructions in schools. It aimed to provide qualified teachers of physical education by establishing a college of physical education in each province. His plan proved to be major success in the development of physical education both before and after independence of India. In 1932, the Government of Bengal established the Government College of Physical Education at Calcutta. Mr. James Buchanan was appointed as principal. His intensive training of teachers was so highly regarded that there was a great demand for 'Buchanan trained' teachers of physical education. In 1956, the college became coeducational. In 1932, The Christian College of Physical Education was established at Lucknow under private missionary management. Dr. Arthur W. Howard was appointed principal. The college was a unit of Lucknow Christian College and was under the control of its Board of Governors. The College was recognised by the Department of Public Instructions, Uttar Pradesh. The course lasted for one academic year, admitting graduates to the diploma course and under graduates to the certificate course. An experiment in physical education undertaken by the Bombay University during the period deserves special mention. The physical education committee (1927) writes that the Principals of three Art Colleges at Poona (Rawbinson, Kanitkar and Shah) have for more than one year successfully carried out a scheme of compulsory physical training of students of the colleges. The scheme created great enthusiasm among the students and has worked very successfully for over three college terms. The interesting part of this experiment is that games, drills and gymnastics have been coordinated and a touch of military training has been given with a view to create interest. The Government was not able to take adequate measures for development of physical education during this period. The inadequacy, however, was made up to some extent by non-official efforts. These were the days when the movement for National Education was at its height and physical Education found a prominent place in it. The task of creating public interest in this matter and of training specialised teachers of physical education was undertaken. A large number of teachers trained by three H.V.P. Mandal, Amaravati, worked in the schools of this state particularly of Vidarbha. These institutions did a lot in popularizing physical education among the people and in promoting the cause of indigenous games and exercises. It was mainly owing to the efforts of these institutions that physical education made a little progress during this period. Prior to 1937, physical education was generally regarded as being confined to 'school drill' which was entirely optional in character and frequently loaded down upon even by the pupils. To be delicate in health and 'strong' in mind was a matter of pride in those days. Since 1937, physical education has been regarded as a part of general education and made compulsory for all school children in Bombay, The first syllabus for physical education was introduced in 1928. In the light of experience gained, the syllabus from class I to IV, V to VIII and XI was revised from time to time. The Government also introduced a scheme for medical inspection of school children on compulsory basis. Every student was required to undergo medical examination at least thrice during his school life. The Central Advisory Board of Education was established in 1935 by the Government of India. The Board adopted a specific

resolution at its twelfth Meeting in 1946, where in item XVIII of the proceedings given special importance by mentioning the note that the Board then proceeded to consider the question of making physical education an examination subject in High Schools. While the Board were in sympathy with the objectives of the proposal that schools should take all possible care for promotion of physical welfare of children in their care, they were unable to accept the view that 'physical fitness could be included as an examination subject. Apart from practical difficulties, the Board felt that their, object of physical education would be defeated if the suggestion was accepted. Further, the Board of opinion that establishment of an expert committee on physical education would not serve any useful purpose. The Board in the first instance would like to see what provisions have been made in regard to the health of the school child in the first five-year programme of educational development.

### **1.4.2 Development of Physical Education in India after independence:**

India regained her freedom in 1947, This necessitated the formulation of new educational policy to build up a new nation. The subject of education was entrusted to the states and the centre retained the affairs of co-ordination and formulation of national policy on education keeping in view national objectives. A large number of schools were established in the country. Education was made free and compulsory up to the age of 14 years. Hundreds of new colleges and universities came into existence to foster to the needs of the country. Through physical education was considered part and parcel of school education, the drive was still not sufficiently vigorous. No doubt, a considerable number of institutions for training teachers for physical education had come up after independence but the administrative machine remained almost the same. A number of new schemes were put in to operation to boost up the standards of sports. But most of the schemes either met with under failure or were limping only. The off - quoted slogan "catch them young" became a thing of the past. The Ministry of Education, Government of India set up (i) Central Advisory Board of Physical Education and Recreation in 1950 (ii) All India Council of sports in 1954. The purpose of these bodies was to suggest ways and means to further the cause of physical education and sports in the country. The introduction of the National Physical Efficiency Drive strengthening the colleges- of physical education in the country and encouraging the states sports councils and other agencies to develop play fields, stadia and swimming pools were some of the important steps taken by the Government for promotion of sports and physical education. It was launched by the Ministry of Education in 1959-60. The plan consisted of certain items of physical efficiency tests which prescribed standards for achievements. It was hoped that it would arouse interest in men and women to improve their performances and thus stimulate their keenness for physical fitness. On the recommendation of the Ad-hoc enquiry committee of 1958, the Netaji Subhash Institute of Sports was established by the Government of India at Patiala. The main objectives were:- i) Producing coaches of high caliber in various games ii) Rendering assistance to sports bodies in talent hunt and training of up-coming athletes through its Regional Coaching Centers. i i i )

Polishing the National Teams before the participation in International competitions. iv) Conducting re-orientation courses for physical education teachers. v) Carrying out Research in issues relating to sports. vi) Organizing seminars, conferences and tournaments in games and sports. v ii) Helping Afro-Asian countries in the training of their personnel as coaches. v iii) Awarding scholarship to students studying in secondary stage who are proficient in games and sports. ix) Functioning as the Secretariat of Asian Athletic Coaches Association, Indian Association of Sports Medicine and Indian Association of track and field coaches. x) Carrying out the rural sports programme of the Government of India. The National Discipline Scheme came into existence on July 24, 1954 at Lajpat Nagar, New Delhi. It was in 1965 th at N.D.S. was merged with A.C.C. (Auxiliary Cadet Corps) on the recommendation of the Kunzuru Committee. Finally this scheme came to be known as National Fitness Corps (N .F .C). The aims and objectives of the scheme were (a) To make the youth health y in mind and body and in them a sense of patriotism, se lf - reliance, tolerance and self - sacrifice, (b) To develop human values and to build in them a desire to serve the country and humanity at large. The programme of the scheme covered items such as physical training, administration, organization and cultural programmes. The N.C.C was introduced in the year 1948 by an act of the parliament. Since then i t has expanded throughout the country. The scheme was operated by the Ministry of Defense in co-operation with the state governments, through the Director General of N.C.C. I t consisted of three sections i.e . Senior, junior and girls. There was a Central Advisory Committee presided over by the Defense Minister to advise the government on all matters concerning the expansion of N.C.C and M.C.C The training was usually given in schools and colleges, The auxiliary cadet corps came in t o being in 1952 as a supplement to the J r . Division of N.C.C. It's motto was service to the country. Both boys and girls with in age group of 13-16 were admitted to the corps. The train in g included P.T, drill, team games, field craft, first aid, sanitation and hygiene. In addition to these home-nursing was taught to the girls as a special subject. The A.C.C. was merged with the' programme of N.C.C. in 1965. In 1962, after the Indo-Chinese war, the government of India decided to give serious consideration to a scheme of compulsory physical education in schools. I t was the policy of the government to rely on the strength of the army in a l l matters of defense. Rut the aforesaid experience showed that the second and third lines of defense must always be replenished by recruitment from the general public. For this a new integrated scheme of compulsory physical education was scheduled to be put in to effect from July 1963. The planning commission made a provision for six cores and forty lakhs for the implementation o f the new scheme. The scheme covered a l l students from class VI to class X. Five period s o f not less than 45 minutes each were to be devoted to physical training. However, the scheme failed to come in to force in its true s p ir it. Under this scheme, grants were paid to different Vyayamasalas, Akhadas, sports clubs, recreation centers etc. for purchase of library books and equipments on the basis of 75 percent of the expenditure. In 1980 the ' Al l India Council o f Sports' framed a national sports policy which mainly dwelt on organ is a national aspect with emphasis on competitive sports. The

idea was to provide coaching to sports so as to win laurels in international field. It recognized the right of every citizen to participate in games and sports and other recreational activities to make the nation strong and healthy. It also set the primary goal of making all Indian citizens alive to the need for regular physical exercises from early childhood to an advanced age. To achieve this, not only physical education was to be made compulsory curricular subject at all levels of education but also mass consciousness on physical education was to be aroused. Universal participation was to be ensured by providing easily available facilities. The Draft National Sports Policy outlined programmes for the improved functioning of the two Central Institutes in Sports and Physical Education, Gwalior and Patiala. In 1984 SAI was established. 2001 Sports school was established in Banipur. In 2007 new campus opened at Bolpur.



**Sub Unit - V**

**Recreation- its principles, characteristics and importance.**

**Modern trends in recreation.**

**Indoor and outdoor recreational programmes.**

**Recreational programmes for various categories of people.**

### **At a Glance**

- An activity voluntarily engaged in during leisure time and primarily motivated by the satisfaction of pleasure derived from it is called recreation.
  - Every man should be encouraged to find one or more hobbies
  - Recreation occurs during leisure
  - Recreation involves an individual's attitude, motive, and incentive
-

**Key Words****Basic Points:**

- Recreation is as different as people are different; it is extremely wide and varied
- Recreation is activity; it is some sort of action as distinguished from rest
- Recreation must be voluntary; it cannot be ordered, imposed, or forced
- Recreation has no single form; it offers a variety of choices with endless possibilities

**Standard Points:**

1. It boosts your endurance and fitness level such that you stay healthier for longer.
2. It teaches oneself discipline to adapt a healthy lifestyle and take good care of one's body.
3. It promotes physical development and acquires essential physical skills.
4. Required PE class's help students develop good exercise habits, resulting in healthier lifestyles. Healthy exercise helps prevent obesity and other serious illnesses, such as heart disease, cancer, diabetes and osteoporosis.
5. Physical education courses encourage students to lead healthy lives.

**Advance Points:**

Participation in wholesome recreation helps to build character. It acts as a safety valve for the prevention of crime and delinquency. Because recreation activities have a strong appeal for children and youth, delinquency is less likely to flourish in communities where opportunities for wholesome recreation are abundant and attractive.

### 1.5.1 Definition of Recreation

Recreation may be considered as “Any form of leisure-time experience in which an individual engages from choice because of the enjoyment and satisfaction which it brings directly to him”.

– G.D. Butler.

Recreation may be defined as “An activity voluntarily engaged in during leisure time and primarily motivated by the satisfaction of pleasure derived from it.”

- Meyer and Brightbill.

#### 1.5.1.1 Principles of Recreation

According to Howard Braucher, Secretary of the National Recreation Association (Charles Smith's book) there are nineteen basic principles of recreation such as:

- 1) Every child needs to be exposed to the growth-giving activities that have brought satisfaction through the ages -- to climbing, chasing, tumbling; to tramping, swimming, dancing, skating, ball games; to singing, playing musical instruments, dramatizing; to making things with his hands, to working with sticks and stones and sand and water, to building and modelling; to caring for pets; to gardening, to nature; to trying simple scientific experiments; to learning team play, group activity and adventure, comradeship in doing things with others.
- 2) Every child needs to discover which activities give him personal satisfaction. In these activities he should be helped to develop the essential skills. Several of these activities should be of such a nature that he can keep them up in adult life.
- 3) Every man should have certain forms of recreation which require little space and which can be fitted into small fragments of time.
- 4) Every man needs to know well a certain limited number of indoor and outdoor games which he himself likes so that there will never be an occasion when he cannot think of anything to do.
- 5) Every man should be helped to form the habit of finding pleasure in reading.
- 6) Most men should know at least a few songs with good music so that they may sing when they feel like it.
- 7) Every man should be helped to learn how to make something of beauty in line, form, colour, sound, or graceful use of his own body. At least he should find pleasure in what others do in painting, woodworking, sculpture, photography, if he cannot himself use these forms of expression.
- 8) Every man should be helped to form habits of being active, of breathing deeply in the sunlit outdoor air. Man thrives best in the sunlight. Since living, not business, is the end of life, our cities should be planned for living as well as for business and industry. Sunlight, air, open spaces, parks, playgrounds, in abundant measure are essentials to any living that is to give permanent satisfaction.
- 9) Every man should be encouraged to find one or more hobbies.
- 10) It is of the greatest importance that every person be exposed to rhythm because without rhythm man is incomplete.

11) About one year in every ten of a man's life is spent in eating. It is of fundamental importance that this one-tenth of a man's life shall be so lit up by play of mind upon mind that eating shall not be a hurried chore but an opportunity for comradeship and for growth for the whole man. Eating should be a social occasion, in the home something of a ceremony.

12) Rest, repose, reflection, contemplation are in them a form of recreation and ought never to be crowded out by more active play.

13) Those recreation activities are most important which most completely command the individual so that he loses himself in them and gives all that he has and is to them.

14) Ultimate satisfaction in recreation comes only through one's own achievement of some kind.

15) The form of one's recreation as an adult, often, though not always, should be such as to use in part powers unused in the rest of one's life.

16) A man is successful in his recreation life in so far as the forms of activity he chooses create a play spirit, a humour, which to some extent pervades all his working hours, helping him to find enjoyment constantly in the little events of life.

17) The happy play of childhood is essential to normal growth. Normal men are most likely to grow from the children who have played well and happily. Normal men more easily continue normally as they keep up childhood habits of play.

18) Participation as a citizen in the cooperative building of a better way of life in which all may share is one of the most permanently satisfying forms of recreation.

19) That children and men and women may be more likely to live this kind of life, experience shows there is need for community action:

- Every community needs a person, and an unpaid committee or board charged with thinking, planning, and working to provide opportunity for the best possible use of the leisure hours of men, women, and children.
- Community recreation programs should continue throughout the year
- Support of community recreation forums should be through tax funds under some department of the local government.
- Every community needs play ground, parks, and recreation centres just as every city and town needs streets and sewers.
- Every community should provide opportunity for the children when they leave school to continue the musical and dramatic and other specialized recreation activities which they have enjoyed during school days.
- Community recreation programs should allow for a broad range of tastes and interests and varying degrees of mental and physical energy.
- Every community needs persons trained to lead in recreation just as much as it needs persons trained in education.
- Satisfying recreation, whether for the individual or for the community, involves careful planning.



### 1.5.1.2 Characteristics of Recreation

- **Recreation occurs during leisure**
- **Recreation is as different as people are different; it is extremely wide and varied**
- **Recreation is activity; it is some sort of action as distinguished from rest**
- **Recreation must be voluntary; it cannot be ordered, imposed, or forced**
- **Recreation has no single form; it offers a variety of choices with endless possibilities**
- **Recreation is flexible; it can be organized or unorganized; it can be enjoyed in a group or alone**
- **Recreation to one individual may be work to another**
- **Recreation involves an individual's attitude, motive, and incentive**
- **Recreation may occur or not occur; a specific activity may be recreation for an individual at one time, but not at another time**
- **Recreation is necessary in order for an individual to have balanced growth**
- **Recreation and work are not the same thing; although an individual may be very happy in his job, it is not possible for that individual's work to be his recreation.**

### 1.5.1.3 Importance of Recreation

**1. Physical Benefits of Recreation:** Taking part in recreational activities, especially outdoors, can greatly improve physical health. People, who take part in park activities such as walking, hiking, or skiing, schedule fewer office visits, maintain lower body fat percentages, and have lower blood pressure and cholesterol levels.

**2. Mental Health Improvements:** Mental wellness is critical to overall physical health. Participating in recreational activities helps manage stress. Taking time to nurture oneself provides a sense of balance and self-esteem, which can directly reduce anxiety and depression.

**3. Improving the Quality of your Life:** It's all about balance. Americans are busier than ever. Finding a way to balance the pressures of work and family with physical and mental wellbeing is important. People who make recreation a priority are more likely to feel satisfied with their lives overall,

**4. Modification of behavior:** Students are more enthusiastic to learn in outdoor learning activities as compared to traditional indoor setting and also more motivated. They also develop a better attitude towards the environment and more responsible behaviour.

**5. Building Communication Skill:** It helps in building communication skills and team building as students have to work in groups to solve problems. There will be more discussions of ideas and feedbacks and helps students to resolve conflict among them.

**6. Boosting memory:** It also helps in boosting memory as there is more practical experience and the information can be soaked up wholly by the brain in a more fresh and fascinating environment.

**7. Development of leadership:** It also helps in moral development as students get the opportunity to undertake leadership, question actions and regulations and accept responsibility for their own behaviour.

**8. Development of interpersonal relationship:** Enhances peer relationships and interpersonal skills. Students can also excel in areas other than academics where they have an interest. Recreational activities can give a chance to discover talents other than academic excellence which can later help one in the career and life as a whole.

**9. Recreation- A fundamental human need:** Among all the peoples and in all stages of history, man has found outlets for self-expression and personal development in forms of recreation which have a striking similarity. Recreation is a common heritage of all people, although its expression takes varied forms. In all lands, play is the chief occupation of young child during his active hours. Through play the child attains growth and experience. It is nature's way of affording outlets to the great biological urge for activity and the means of acquiring skills needed in later life. As he grows older, other forms of activity make increasing demands on his time, energy and attention. In adult life the duties and responsibilities of earning a living, earning for family and maintaining a place in human society tend to relegate recreation to a place of minor significance on the margin of life. Yet the urge for recreation is so fundamental and universal that it cannot be suppressed.

**10. Recreation contributes to human happiness:** Happiness was recognized by our forefathers as a fundamental and worthy objective for every individual. In fact life would be incomplete and drab without recreation, the great leader of recreation Dr. Austin Fox Riggs has rightly expressed that "The function of play is to balance life in relation to work, to afford a refreshing contrast to responsibility and routine, to keep alive the spirit of adventure and that sense of proportion which prevents taking oneself and one's job too seriously and thus to prevent the death of youth, and not infrequently the premature death of the man himself." Among the needs for real living there should be a beauty, knowledge and ideals; books, pictures and music; song, dance and games; travel, adventure and romance, friends, championships, and the exchange of minds. Recreation holds its place of importance in modern life because it has afforded and continues to afford opportunities for the attainment of these basic human needs which provide happiness.

**11. Recreation and Health:** Recreation is vigours, and is carried in the open air, which makes use of the fundamental muscles and is the best known means of developing and maintaining healthy organs. Certain forms of recreation cause increased circulation, greater respiratory activity, better elimination of wastes and improved digestion. It contributes to emotional stability by affording rest, relaxation and creative activity. Also give tone to the body by a healthful stimulation of the nerve centers. The value of recreation has been characterized as an insurance policy against nervous disorders, which when collected in middle age, will reimburse hundred fold. Its contribution lies in its value in preventing illness by contributing to healthful, happy living. Recreation is also used increasingly in the mental rehabilitation of the individuals.

People suffering from mental disorders have been found to react quickly to the stimulus of play, music in particular.

**12. Recreation and character development:** Recreation has been characterized as a force of tremendous consequence for the personal character and the national culture. Yet character development is not an objective specifically sought by persons engaging in recreation activities, it can be a natural by-product of participation in team games, drama, and music which require cooperation, loyalty and team play. Under recreation leaders of integrity and ability, people can be taught respect for rules, fair play, courage, an ability to subordinate the selfish interests of the individual to the welfare of the group and a capacity for team play. They also can be given valuable leadership experience. Recreation not only develops individual qualities, but it strongly influences the growth of social attitudes which affects the individual as member of group.

**13. Recreation and Crime Prevention:** Participation in wholesome recreation helps to build character. It acts as a safety valve for the prevention of crime and delinquency. Because recreation activities have a strong appeal for children and youth, delinquency is less likely to flourish in communities where opportunities for wholesome recreation are abundant and attractive. Children or young people engaged in recreational activities on the playground cannot at the same time robbing a bank, breaking into a home, involving in a gang raping or some other crime. The boy who goes to the playground daily or who excels in some other co-curricular/social activity, and the girl who takes part in the composition for the drama play or who is a leader in the nature group are finding outlets for the normal desire for recognition, success, and achievement. They have little need to seek such satisfactions in unsocial ways. Most delinquent and criminal acts are committed during leisure hours and larger parts of these acts are performed in order to get the means for the enjoyment of leisure. The police officials and prison authorities have testified from their experiences that much delinquency and crime result from inadequate recreation opportunities. As a result to avoid such things recreation plays an important role in the life of children, youngster, youth and adult.

**14. Recreation and community solidarity:** Many forces in modern society tend to separate people into distinct and often hostile groups, based on differences in their economic status, social position, race, creed, nationality, education or cultural background. Consequently, it grows suspicion, distrust, and dislike of our fellowmen and a lack of neighborliness and unity of interest. Recreation affords a common ground/common platform where differences may be forgotten in the joy of participation or achievement. Recreation is essentially democratic; interest and skill in sports, drama, or art are shared by all groups and classes. The young boy/girl/man/woman that excels in sports or any other activity is recognized regardless of his cast, colour, and creed by followers of these activities/ group people.

**15. Recreation and Morale:** In periods of insecurity, depression and unusual strain man is more than ever in need of activity which brings satisfaction and sense of accomplishment. In different parts of the world people are facing earthquakes, floods, military invasions, and other larger scale disasters which lead to mental breakdown. During such times the value of recreation as means of building and restraining morale is highly appreciated. For example during world war 2nd recreation activities played a vital role. Comprehensive programme for men/women in the armed forces, leisure time activities for war workers and their families, and neighborhood and community programme helped to sustain morale on the home front. The recreation services being provided for the armed forces, for the worker in war industries and for the morale of civilian groups are very definitely contributing to our war effort. Military leaders repeatedly testify to the morale value of such service.

**16. Recreation and Safety:** Adequate provision for recreation, especially in the form of play grounds/swimming pools under the supervision of efficient leadership contributes definitely to the reduction of accidents. Recreation areas that are properly designed and carefully operated are remarkably safe. Recreation departments also contribute public safety by providing and supervising recreation areas by teaching skills that are essential to safe participation in injury prone recreation activities, and by enforcing safety regulations on public recreation areas. In the absence of safe recreation areas there is no safety in street recreation at a crowded place which may cause injuries. **17. Recreation and Democracy:** Democracy and recreation are alike in spirit and each tends to promote and strengthen the other. Democracy is committed to giving each individual the opportunity to grow fully, express himself freely and achieve an abundant life. Recreation which represents activity freely chosen, offers the individual opportunity for genuine satisfaction, creative expression, and the development of his powers, helps him in attaining the objectives of democracy. It contributes to his effectiveness as a citizen in the modern democratic state.

**18. Recreation and Education:** In many respects the objectives, methods, and programmes of education and recreation are similar but they are not identical. The fullest development of the individual is sought by both; but recreation affords immediate satisfactions, whereas education aims at a more distant goal. The element of compulsion is present in some aspects of education which is lacking in recreation experiences. Many activities such as sports, music, drama, or arts are common to both programmes, but in education they represent areas in which skills, understanding and appreciation are to be acquired. In the recreation programme however, the activities serve primarily as a means of using and enjoying skills and interests that have already been acquired. Yet educational growth is a part of every satisfying recreation experience. The training for worthy use of leisure was one of the seven objectives of education. To achieve this objective recreation provides opportunities to impart training and activities to use leisure time intelligently in a constructive manner. The early and continuous development of leisure attitude, habits, skills and knowledge, leads towards developing and educated judgment about recreation. The authorized educational institutions have realized that recreational programme

affords an excellent medium for carrying on the learning process and for achieving objectives of education. Recreation therefore plays an increasing role in the curriculum of formal education and in the extra-curricular programme of an Institution.

**19. Recreation and Economy:** Leaders in business and industry have long realized that the way in which their employees spend their leisure hours influences effectiveness on the job. In the welfare states of the world hundred of dollars are being spent per year to care for one delinquent whereas a playground, which may prevent children from becoming delinquents, can be operated at an annual cost of only a few dollars per child served. In other words investment made in developing and providing recreational facilities is an investment in the welfare of human being, that pays dividends in dollars/rupees as well as intangible returns.

Therefore, recreational activities are very important means of utilizing the spare time in fruitful activities which enliven mind and body and direct their superfluous energies into channels of constructive and national building work. However, as too much of everything is bad, people must not be over-strained while engaged in such activities otherwise their sense of joy would be adversely affected. Thus recreational facilities should be available for all classes of men and women, both in the urban and rural areas and is closely related to such aspects of national life as education, health and social welfare. It is clear that recreation has gained a place of importance in modern life and has pointed out several ways in which it contributes to an individual, community and nation's welfare.

### 1.5.2 Modern trends in recreation

#### 1. Health and fitness:

Park and recreation programs have begun to take a more active role in community health and fitness. In Everett, Washington, the park and recreation department partnered with seven other organizations to sponsor a "Get Move in" campaign. A summer program targeting inactive children, the project targeted inactive children. Those who were active at least 20 minutes a day, three times a week received free access to activities such as swimming, climbing and ice-skating lessons. For those who met the activity challenge for four of the five weeks of the program, there were free tickets to the Everett Aquasox game. In Glendale, Arizona, the community mobilized a "get fit" effort with its "Walk a Hound, Lose a Pound" event. The activity is a seven mile walk, bike, skate, jog, run or stroll with a dog along a local hiking trail. Participants could turn around at any point, but there were incentives to keep going. Each mile walkers were greeted by local musicians, and at the halfway mark, hounds and owners encountered the world's largest fire hydrant. Registration fee included an event shirt, an entry into the Hound/Owner Costume Contest and, of course, a great time.



## 2. **Generational Programming:**

Park and recreation programs are more tuned in than other organizations to the specific needs of different age segments of the population. There has been a big increase in the number of offerings for families, with children of all ages. This is a departure from past family programming which often focused almost entirely on younger children and preschoolers. Activities such as Family Fossil Hunt and Family Backpacking and Camping Adventure have proven very popular with families with teens. This responsiveness to the Gen-X parents of today is an important step, because Gen Xers and Gen Y place a high value on family.

## 3. **“Mommy Fitness.”:**

With 61 million women of childbearing age in the population, there is an increase in classes for women during pregnancy. With the focus on fitness and wellness among the Gen X and Gen Y generations, exercise and fitness classes for pregnancy—as well as stress management and healthy lifestyle are growing in popularity.

## 4. **Life sports:**

Aimed at kids in particular in response to the childhood obesity epidemic, this refers to sport that’s fun and an individual can participate well into their later years, e.g. biking, kayaking, tennis, swimming, jogging/walking, etc. The theory is that we should forget about the high priced gyms, personal trainers, etc. and just find activities that we enjoy and have fun with as we also get exercise. Time management is the key.

## 5. **Increased Importance of Technology:**

Directors are reporting that participants are increasingly turning to their websites for information. This does not mean that the brochure is obsolete, but it does mean that the brochure and website need to be designed to support and complement each other. The brochure needs to drive prospective participants to the website, and the marketing function of the website needs to be considered carefully in the design of the site. Quick loading, easy navigation, and good graphics are all essential to successful online marketing, as is online registration software.

### 1.5.3 **Indoor and outdoor recreational programmes:**

#### **A. Indoor Recreational Programmes:**

Indoor recreational programme are those which are occurring in inside of door.

Indoor programme may be-

1. **Bake Pies** – Take the apples you picked at the orchard and make a pie. Pies are easy to make and fun when you do it together.
2. **Coffee Date** – Find the most comfortable, cozy, laid-back coffee house in your city, and enjoy the morning with a cup of Joe and conversation.
3. **Get a Couples Massage** – Let expert hands work their magic as your stress and anxiety melt away.

4. **Movie Date** – Being fall, it's time for some scary movies! Or not. Whether you head to the theater or pop in a DVD at home, turn off the lights, silence your phone, and enjoy some snacks.
5. **Ice Skating** – There's nothing more romantic in the fall than taking your partner ice skating. Ok, there are plenty of things more romantic. But not nearly as fun.
6. **Art Gallery** – An often forgotten date is the one that goes to an art gallery or a museum. This is a beautiful opportunity to have in-depth artistic conversations with your partner, as well as a great educational experience.
7. **Board Game Night** – All jokes aside, when the weather is bad, and you need something fun to do, break out the board games. Even if the power goes out, light some candles and keep rolling the dice.
8. **Chef Swap** – Take turns cooking dinner for each other. Spend a week cooking up your most ingeniously original fall recipes, keep track of the oohs & aahs and declare a winner when the week is over.
9. **Volunteer Your Time** – Head over to a Boys & Girls Club, local soup kitchen, charity, or hospital and volunteer your time. You get that rewarding feeling and the opportunity to meet the most incredible people through volunteerism.
10. **It's a Couples Party** – Call your friends over for a relaxing autumn-themed dinner party and drinks.

#### **B. Outdoor Recreational Programmes:**

Outdoor recreational programme are those which are occurring in outside of door. Outdoor programme may be-

- i) **Hike a Trail** – You may have to take a short drive to get there, but hiking a trail together can be relaxing and fun. The later in fall you go, the more of a color show, the trees will give you.
- ii) **Go Horseback Riding** – Letting the horses' do the walking as you meander through the backcountry is an unforgettable and rewarding experience.
- iii) **Take a Camping Trip** – Pitch a tent, start a fire and cook up the s'mores. On a clear night, kick back for some stargazing while you're at it.
- iv) **Go Fishing** – The shores of streams, rivers, lakes, and ponds are great for casting in your line. Make it a challenge to see who can catch the most or largest fish.
- v) **Have a Picnic in the Park** – Pack a basket with your favorite finger foods, snacks, and drinks; head over to your favorite park and stretch out a blanket. Kick back and enjoy yourselves. If the

- weather suddenly changes, head to the parks recreation center to finish your meal and see what's happening in the community.
- vi) **Go for a Bike Ride** – Go for a morning ride in the brisk air on your favorite bike path or trail. No rush and no stress, just a fun ride to start the day.
  - vii) **Take a Road Trip** – Destination unknown. Write the names of five nearby cities, monuments, or tourist attractions on pieces of paper and pull one from a hat. Gas up the car, get some snacks, a change of clothes, and hit the road!
  - viii) **Go For a Sunset Boat Ride** – There's a certain romance in watching the sunset from the back of a boat on a body of water. Besides your life-vest, don't forget the blanket, this is a great time to cuddle.
  - ix) **Cozy Up to a Bonfire** – Speaking of cuddling, chilly nights are ideal for lighting a bonfire. Make it a couples affair by inviting your friends and telling stories into the night.
  - x) **Visit an Apple Orchard or Pumpkin Patch** – It's fall. It's also time to go get some apples right off the tree and a pumpkin or two right off the vine. Besides being a great couple's activity, this is also the perfect setting for taking fall themed pictures.

### 1.5.4 Recreational programmes for various categories of people

#### Physical Activities for Kids Ages 2-4:

1. **Jumping Jacks:** Start with 20 of these to get the blood flowing. You can easily incorporate these into a game of Simon Says if your kids are a little older! Or just let them go crazy on a mini trampoline. This is a fun activity to do to a music soundtrack.
2. **Balance Beam:** Very easily set up! Masking tape is all you really need – make a line on the ground and have fun! Ask your child to walk to the end only on the line. Try more lines at different angles, spirals, and zig-zags.
3. **Keep the Balloon Up:** Be prepared as this will get rambunctious! This can definitely be one of the rowdier physical fitness games. Secure your lamps and pictures on the wall! Simply blow up some balloons and tell the kids to keep the balloons from touching the floor. What fun for the kids!
4. **Dancing!**  
No real explanation needed here. Turn up the music and have a dance party!
5. **Temper Tantrum:** I know, not really a parental favorite among the physical games for kids. But, go on, give the kids permission. Temper tantrum! Guaranteed to release some energy.

**Physical Activities for Kids Ages 5-8**

1. **Simon Says:** I had so much fun playing this game with teachers even in 5th grade! But this time, you are the leader and get to work the kids up into a frenzy. First, choose someone to be “Simon”. Simon either begins a command with “Simon Says” or not. To stay in the game, kids only must follow the commands that begin with “Simon Says”. If you want to make the game difficult for older kids, simply issue commands faster and faster, and make the needed actions more and more difficult to complete.
2. **Scavenger Hunt:** A scavenger hunt is all about finding items from a list in certain rooms or areas of the outdoors. The kids will love checking off each item found or collected on the list. If you haven’t done this lately then you just aren’t living!
3. **Hot Potato:** This physical activity will get giggly! Simply get a soft ball (not a softball!) or a rolled up sock and toss it to a child. Tell them to toss it to someone else as quickly as possible. Everyone repeats this. When does this game end? Who knows? Just get rid of it!
4. **Follow the Leader:** No real trick here – just follow where the leader goes! Under a table? Over a tree stump? Into the kiddie pool? Oh noooo!!!
5. **Duck, Duck, Goose (or Duck, Duck, Grey Duck for us Minnesotans!):** This classic activity needs about a minimum of 6 kids to play. Choose someone to be the Goose (or Grey Duck). All the other kids sit in a circle. The Goose then walks around the circle, tapping each kid on the head and saying “Duck”. Eventually, the Goose will say “Goose!” instead when tapping a person on the head. The tagged kid then must chase the Goose around the circle and reach him/her before they claim the vacant spot. If they do not, the tagged kid becomes the new Goose. This may be a favorite among physical games for kindergarten teachers, but even adults can enjoy a rowdy game of duck, duck, goose.

**For Primary School Students:****1. Indoor Obstacle Course:**

Obstacle courses make great physical games for children. I loved them as a child. Build a course using some of these ideas in any order:

- Crawl under tables.
- Use a Balance Beam as described in game number 2.
- Climb over ottomans.
- Children need to jump/somersault/crawl/crab walk from one obstacle to another.
- Put down pillows or couch cushions and the kids need to jump from one to the next. Alternatively, the kids could need to jump over the pillows or cushions!
- Perform various exercises like 20 jumping jacks.
- One of my personal favourites – crawling through a tunnel of blankets or sheets (hang them over chairs, couches, etc)

- Toss 3 sock snowballs from game number 22 into laundry baskets. You can also throw stuffed animals.

## 2. Outdoor Obstacle Course:

The outdoor version of the obstacle course! Here are some ideas for your course to put in any order:

- Lay down a ladder and have the kids step through each rung.
- Allow only jumping/somersaulting/crawling/crab walking from one area of the course to another.
- Put down a piece of wood as a Balance Beam.
- Perform various exercises like 20 sit-ups or push-ups.
- Give each child 2 sheets of newspaper and allow each step to be taken only on a piece of newspaper. This requires the child to reach back and grab the previous step's sheet of newspaper – tricky!
- Create a slalom – kids must run zig-zag between obstacles.
- Jump over various objects.
- Throw balls to knock down objects.
- Use water squinters to hit targets.
- Make kids fill up a cup of water, run a distance to another container, pour the water in the container, and repeat this until they fill up the container to a certain height.

**3. Animal Races:** Some races the kids need to hop like a frog. Or run on all fours like a dog. Or maybe crawl on the ground like a lizard! Make it more fun with costumes! Which animal is fastest?

**4. Musical Chairs:** Get your dancin' shoes on! This game is best with at least 4 or more children playing and 1 additional person to stop the music.

**5. Tag:** This is an old standby among physical activity games. We've all played it. We all love it. Now get in the game with those kiddos!

**6. Jump Rope:** If you don't own jump ropes, don't worry. You can make your own out of plastic bags!

### For High School Students:

- 1. Wrestling:** Now this is what I call a physical activity. See if the kids can take you down! Be sure to only try this one on carpeting or grass. OK, if you have actual gym mats then you can use those, too
- 2. Crab walk:** The crab walk will really get the kids winded. Start by sitting on the ground with your hands and feet flat on the ground. Make sure your fingers are pointing away from your body or else you will put too much pressure on your wrists. Now, raise your torso up towards the sky, about level with your shoulders. Then start to walk with your hands and feet. Let's see how long you and the kids can keep this up! Crab walk tag, anyone? See video instructions below from Vlad Superdad.



3. **Hopscotch:** The easiest way to do this activity is to get a piece of chalk and draw the hopscotch design on the sidewalk or driveway according to Wikipedia. Old-time fun! If you are indoors, Melissa & Doug makes a cute rug and you can play with beanbags or small stuffies.
4. **Bowling:** Get some items that you can stand up like empty water bottles or plastic cups, grab a big enough ball, and start rolling to knock over the “pins”!
5. **Indoor Basketball:** Easily done by making a few “snowballs” out of some pairs of socks, then get a laundry basket (or something smaller to increase the physical challenges for kids). Have the kids take turns trying to make a basket, and have them try some longer shots worth more points! A child wins when they get a certain amount of points.
6. **Twister:** This game was made popular by Johnny Carson in 1966, and has been a success ever since. Fun for 2 or more people, you can go buy this game or make it yourself. You’ll get tied up in knots!
7. **Bocce Ball:** While ladder golf is one of my go-to outdoor activities, bocce ball is my favorite! Hours of simple fun! Played with 4-8 balls and a smaller, white “jack” ball, the jack is thrown out on the lawn, and players take turns throwing their larger-sized balls towards the jack. The point is to get as close to the jack as possible, and even touching it. Scoring and full instructions can be found [here](#).
8. **Lacrosse:** Lacrosse is becoming more and more popular as the years go by. You’ll need at least one other person with a lacrosse stick to toss a ball around!

**For adult:**

1. Biking
2. Hiking
3. Basketball
4. Soccer (Football)
5. Tennis
6. Volleyball
7. Swimming
8. Hockey
9. Flag football
10. Two-hand touch football
11. Tug-of-war
12. Running
13. Rollerblading
14. Kick Ball
15. Baseball

**Recreation activities for seniors:**

Gone are the days when retirees used to sit at home and feel old. It is important for older adults to stay active after retirement and be participative in the community. The choices for outdoor recreation are unavoidable. There are many centers that offer various classes and courses in exercise programs, crafts and arts, and other outings. PA is a wide-ranging term that includes a variety of activities. Recreation activities for seniors provide long term advantages. Higher fitness levels, improved health and social interactions are few of the benefits of indulging in fun activities. It is therapeutic refreshment for both the mind and body.

**Walking**

Walking is one of the most common exercises. It is enjoyable and a social activity that can also be carried on with friends and family members. There is nothing like avail some fresh air in lush green surroundings. It helps to reduce depression and lower down the stress, thus maintaining emotional well being whether you have a company or not. It is perhaps the best form of physical exercise for all age groups. The chance to inhale fresh air and see the greenery helps in reducing depression and helps maintain emotional well being. It also gives a chance to meet other people. The older adults must wear comfortable walking shoes, which will give support to their feet and they will not make them feel tired. For those who feel the requirement for intermediate support or a need to hold on to something, carrying a stick is a good idea. For those who can go for longer walks easily, or choose to go and sit in the park, or garden, carrying a bottle of water would help them to take care of thirst. However, if one is on a wheelchair, going to parks and gardens may not be very feasible owing to the physical barriers. There is however another boon – the malls, which can be accessed even in wheelchairs, with a helper. For the wheelchair borne, these walks may not be possible everyday but can be clubbed with window shopping, if one is interested and perhaps a coffee, with a friend, acquaintance, or a family member.

**Bird Watching**

A great activity for people who love nature but cannot go for nature walks, in the fields or forests because of physical problems or deformities, lack of transport, companions or any other practical problem, then there is no need to go to the forests for this. A park is the good idea to start this activity.

**Photography**

Another activity is photography. For which a camera is to be needed. A practical way is getting hold of a digital camera, and clicking whatever interesting, and capturing it in the camera. It could be a theme – like nature, or vehicles, or humans, anything that holds attention. This can then be even consolidated into a scrapbook kind of file in a computer.

**Gardening**

Gardening is a nice leisure activity for older adults. It helps people to connect with the nature. Just need a small patch of land or a plot that will keep the elderly occupied, or a few pots that can keep in the balcony or just outside the house, and some bright coloured equipment. One

can grow vegetables and create a beautiful garden. This activity should be followed only during the morning and evening hours avoiding peak hours. A few websites and books are enough to help the elderly create a garden and may be even grow some vegetables. It is advised, not to step out for doing gardening when it is very warm outside, do it in the mornings and evenings. It is also obvious that, do not lift out anything heavy like pots, which might cause strain to the back. If already have a back problem then it would help to put the pots in an elevated place so that the elderly people do not have to bend too much.

### **Sports**

If physical health and doctor permits, sports is a very good physical exercise and recreational activity – be it swimming, badminton, tennis, golf or any other which may interesting to the older adults. It is also an excellent way to meet other people socially.

### **Exercise**

This is one activity suggested by all doctors and health practitioners for all age groups, the senior citizens are not different. Different forms of exercise are now being practiced which are a great form of relaxation apart from helping physical and mental fitness.

### **Yoga**

Yoga brings physical as well as mental fitness. A TV series by a professional Yoga Guru gives an idea about the benefits of Yoga and how to practice. It is however essential to learn appropriate and right postures from a good teacher of Yoga.

## **Recreational Activities for the Older Adults**

Old age is often referred to as the 'second childhood'. During this stage most of the elderly people tend to behave like a small child, not listening to what others say and become stubborn. This might be due to the reason that majority of the people incur the problem of brain shrinkage, as they grow older. Therefore, we need to give the senior citizens special care and attention and treat them just like our little ones. Keeping them busy in recreational activities is the best idea, to fill the gap that comes along with retirement and old age. Enrol the elderly person in a club that organizes activities involving the active participation of volunteers. If the club organizes health camps and rehab, competitions or hobby classes, it will be the best option for the older adults, who wants to pass their leisure time in a productive way. A fun way to keep a senior citizen busy for the maximum time is to arrange arts and crafts competitions. If elderly's residential association organizes cultural activities and day trips, be sure that the elderly person. It will definitely rejuvenate their spirit. Dedicated volunteering in schools, colleges and local community centres can help the senior citizens attain self-satisfaction that they have rendered service during the post-retirement period, without sitting idle. To kill the boredom, arrange easy and fun games for the elderly person, when we are spending time with the elderly. This could be as simple as the good old 'passing the parcel' game. Ask the little ones in our family, to play with their grandpa/grandma for some time. If an elderly person has inclination towards any type of activity, be sure to address it. For instance, if an elderly is interested in taking

photographs, provide them a camera. Take them to the places where they can click nice pictures. Reading is something that the majority of older adults like to do, in a free time. Gift some books for them. We may present a library membership to them as well, so that they get the supply of their favourite books all through the year. Give food to their brain - organize mental exercises, like puzzles, for the senior citizens. We can also get some printed brain teasers, like crossword puzzles and Sudoku.

### **Physical activity for older adults**

Regular exercise is a best way to live a long and healthy life. There are many health and lifestyle benefits of physical activity for senior citizens. People, whose lifestyle is active, feel healthy and have an improved sense of wellbeing. Besides feeling better, a regular exercise reduces the risk of diabetes, heart disease, colon cancer and stroke. Elderly should be active

Researches shows that elderly's with active lifestyles are often as healthy as less active people aged 15 years younger. One of the best ways of living a long and healthy life is through physical exercise. However, physical exercise comes in many ways and forms, including walking, housework and gardening to the shops to buy the milk or newspaper.

Regular physical activity helps reduce the effects of aging such as muscle strength, balance, limited mobility and flexibility. It also reduces the risk of osteoporosis and heart problems, as well as keeping older adults in a happy and healthy frame of mind. One way older adults are beating the stereotyped "old" image is through remaining socially and physically active. From dancing, golf, bushwalking, swimming, tennis or simply gardening or walking the dog, all these activities play a important role in ensuring their look and feel younger, healthier, and have a better quality of life.

**Sub Unit – VI**

**Wellness: its importance benefits and challenges.**

**Development and maintenance of wellness.**



### **At a Glance**

- **Wellness is the active pursuit of activities, choices and lifestyles that lead to a state of holistic health.**
- **Wellness enhance self-esteem, self-control, determination and sense of right and wrong, body remains active, healthy and free from various diseases, healthy body will lead to healthy mind, prosperity and optimistic mood towards life.**
- **Wellness may increase chances of live longer and increases zeal toward life, reduce the risk of many types of cancer.**
- **Physical wellness programme strengthen bones and muscles and reduces the risk of fall and injury in old age.**
- **Regular practice of wellness programme reduces the risk of various chronic diseases like diabetes, hypertension, and heart disease.**

**Key Words****Basic Points:**

Wellness enhance self-esteem, self-control, determination and sense of right and wrong, body remains active, healthy and free from various diseases, healthy body will lead to healthy mind, prosperity and optimistic mood towards life, increase chances of live longer and increases zeal toward life, reduce the risk of many types of cancer.

**Standard Points:**

Wellness Programs Improve Health Behaviors, Reduce Elevated Health Risks, Reduce Health Care Costs, Improve Productivity, Can Decrease Absenteeism, Can Help Improve Recruitment and Retention and Help Sustain High Morale.

**Advance Points:**

Moment less life cannot gives us walking time, habit building opportunity, proper nutrition, mindfulness, financial freedom and also adequate deep sleeping time.

### 1.6.1 Definition of Wellness

The Global Wellness Institute defines wellness as “**the active pursuit of activities, choices and lifestyles that lead to a state of holistic health.**” There are two important aspects to this definition. First, wellness is not a passive or static state but rather an “active pursuit” that is associated with intentions, choices and actions as we work toward an optimal state of health and wellbeing. Second, wellness is linked to holistic health-that is, it extends beyond physical health and incorporates many different dimensions that should work in harmony.

#### **Definition:**

“Wellness is an active process of becoming aware and making choices towards a healthy and fulfilling life. Wellness is an integrated method of function which is oriented toward maximizing the potential of which the individual is capable. It requires that the individual maintain a continuum of balance and purposeful direction within the environment where he is functioning wellness is a direction in progress toward an ever higher potential of functioning.”

**- Halbert L Dunn.**

#### 1.6.1.1 Importance of Wellness

- 1) **Wellness Programs Improve Health Behaviors**
- 2) **Wellness Programs Reduce Elevated Health Risks**
- 3) **Wellness Programs Reduce Health Care Costs**
- 4) **Wellness Programs Improve Productivity**
- 5) **Wellness Programs Can Decrease Absenteeism**
- 6) **Wellness Programs Can Help Improve Recruitment and Retention**
- 7) **Wellness Programs Build and Help Sustain High Morale**

#### 1.6.1.2 Benefits of Wellness

- **Enhance self-esteem, self-control, determination and sense of right and wrong,**
- **Body remains active, healthy and free from various diseases.**
- **Healthy body will lead to healthy mind, prosperity and optimistic mood towards life.**
- **Increase chances of live longer and increases zeal toward life.**
- **Reduce the risk of many types of cancer.**
- **Strengthen bones and muscles and reduces the risk of fall and injury in old age.**
- **Reduce the risk of various chronic diseases like diabetes, hypertension, and heart disease.**
- **Physically well person can handle better ups and downs of life than unhealthy person.**
- **It enhances immune system of the body**

### **1.6.1.3 Challenges of Wellness**

- 1. Walking Challenges**
- 2. Habit-Building Challenges**
- 3. New Hire Challenges**
- 4. Nutrition Challenges**
- 5. Mindfulness Challenges**
- 6. Financial Wellness Challenges**
- 7. Sustainability Challenges**
- 8. Charity Challenges**
- 9. Sleep Challenges**

### **1.6.1.4 Dimension of Wellness**

There are basic eight dimensions in wellness which are as follows:

#### **1. Emotional wellness:**

**Emotional wellness has to do with your thoughts, feelings, and behaviors. It allows you to clearly recognize and accept your feelings, both positive or negative. This includes adapting to stress, life changes, and difficult times.**

**Ways to improve your emotional wellness include:**

- Being optimistic and focusing on the positive aspects of life
- Learning to accept your emotions, whether good, bad, or ugly
- Building and maintaining strong relationships
- Staying in the moment
- Practicing mindfulness
- Smiling as much as possible
- Maintaining a good work/life balance
- Getting enough sleep at night
- Seeking professional support when necessary
- Managing stress through positive coping methods

#### **2. Spiritual wellness:**

**Spiritual wellness is the process by which you seek meaning and purpose in life. This can be achieved in a variety of ways including organized religion, prayer, meditation, yoga, as well as a careful assessment of your morals, values, and beliefs.**

**Ways to improve your spiritual wellness include:**

- Becoming a practicing member of an organized religion
- Performing daily positive affirmations
- Taking time to appreciate the natural forces of the universe
- Practicing yoga

- Forgiving and forgetting the actions of those who have wronged you
- Meditating
- Reflecting on the meaning of past events that occurred in your life
- Taking the time to think about who you are and exploring your inner self

### 3. Physical wellness

Physical wellness has to do with keeping your body in optimal condition and health. It can be achieved through a well-balanced diet, various forms of exercise, and practicing self-control.

Ways to improve your physical wellness include:

- Exercising for at least 30 minutes a day
- Consuming a well-balanced diet
- Practicing portion control
- Eating breakfast every day
- Practicing safe sex
- Scheduling routine physical exams with a medical provider
- Getting enough sleep at night
- Committing to a smoke-free lifestyle
- Limiting the consumption of unhealthy fats, sugar, salt, and alcohol
- Learning to listen to your body and recognize early signs of illness

### 4. Social wellness

Social wellness is your ability to connect with others and maintain strong relationships. It can be achieved by surrounding yourself with positive people and being comfortable with who you are in social environments.

Ways to improve your social wellness include:

- Getting involved in your school, workplace, or community
- Scheduling time to be with family or friends
- Reaching out to friends you haven't talked to in a while to see how they're doing
- Practicing active listening when others are talking
- Being respectful in the way you communicate with others
- Practicing self-disclosure to those you trust
- Embracing laughter
- Making an effort to build new relationships
- Refraining from blaming, judging, or criticizing others
- Being confident in yourself in all social situations

### 5. Intellectual wellness:

Intellectual wellness has to do with participating in mentally stimulating activities that challenge your overall knowledge and skill sets. It can be achieved by committing to lifelong learning and being open to trying new things.

Ways to improve your intellectual wellness include:

- Traveling the world to experience and learn about different cultures
- Trying out new hobbies
- Cultivating your own views, opinions, and ideas
- Being open-minded about the views, opinions, and ideas of others
- Learning a foreign language
- Reading fiction and nonfiction books to spark your imagination
- Learning a musical instrument
- Exploring your creative side
- Mastering time management with to-do lists and priority systems
- Taking an online course on a subject of interest

### 6. Environmental wellness

Environmental wellness is the way you feel about, respect, and protect the world around you. It can be achieved by going the extra mile to live an environmentally friendly life as well as conserving the world's natural resources.

Ways to improve your environmental wellness include:

- Recycling whenever possible
- Gardening and landscaping your home
- Turning off lights and electronic devices when not in use
- Limiting the use of heating and cooling systems
- Using reusable shopping bags and water bottles
- Electing to walk or bike to your destination of choice instead of driving
- Taking the time to enjoy the great outdoors through a walk, hike, or jog
- Conserving the use of water running
- Stopping the delivery of junk mail
- Cleaning with environmentally friendly products

### 7. Occupational wellness

Occupational wellness has to do with maximizing your workplace happiness by focusing on work that brings you a sense of joy, satisfaction, and accomplishment. It can be achieved by exploring various career pathways and successfully managing working place stressors.

Ways to improve your occupational wellness include:

- Thinking about the types of work that brings you joy and satisfaction



- Shadowing or volunteering for professionals in various lines of work
- Role playing conflict management with friends or coworkers
- Establishing a good work/life balance to avoid burn out
- Building strong relationships with co-workers, colleagues, and executives in your industry
- Setting career goals that foster positive growth and professional development
- Focusing on the positive aspects of your career and find ways to minimize or remove the negative aspects
- Establishing strong workplace habits to maximize productivity
- Scheduling time for innovative thinking and professional development
- Attending industry conventions

#### **8. Financial wellness**

Financial wellness is the process of learning how to best manage your money. This includes things like your expenses, personal finances, and investments. It can be achieved by gaining a strong understanding of where your money comes from as well as how you spend, save, and invest it.

Ways to improve your financial wellness include:

- Not spending more money than you have
- Paying off your credit cards each month
- Building up an emergency fund
- Creating and following a personal budget
- Setting short-term and long-term financial goals
- Managing your credit score
- Paying off your student loans
- Shopping for sales and purchasing off-brand products
- Investing in your retirement through tax-efficient investments
- Consulting with a financial professional to get your personal finances on track

### **1.6.2 Development and maintenance of wellness**

**For development and maintenance of physical wellness following actions are necessary:**

1. Eat anti-oxidant, anti-inflammatory, low fat, low sugar, low glycemic, low-spicy, high fiber, rich physiochemical foods daily
2. Eat balanced diet containing 6 categories of nutrients daily including high quality with less wasteful products and side effects of macro nutrients such as complex carbohydrate (60-65%), proteins (10-12%), and lipid (20-25%) and micro nutrients such as vitamins, minerals, and water
3. Eat plant-based foods as often as possible especially including various whole grains, various beans, 3-5 different fresh fruits and vegetables daily. Avoid eating junk and processed foods

4. Get a diet chart from dietician and follow it.
5. Drink plenty of water which will help keep you hydrated, result in weight loss and helps in removing unhealthy fluids from body.
6. Green tea is healthier and alternative way of antioxidants. It will help to reduce body weight and remove toxin products from body.
7. Do physical exercise on regular basis at least for half an hour daily or a total of 150 minutes per week.
8. Attend physical activity session and weight loss programs and self-care.
9. Find self-motivation and support until exercise becomes a habit.
10. Do an occasional set of pushups, sit ups, star jumps, etc. about every two or three hours.
11. Exercise and physical activity prevents heart disease and stroke by strengthening heart muscles, lowering blood pressure, raising high density lipoproteins (HDL- good cholesterol), lowering low density lipoproteins (LDL- bad cholesterol), enhances blood flow and increasing heart capacity, reduces blood pressure and helps in controlling diabetes.
12. Maintain optimal body weight, keeping optimal lean-to-fat ratio: for man 85 to 82% of muscle and 15 to 18% fat; for women, 78 % to 75% of muscle and 22 to 25%.
13. Physical activities help in muscle strength, endurance, improving flexibility and posture, improves bone formation, prevent bone loss associated with aging and also help in preventing back pain.
14. According to researchers it helps to reduce depression and anxiety and help to manage stress. Physical activity also improves mood and way you think about yourself.
15. Attend seminars or sessions on alcohol, smoking, tobacco awareness and abstain from their use and other drugs.
16. Practice good hygiene wash your hands properly, brush your teeth twice a day, take bath daily and be aware of chronic and contagious diseases and how to avoid these.
17. Take public transportation and bicycle while travelling. Avoid using personal vehicles when public transportation is available Use seat belts, helmets and other protective gears.
18. Practice safe and responsible sex by using condoms to prevent various sexually transmitted diseases.
19. Join community activities for enhancing and promoting salubrious activities and habits which promotes healthy habits like doing exercise daily, keeping care of hygiene.
20. Get screening for HIV/AIDS and PAP smears, HPV and flu vaccinations.

**Sub Unit – VII**

**Teaching Aptitude-nature, objectives, characteristics of teaching, learner characteristics and teaching methods.**

**At a Glance**

- Teaching is a process in which one individual teaches or instruct another individual.
- Teaching refers to activities that are designed and performed to produce in student's behavior.
- Teaching enhanced desired change in the pupils, give a appropriate shape of behavior & conduct, acquisition of knowledge, improve learning skills, formation of a belief system, provide a social & efficient member to the society.

**Key Words****Basic Points:**

1. Teaching provides guidance and training to stakeholders.
2. Teaching provides opportunity for interaction.
3. Teaching is an art to giving knowledge.
4. Teaching is a science to educate fact and causes.
5. Teaching is continuing process.

**Standard Points:**

1. Teaching is a conscious process.
2. Teaching is an interactive process.
3. Teaching is the process of tetra polar.

**Advance Points:**

Teaching depends on Prior knowledge of stakeholders, suitable learning style of the learner, learner's Cognitive ability, affective feature of learner, behavior modification ability of the learner, meta cognitive practice ability of learner, errors and Confidence regarding right one by learner, heredity and environment of stakeholders.

### 1.7.1 Definition of Teaching

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Teaching is a process in which one individual teaches or instruct another individual. Teaching is considered as the act of imparting instructions to the learners in the classroom situation. It is watching systematically. Dewey considers it as a manipulation of the situation, where the learner will acquire skills and insight with his own initiation.

**Definition:**

“Teaching is an intimate contact between the more mature personality and a less mature one.”

**- H C Morrison.**

“Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students).” – **Jackson.**

“Teaching refers to activities that are designed and performed to produce in student's behavior.” – **Clerk.**

#### 1.7.1.1 Nature of Teaching

01. Teaching provides guidance and training to stakeholders.
02. Teaching provides opportunity for interaction.
03. Teaching is an art to giving knowledge.
04. Teaching is a science to educate fact and causes.
05. Teaching is continuing process.
06. Teaching encourages students to learn more.
07. Teaching is formal and informal process.
08. Teaching is a communication process of information to students.
09. Teaching is an effective tool to help the student to adjust himself in the society and its environment.
10. Teaching is a specialized application of knowledge, skills and attribute designed to provide unique service to meet the educational needs of the individual and of society.

#### 1.7.1.2 Objectives of Teaching

1. Enhanced desired change in the pupils.
2. Give a appropriate shape of behavior & conduct.
3. Acquisition of knowledge.
4. Improve learning skills.
5. Formation of a belief system.
6. Provide a social & efficient member to the society.

**1.7.1.3 Characteristics of Teaching**

4. Teaching is continuous process.
5. Teaching is a formal and informal process.
6. Teaching is a goal oriented process
7. Teaching is a rational and reflective process.
8. Teaching occurs inside and outside of learner.
9. Teaching is a conscious process.
10. Teaching is an interactive process.
11. Teaching is the process of tetra polar.

**1.7.2 Learner Characteristics**

1. Prior knowledge of stakeholders.
2. Suitable learning style of the learner.
3. Learner's Cognitive ability.
4. Affective feature of learner.
5. Behavior modification ability of the learner.
6. Meta cognitive practice ability of learner.
7. Errors and Confidence regarding right one by learner.
8. Heredity and environment of stakeholders.
9. Personality of learner.
10. Readiness of the learner.
11. Exercise ability of the learner.
12. Attitude and habit of the learner.
13. Absence of anger and jealousy of learner.
14. Interest of the learner.
15. Motivation of learner.

**1.7.3 Teaching Methods****1.7.4**

Dictionary defines method as “the mode or procedure of accomplishing something; orderliness of thoughts; an orderly arrangement or system”. In physical education teaching is little different from other subjects as because teacher may has to take the classes in the class room; in the play fields; in the gymnasium; in the swimming pool; in the track & field and such other indoor and outdoor activities. Therefore; the same method of teaching could not be possible to apply everywhere while teaching. There are plenty of methods to deal the classes of physical education but to make the teaching effective and meaningful teacher should select the most appropriate method on the basis



of knowledge and experiences. The teaching becomes interesting only when the teaching methodology is good enough.

- 1. Lecture Method (Topic-Rules and regulation of games)**
- 2. Demonstration Method (Fosbury flop skill in high jump)**
- 3. Imitation Method (Brotochary)**
- 4. At-Will Method (Go as you like)**
- 5. Observation Method (Finishing of 100 mt. race)**
- 6. Visualization Method (in swing instep kick in foot ball)**
- 7. Command Method (P.T.)**
- 8. Whole method( Sail method of landing in long jump)**
- 9. Whole part whole method (Peri-o-brien method in shot put)**
- 10. Dramatization method (Rhymes with action)**
- 11. Part method (100 mt. running starting by on your mark, set, go)**
- 12. Oral method (Drill)**
- 13. Set drill method (calisthenics)**
- 14. Progressive method (Weight training)**
- 15. Observation and visualization method (one and half turn in discuss throwing)**

**One set of characteristics of good teaching, extracted from research studies and summarised from the individual lecturer's point of view (Ramsden, 2003) includes:**

- A desire to share your love of the subject with students
- An ability to make the material being taught stimulating and interesting
- A facility for engaging with students at their level of understanding
- A capacity to explain the material plainly
- A commitment to making it absolutely clear what has to be understood at what level and why
- Showing concern and respect for students
- A commitment to encouraging independence
- An ability to improvise and adapt to new demands
- Using teaching methods and academic tasks that require students to learn actively, responsibly and co-operatively
- Using valid assessment methods
- A focus on key concepts, and students misunderstandings of them, rather than covering the ground
- Giving the highest quality feedback on student work
- A desire to learn from students and other sources about the effects of teaching and how it can be improved.

## 20 Observable Characteristics of Effective Teaching

1. Begins class promptly and in a well-organized way.
2. Treats students with respect and caring.
3. Provides the significance/importance of information to be learned.
4. Provides clear explanations. Holds attention and respect of students....practices effective classroom management.
5. Uses active, hands-on student learning.
6. Varies his/her instructional techniques.
7. Provides clear, specific expectations for assignments.
8. Provides frequent and immediate feedback to students on their performance.
9. Praises student answers and uses probing questions to clarify/elaborate answers.
10. Provides many concrete, real-life, practical examples.
11. Draws inferences from examples/models....and uses analogies.
12. Creates a class environment which is comfortable for students....allows students to speak freely.
13. Teaches at an appropriately fast pace, stopping to check student understanding and engagement.
14. Communicates at the level of all students in class.
15. Has a sense of humor!
16. Uses nonverbal behavior, such as gestures, walking around, and eye contact to reinforce his/her comments.
17. Presents him/herself in class as 'real people.'
18. Focuses on the class objective and does not let class get sidetracked.
19. Uses feedback from students (and others) to assess and improve teaching.
20. Reflects on own teaching to improve it.

**Sub Unit – VIII**

**Social aspects of sports- sports as a socializing agency, social values, sports leadership, sports as cultural heritage and social aspects of Competition**

**At a Glance**

- By the term ‘socialization’ we mean the process by which individual develops into a functioning member of the group according to its standards, conforming to its modes, observing its traditions and adjusting himself to the social situations.
- Socialization is the process by which people become familiar with and adapt themselves to the interpersonal relationships of their social world.
- Socialization into sport is related to three factors:
  - (1) A person’s abilities and characteristics.
  - (2) The influence of significant others, including parents, siblings, teachers, and peers.
  - (3) The availability of opportunities to play and experience success in sports.

**Key Words****Basic Points:**

Socialization occurs through the social interaction that accompanies sport participation, and patterns of social interaction in sports are influenced by many factors, including those external to sport environments.

**Standard Points:**

Socialization through sport is tied to issues of identity and identity development.

**Advance Points:**

The process of learning to participate in a group - Begins at birth, continues throughout life - Successful socialization enables people to fit into all kinds of social groups - Most important learning occurs early in life - Without prolonged and intensive social contact, children don't learn basics like walking, talking and loving - Human infant without socialization can't develop the set of attitudes, beliefs, values and behaviors associated with being an individual.

### 1.8.1 Definition of Socialization

By the term 'socialization' we mean the process by which individual develops into a functioning member of the group according to its standards, conforming to its modes, observing its traditions and adjusting himself to the social situations.

- **Gillin and Gillin.**

Socialization will mean the process of inducting the individual into the social and cultural world; of making him a participant member in society and its various groups and inducing him to accept the norms and values of that society.

- **Kimball Young.**

#### 1.8.1.1 Sports as a Socializing Agency

Socialization is the process by which people become familiar with and adapt themselves to the interpersonal relationships of their social world. Through socialization, people develop ideas about themselves and about those with whom they interact. Inevitably, socialization is a two-way process that affects everyone to a greater or lesser degree. It takes place throughout one's life, but it is during the early years that the most crucial phases occur. In these phases a person's sense of self, social identity, and relationships with others are shaped. Play, games, contests, and sports have crucial and quite specific roles in the general socialization process. The sense of self is not natural; it develops through childhood socialization as a result of role-playing. Influenced by George Herbert Mead and Jean Piaget among others, sociologists have identified two stages in childhood socialization: a "play stage" and a "game stage." In the play stage (more accurately, the stage of noncompetitive games), children play the role of a father, mother, teacher, firefighter, or athlete. Children learn the difference between their real selves and the parts they are playing. As they grow older, children shift from noncompetitive games to contests. In the game stage (more accurately, the stage of competitive games), children encounter stricter rules and regulations. They develop a reflexive conception of the self and its position in relation to others, and they learn to see themselves as others see them. Through socialization with "significant others" and with the "generalized other," children develop their sense of identity and self. They become self-conscious social actors. In most pre-modern societies, boys were encouraged by their families to compete in sports, which were presumed to prepare them for their adult roles as warriors and workers, while girls were encouraged to continue to play noncompetitive games that prepared them for motherhood. In modern societies, boys and young men continue to outnumber girls and young women involved in sports competition, but the gender gap has narrowed considerably. The role of socialization into sports has been played by many actors, among them parents, older siblings, peers, teachers, coaches, and elite athletes appearing in the mass media. In the course of the 20th century, parents and older siblings became relatively less influential while coaches and elite athletes became more influential. In modern as in pre-modern societies, there is a tendency for sports participation to decline with age because of both the added responsibilities and time demands of paid employment and of parenthood and the physical decline of the body. Early socialization

into sports is the best predictor of lifelong involvement in sports. Those who disliked sports as children are unlikely to become involved as adults, while those who loved sports are likely to participate throughout their lives. Elite athletes may be an exception to this rule. If pushed as children to compete nationally and internationally, they are liable to experience burnout and to abandon their sports careers before reaching adulthood. The value of socialization through sports has long been recognized, which is one reason for state support of physical education in the schools and adult-organized children's sports programs. The effects of sports socialization, however, are not always what socializes expect. They are in fact quite controversial. From the mid-19th to the early 21st century, sports were alleged to train young athletes in self-discipline, teamwork, leadership, and other highly prized traits and behaviors. Empirical research has shown that involvement in sports can also inculcate a socially destructive desire to win at all costs. Depending on the values of the socializing agents, sports can encourage young people to play fairly or to cheat. The evidence suggests that the propensity to cheat increases with age and the level of competition.

Socialization into sport is related to three factors:

- (1) A person's abilities and characteristics.
- (2) The influence of significant others, including parents, siblings, teachers, and peers.
- (3) The availability of opportunities to play and experience success in sports.

According to **McCormack and Chalip**

- (a) All sports offered participants the same unique experiences, (b) all sport experiences were strong enough to have a measurable impact on participants' characters and orientations,
- (c) All sport participants passively internalized the "moral lessons" inherently contained in the sport experience.
- (d) Sport participation provided socialization experiences that were unavailable through other activities.

But following factors are important:

- (a) Sports are social constructions and offer diverse socialization experiences,
- (b) Participants give meanings to sport experiences and those meanings vary with the social and cultural contexts in which participation occurs.
- (c) The personal implications of sport participation are integrated into people's lives in connection with other experiences and relationships.
- (d) Sport participation involves agency in the form of making choices about and altering the conditions of participation. Sports are organized in vastly different ways across programs, teams, and situations offering many different socialization experiences, both positive and negative, to participants.

Key features of socialization through sports are -



- People who choose to play sports are selected to participate by coaches, and those who remain on teams generally differ from others in terms of their characteristics and relationships.
- The meanings that people give to their sport experiences vary by context in connection with gender, race/ethnicity, social class, age, and ability, and they change through the life course as people redefine themselves and their connections with others.
- Socialization occurs through the social interaction that accompanies sport participation, and patterns of social interaction in sports are influenced by many factors, including those external to sport environments.
- Socialization through sport is tied to issues of identity and identity development.

Physical education is an integral part of the total education of every child. Quality physical education programs are needed to socialize the youth into the total education process and also increase the physical competence, health-related fitness, self responsibility and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Physical education and sports programs can only provide these benefits if they are well-planned and well-implemented. There the researcher defines the various ways that are essential for physical education and socialization in children.

**The various stages are mentioned below:**

**Improved Physical Fitness:** Improves children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance.

**Skill Development:** Develops motor skills, which allow for safe, successful and satisfying participation in physical activities, emotional stability and resilience.

**Strengthened Peer Relationships:** Physical education can be a major force in helping a child socialize with others successfully and provides opportunities to learn positive people skills. Especially during late childhood and adolescence, being able to participate in dances, games and sports is an important part of peer culture.

**Improved Self-confidence and Self-esteem:** Physical education instills a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. They can become more confident, assertive, independent and self-control.

Socialization is a learning process that begins shortly after birth, by which people become familiar with and adapt themselves to the interpersonal relationships of their social world. Physical education can play a major role in the socializing the children's by providing opportunities of play, game and contest which develops the social qualities like skill, self-confidence, self esteem and good peer relationship.

### 1.8.1.2 Social value of Sports

Participation in sporting activity is often associated with improvements in the health and fitness of the students. Through sports, human beings improve not only their health conditions but also, their power of reasoning, control of emotions, personality development, and social relationship. In our culture, young students practice sports as a way to improve their quality of life. Moreover, appropriate kinds and amounts of activity benefit all learning process. Some of these important benefits ones are espoused in the following statements. According to Seefeldt and Vogel (1986) physical activity facilitates:

- Promote changes in brain structure and function in infants and young children. Sensory stimulation through physical activity is essential for the optimal growth and development of the young nervous system.
- Aids the development of cognition through opportunities to develop learning strategies, decision making, acquiring, retrieving, and integrating information and solving problems.
- Promotes a more positive attitude toward physical activity and leads to a more active lifestyle during unscheduled leisure time.
- Enhances self-concept and self-esteem as indicated by increased confidence, assertiveness, emotional stability, independence, and self-control.
- Sports are a major force in the socializing of individuals during late childhood and adolescence.
- Games and sports are instrumental in the development and growth of moral reasoning, problem solving, creativity, and social competence.
- Sports and Physical Education creates opportunities to enhance development in the physical, cognitive, and social domains. One of the aspects of the social domains includes moral reasoning or character development. According to Solomon (1997) art and physical education settings are ripe with opportunities to promote character development: (1) as issues spontaneously arise, address the moral implications of behavior, and/or (2) deliberately implement dilemmas which bear moral implications.
- Many sociologists agree that physical education is a key way to socialize children, also sport provides a human goods significance. Sport is a popular culture and democratic activity. Simon (1985) suggests that, through sports and physical education, we can face and overcome challenges and develop a concern for excellence. We can engage in activities that we value for themselves, apart from the rewards that accrue to the most successful. Through sports we can develop and express moral virtues and vices, and demonstrate the importance of such values as loyalty, dedication, integrity, and courage. Sport serves the social psychological function of providing a sense of excitement, joy, and diversion for many people. Additionally, the centrality of sport is evident in the play of children, in our schools, and in institutions of higher education (Snyder & Spreitzer, 1978).

### 1.8.1.3 Sports Leadership

A *Sport leader* in sport is defined as an individual who holds a formal or informal leadership role within a team and influences other group members in the pursuit of common objectives. Researchers suggest that approximately one quarter of sportsman occupy some form of leadership role within a team, and highlight the potential importance of sports leadership toward positive group functioning as well as the need for a more thorough understanding of the topic. The following entry briefly highlights the characteristics, types, and functions of sports leaders, as well as other important variables associated with the presence of these individuals on sport teams.

#### Characteristics of an sports Leader

Maureen Weiss and colleagues Molly Moran and Melissa Price revealed that sports leaders self-report greater friendship quality and peer acceptance, while Joseph Bucci, Gordon Bloom, Todd Loughhead, and Jeffrey Caron found that these individuals have a stronger work ethic, desire for high performance, and respect from teammates. The latter researchers also noted that possessing these characteristics leads to positive relationships with both coaches and teammates, helping foster effective levels of communication within the overall group structure. However, despite the importance and prevalence of the social psychological characteristics noted above, the most consistent characteristic of sports leaders found in previous research pertains to sport-related competence; in other words, sports ability is positively associated with ratings of sports leadership.

#### Types of sports Leadership

To garner an understanding of how sports leadership manifests itself in the sport context, it is important to understand the emergence of the leadership role, as well as the extent to which leadership behaviors influence group members.

1. Formal and Informal sports Leadership
2. Team and Peer-Level sports Leaders

#### Functions of sports Leadership

Sports leadership roles are often differentiated by their specific functions within the group. These functions revolve around both internal and external activities. Sports leaders who attend to the internal functions focus on the (a) task or (b) social related activities of the group.

#### *Internal task functions:*

Task-related functions represent the behaviours executed by a leader surrounding a group's instrumental objectives, such as the performance of the sport team. The behaviours oriented toward this function, for example, influence group members to perform to the best of their abilities and to coordinate effectively with their teammates.

**Internal social functions:** Social-related functions represent the behaviours executed by a leader surrounding interpersonal relations and optimal team unity. An example of a Sports leader concerned with the social activities of the group would be someone who works to resolve conflict or plans events aimed at bonding the members of a team together.

**External functions:** Sportsman can also serve the function of leading their team in external activities. Todd Loughhead et al. described the external athlete leader as one who leads and represents the group outside of the competitive setting. Specifically, an external sports leader helps a team cope and adapt to the surrounding environment. As examples, individuals who represent the team at different community-driven events or speak to the media on behalf of the group undertake external functions.

It is important to note that the various functions of an sports leadership role, although distinct from one another, are not necessarily performed by different people. One individual may have the ability to occupy a leadership role that is solely task related, whereas another individual may occupy a leadership role that executes all three functions.

### **Correlates of Athlete Leadership**

Interesting insights have been yielded with respect to the presence of sports leadership in sport. The following sections briefly highlight both individual (satisfaction) and team level (group cohesion and collective efficacy) correlates of sports leader behavior.

### **Sportsman Satisfaction**

Following research that linked leadership behaviors of the coach with sports satisfaction, Mark Eys, Todd Loughhead, and James Hardy demonstrated that sportsman who perceived a balanced dispersion of sportman leaders across the aforementioned functions (approximately equal number of leaders focusing on task, social, and external objectives) had higher satisfaction with their sport experiences. Specifically, these sportmans were more satisfied with team performance and the degree of integration of team members than those who perceived a relative imbalance with respect to the focus of sports leaders on their team, as with a high number of task leaders but low numbers of social and external leaders.

### Group Cohesion

Sports leadership is also related to the perceptions of cohesion experienced by group members. Price and Weiss found that adolescent female soccer players who self-reported higher leadership abilities with respect to instrumental and pro-social behaviors perceived greater task and social cohesion on their teams. Furthermore, those who were rated higher by their teammates in the same leadership abilities perceived greater social cohesion. But Hardy, Eys, and Loughead were interested in the links between the percentage of sports leaders on sport teams (i.e., dispersion) and group members' perceptions of cohesion. Their findings indicated that the dispersion of leaders focused on task functions was negatively related to perceptions of task cohesion. In other words, a more constrained number of task-focused leaders were associated with increased group unity. Furthermore, these researchers found that intra-team communication mediated this relationship. The interpretation of these results was that a lower number of task leaders leads to better quality communication in terms of consistency, clarity, and overall effectiveness that, in turn, is associated with more positive perceptions of task cohesion.

### Collective Efficacy

Sports leadership is linked to members' beliefs regarding the group's ability to carry out required tasks, as well as its general ability to perform at a high level. Price and Weiss revealed that the self-reported instrumental and pro-social leadership behaviors of athletes were positively related to their indications of efficacy related to the team's ability, unity, effort, preparation, and persistence.

Therefore, sports leadership represents an important aspect of group functioning.

#### 1.8.1.4 Sports as Cultural Heritage

- Games and sports are as old as our civilisation. These are the physical activities, which long ago our ancestors have adopted for their existence. These include running, fishing, fighting and jumping etc. These activities were used to fulfil their basic needs slowly with change in time; most of these physical activities were modified and were used for playing and recreation. Most of the activities like running, fighting, etc were modified into games and sports like athletics, wrestling etc. We can quote, number of examples to show that a number of games have been passed to us by our ancestors eg killing of animals by stone/arrow like long rods for their food, have been changed into games like shot put and javelin throw.

- The term heritage is something that left from the past to the present and from the present to the future with proper modifications. Heritage makes proper link between the past and present.
- Games and sports are considered as culture and many nations have accepted it as their cultural heritage. Games and sports are the pride of nation and every country tries to protect its culture. Thus, we can say that the activities we do in modern time are nothing but a modified form of what we have received from our ancestors.
- Games and sports and other related recreational activities also formed part of life in early civilized countries. Egyptians, Greeks and European countries had contributed a lot in the field of games and sports.

**1. Greece:**

Greece has the oldest civilization of the world. It is the Greek civilization which helped really a lot in developing the sports culture. It has contributed a lot in progress of art, literature and sports. Greeks were the first to give priority for the development of individual both physically as well as mentally. It is the founder of Athletics. Athens had started the ancient 'Olympic' in 776 B.C in the honor of their God 'Zeus' as built stadium called Olympiad and foot race was the event in 1st Olympic. These games come to an end by Roman king Theodosius in 394 A.D. These games again revived in Athens in the year 1896 known as Modern Olympic.

**2. Rome:**

Romans were good worriers and lovers of sports. They considered physical education to develop the beauty of the body. They introduced many combative sorts of games like chariot racing, jumping and sword fighting etc.

**3. England:**

The contribution of England in the development of games and sports is highly appreciable as the country developed number of games such as Cricket, Hockey, Football, Tennis, Cycling, Swimming, Wrestling and polo. Football is known to be the oldest game played in England.

**4. Germany:**

Germany established a school in the year 1774 where physical education and studies were given equal importance. It included fencing, horse riding, jumping, throwing, wrestling etc. In the year 1793 swimming and skating were also introduced.

**5. Sweden:**

Sweden modernized German Gymnastic. Hjalmarling introduced many new exercises and invented many new apparatus.

**6. France:**

Cycling is considered as national sport of France. The most famous event occurred in France is "Tour de France." In this cyclist covered the entire France.



**7. China:**

In 221 B.C China played interesting game called Butting. Polo was also introduced in China by Tartars. Boxing, Football, Gymnastic, were also famous games of China.

**8. Japan:**

Japan has rich culture and has prevented its culture through physical activities. Judo, wrestling, judo and taekwondo are famous sports introduced by Japan.

**9. America:**

America the most advanced country in the world. America has introduced many games like basketball, baseball, volleyball, etc.

**10. India:**

The study of Indus valley civilization reveals that culture of that time was described by Vedas, gambling, archery, sword fighting, chariot races, Spear throwing, animal fighting, were very common amongst the Royals and kings.

**1.8.1.4 Social Aspects of Competition.**

- ❖ The process of competition through sports prevailing in participation in a group.
  - ❖ Sports competition begins at birth, continues throughout life.
  - ❖ Successful competitor enables him to fit into all kinds of social groups.
  - ❖ Most important social learning occurs early in life through competitive sports.
  - ❖ Without prolonged and intensive play children don't learn basics like walking, talking.
  - ❖ Human infant without competition can't develop the set of attitudes, beliefs, values
  - ❖ Competition brings effects on the following social factors:  
Motivation (intrinsic/extrinsic), reputation, excitement, accountability, social support, networking, income/employment, gender biasness, integration in race, cooperation, nationality, integration, lawfulness, loyalty.
- N.B. But sometime conflict may be destroying the integrity among competitors.

**Sub Unit – IX**

**Ancient & Modern Olympics games, Asian and Commonwealth games. Structure and functions of international and national bodies controlling various games and sports**

**At a Glance**

- Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind.
- Women were not allowed to compete.
- President of the Board of Control for Cricket in India (BCCI) is Sourav Gnguly.
- The World Anti-Doping Agency (WADA) was established in 1999 as an international independent agency composed and funded equally by the sport movement and governments of the world. Its key activities include scientific research, education, development of anti-doping capacities, and monitoring of the World Anti-Doping Code (Code) – the document harmonizing anti-doping policies in all sports and all countries.

**Key Words:****Basic Points:**

The Olympic motto is made up of three Latin words: CITIUS – ALTIUS – FORTIUS. Pankration was a mix of boxing and hard-core wrestling, this was one of the most dangerous sports, and hence there is literally only one rule. Which is no biting or poking the opponent's eyes; otherwise you would be receiving extreme punishment and even possibly death.

**Standard Points:**

*“In the name of all competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules that govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams.”*  
- The Oath of Ancient Olympic.

**Advance Points:**

The Olive wreath also known as *kotinos* was the prize for the winner at the ancient Olympic Games.

### 1.9.1 Ancient Olympics games

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.

The ancient Olympic Games were primarily a part of a religious festival in honor of Zeus, the father of the Greek gods and goddesses. The festival and the games were held in **Olympia**, a rural sanctuary site in the western Peloponnesos. The Greeks that came to the Sanctuary of Zeus at Olympia shared the same religious beliefs and spoke the same language. The athletes were all male citizens of the city-states from every corner of the Greek world, coming from as far away as Iberia (Spain) in the west and the Black Sea (Turkey) in the east. The sanctuary was named in antiquity after **Mt. Olympus**, the highest mountain in mainland Greece. In Greek mythology, Mt. Olympus was the home of the greatest of the Greek gods and goddesses. The ancient Olympic Games began in the year **776 BC**, when Koroibos, a cook from the nearby city of Elis, won the **stadium** race, a foot race 600 feet long. The stadium track at Olympia is shown here. According to some literary traditions, this was the only athletic event of the games for the first 13 Olympic festivals or until 724 BC. From 776 BC, the Games were held in Olympia every four years for almost 12 centuries.

#### **THE OLYMPIC FLAME:**

The idea of the Olympic torch or Olympic Flame was first inaugurated in the 1928 Olympic Games in Amsterdam. There was no torch relay in the ancient Olympic Games. There were known, however, torch relays in other ancient Greek athletic festivals including those held at Athens. The modern Olympic torch relay was first instituted at the 1936 Olympic Games in Berlin.

### **Olympic Rings (The Symbol)**



“The Olympic symbol consists of five interlaced rings of equal dimensions (the Olympic rings), used alone, in one or in five different colours. When used in its five-colour version, these colours shall be, from left to right, blue, yellow, black, green and red. The rings are interlaced from left to right; the blue, black and red rings are situated at the top, the yellow and green rings at the bottom in accordance with the following graphic reproduction. The Olympic symbol expresses the activity of the Olympic Movement and represents the union of the five

continents and the meeting of athletes from throughout the world at the Olympic Games.” (Olympic Charter, Rule 8)

### **Olympic Motto**

A motto is a phrase which sums up a philosophy of life or a code of conduct.

The Olympic motto is made up of three Latin words:

CITIUS – ALTIUS – FORTIUS  
(FASTER — HIGHER — STRONGER)

These three words encourage athletes to give their best during competition. The three Latin words were adopted as the Olympic motto in 1894, at the time of the creation of the IOC. Pierre de Coubertin proposed the motto, having borrowed it from his friend Henri Didon, a Dominican priest who taught sport close to Paris. The inspiration for the creed would come later, following a sermon given by the Bishop of Pennsylvania, Ethelbert Talbot, during the Games of London in 1908.

### **Participation Rule:**

The Ancient Olympics had lots of rules and regulations such as:

- Women were not allowed to compete.
- Married women were not allowed to watch because the men would be nude and the women would be held in dis-grace.
- Only free men (not slaves), that could speak Greek were allowed to compete.
- Once you enter you cannot leave the Olympics.
- No one can start earlier and other competitors; if they do they would get beaten or disqualified.
- In general if people disobeyed the Olympic rules then they would have to pay a fine and the money would help build statues of Zeus or they'd get whipped.
- If married women were found watching the Olympics, they would be thrown off Mountain Tropaion, Pausanias record.
- Wrestlers were not allowed to use oil because it would protect their skin from dirt and sun light. For example, if someone grabbed an opponent's arm with oil on it, it would be hard for the wrestler to hold on; therefore it is an advantage to the opponent and harder for the wrestler to grab on.

### **Event:**

**Pankration:** Pankration was a mix of boxing and hard-core wrestling, this was one of the most dangerous sports, and hence there is literally only one rule. Which is no biting or poking the opponent's eyes; otherwise you would be receiving extreme punishment and even possibly death. In Pankration, there is always possibility of death, thus any item is allowed to be used, even secret weapons. Items like steel knuckles and large sticks were the most commonly used.

**Ancient Chariot Racing:** Ancient chariot racing was one of the most popular, and most dangerous events. The chariots, pulled by 4 horses were undoubtedly a popular and amusing

equestrian sport. Although, many racers had been highly injured and in some cases lost their lives. Each chariot was designed to represent their patron God or Goddess. For example Argos, they worshiped Hera, Goddess of the Heavens, therefore a chariot that is white with beautiful gold designs with feathers of peacocks and pomegranate paintings.

**Ancient Boxing:** Ancient boxing also known as Pygmachia was very different from modern boxing. Although in both ancient and modern you can get seriously wounded. In Pygmachia there were very, very few rules, which were

- No holds or wrestling
- Any type of blow with the hand was allowed but no gouging with the finger
- Victory was decided when 1 Athlete concedes defeat, or surrenders.
- Matches for boxing were chosen randomly and not chosen by the amount of how much they weight.

**Olympic Oath:** An oath was an idea taken from the Ancient Olympic Games where competitors swore an oath beside a statue of Zeus. A call for an oath was announced as early as 1906 by International Olympic Committee (IOC) president and founder Pierre de Coubertin in the *Revue Olympique* (*Olympic Review* in French). This was done in an effort to ensure fairness and impartiality. The Olympic Oath was first taken at the 1920 Summer Olympics in Antwerp by the fencer Victor Boin. Boin's oath in 1920 was:

*We swear. We will take part in the Olympic Games in a spirit of chivalry, for the honour of our country and for the glory of sport.*

At a winter sports week in Chamonix in 1924, which were retrospectively call the Olympic Games in 1926, all the competitors took an Olympic style oath and were led by Camille Mandrillon. Rudolf Ismayr was the first Olympic Champion to take the oath, doing so at the 1936 Games in Berlin. In 1956 Giuliana Chenal-Minuzzo became the first woman to recite the oath.

In 1961, "swear" was replaced by "promise" and "the honour of our countries" by "the honour of our teams" in an effort to eliminate nationalism at the Olympic Games. Therefore the oath was as follows:

*In the name of all competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules that govern them, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams.*

An oath for the officials had been discussed since the 1950s when the International Amateur Boxing Association asked all its officials to undertake an oath. In 1970 the IOC amended rule 57 of the charter and decreed that a judge from the host nation would also take an oath. The first judges' oath was taken at the 1972 Winter Olympics in Sapporo by Fumio Asaki and Heinz Pollay performed the task at that year's summer games in Munich.

The Munich games saw Heidi Schüller become the first female athlete to take the oath at the Summer Games; women had been competing at the games since 1900. At the 1988 Games the



athletes' oath for the first time was undertaken by more than one person, when Hur Jae and Shon Mi-Na took the oath in unison.

All persons up until the 1980 Games swore the oath on their country's flag. In an attempt to eliminate nationalism from the oath ceremony all have sworn on the Olympic Flag since the 1984 games. The oaths are usually spoken in the language of the host nation (or athlete's mother tongue – Bojan Krizaj represented Yugoslavia but spoke Slovenian), but in 1994 both of the oaths were conducted in English rather than Norwegian. In 1999, the IOC created the World Anti-Doping Agency (WADA) in an effort to form a more organized battle against doping. Thus, the Athletes Oath was amended to include references to doping and drugs. In 2010 the IOC recognized that younger athletes, in particular, are influenced by their coaches. At the first Youth Olympic Games, coaches were also required to undertake an oath for this reason. With effect from the 2018 Winter Olympics, the three oaths were combined into one, led by an athlete, although representatives of judges and coaches are still involved in the taking of the oath.

### **Athletes' Oath**

The chosen athlete, a representative of all the participating Olympic competitors, recited the following from 2000 until 2016:

*In the name of all competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules that govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams.*

### **Olympic flame:**

The idea for the Olympic flame was derived from ancient Greece, where a sacred fire was kept burning throughout the celebration of the ancient Olympics on the altar of the sanctuary of Hestia. In Ancient Greek mythology, fire had divine connotations - it was thought to have been stolen from the gods by Prometheus. Sacred fires were present at many ancient Greek sanctuaries, including those at Olympia. Every four years, when Zeus was honored at the Olympic Games, additional fires were lit at his temple and that of his wife, Hera. The modern Olympic flame is ignited at the site where the temple of Hera used to stand.

### **Olympic Award:**

During the original Olympic Games in ancient Greece, champions were not awarded gold, silver, and bronze medals as they are today. Instead, ancient Olympic victors were awarded an olive branch twisted into a circle to form a crown. The wild olive, called *kotinos*, had deep religious significance for the ancient Greeks. At the ancient Olympics, only the champion was recognized—there were no prizes for runners up. The Olive wreath also known as *kotinos* was the prize for the winner at the ancient Olympic Games. It was a branch of the wild olive tree *Kallistefanos Elea* that grew at Olympia, intertwined to form a circle or a horse-shoe. The branches of the sacred wild-olive tree near the temple of Zeus were cut by a *pais amphithales*.

Then he took them to the temple of Hera and placed them on a gold-ivory table. From there, the Hellanodikai would take them, make the wreaths and crown the winners of the Games.

**Ban of Ancient Olympic:**

After the Roman Empire conquered Greece in the mid-2nd century B.C., the Games continued, but their standards and quality declined. In one notorious example from A.D. 67, the decadent Emperor Nero entered an Olympic chariot race, only to disgrace himself by declaring himself the winner even after he fell off his chariot during the event. In A.D. 393, Emperor Theodosius I, a Christian, called for a ban on all “pagan” festivals, ending the ancient Olympic tradition after nearly 12 centuries.

**1.9.2 Modern Olympics games**

In 1896, in Athens, 280 participants from 13 nations competed in 43 events, covering track-and-field, swimming, gymnastics, cycling, wrestling, weightlifting, fencing, shooting, and tennis. All the competitors were men, and a few of the entrants were tourists who stumbled upon the Games and were allowed to sign up. The track-and-field events were held at the Panathenaic Stadium, which was originally built in 330 B.C. and restored for the 1896 Games. Americans won nine out of 12 of these events. The 1896 Olympics also featured the first marathon competition, which followed the 25-mile route run by a Greek soldier who brought news of a victory over the Persians from Marathon to Athens in 490 B.C. In 1924, the marathon was standardized at 26 miles and 385 yards. Appropriately, a Greek, Spyridon Louis, won the first marathon at the 1896 Athens Games. Pierre de Coubertin became IOC president in 1896 and guided the Olympic Games through its difficult early years, when it lacked much popular support and was overshadowed by world’s fairs. In 1924, the first truly successful Olympic Games were held in Paris, involving more than 3,000 athletes, including more than 100 women, from 44 nations. The first Winter Olympic Games were also held that year. In 1925, Coubertin retired. The Olympic Games have come to be regarded as the foremost international sports competition. At the 2000 Summer Olympics in Sydney, more than 10,000 athletes from 200 countries competed, including nearly 4,000 women. In 2004, the Summer Olympics returned to Athens, with more than 11,000 athletes competing from 202 countries. In a proud moment for Greeks and an exciting one for spectators, the shot put competition was held at the site of the classical Games in Olympia.

## List of Summer Olympic Games

Ye ar	N o.	Host city	Opened by	Sports (Discipli nes)	Competitors			Eve nts	Natio ns	Date s
					Tot al	Me n	Wom en			
1896	I	Athens	King George I	9 (10)	241	241	0	43	14	6–15 April 1896
1900	II	Paris	N/A	19 (20)	997	975	22	85 <sup>[AI]</sup>	24	14 May – 28 October 1900
1904	III	St. Louis	Former Governor David R. Francis	16 (17)	651	645	6	94 <sup>[BI]</sup>	12	1 July – 23 Novemb er 1904
1908	IV	London	King Edward VII	22 (25)	2008	1971	37	110	22	27 April – 31 October 1908
1912	V	Stockhol m	King Gustaf V	14 (18)	2407	2359	48	102	28	6–22 July 1912
<b>1916</b>	<b>VI</b>									
1920	VII	Antwerp	King Albert I	22 (29)	2626	2561	65	156 <sup>[DI]</sup>	29	14 August – 12 Septemb er 1920
1924	VIII	Paris	President Gaston Doumergue	17 (23)	3089	2954	135	126	44	4 May – 27 July 1924
1928	IX	Amsterd am	Duke Henry of Mecklenburg- Schwerin	14 (20)	2883	2606	277	109	46	28 July – 12 August 1928
1932	X	Los Angeles	Vice President Charles Curtis		1332	1206	126	117	37	30 July – 14 August 1932
1936	XI	Berlin	Führer Adolf Hitler	19 (25)	3963	3632	331	129	49	1–16 August 1936
<b>1940</b>	<b>XII</b>									
<b>1944</b>	<b>XIII</b>									
1948	XIV	London	King George VI	17 (23)	4104	3714	390	136	59	29 July – 14 August 1948
1952	XV	Helsinki	President Juho Kusti Paasikivi		4955	4436	519	149	69	19 July – 3

Year	No.	Host city	Opened by	Sports (Disciplines)	Competitors			Events	Nations	Dates
					Total	Men	Women			
										August 1952
1956	XVI	Melbourne	Philip, Duke of Edinburgh		3314	2938	376	151 <sup>[E]</sup>	72 <sup>[E]</sup>	22 November – 8 December 1956
1960	XVII	Rome	President Giovanni Gronchi		5338	4727	611	150	83	25 August – 11 September 1960
1964	XVIII	Tokyo	Emperor Hirohito	19 (25)	5151	4473	678	163	93	10–24 October 1964
1968	XIX	Mexico City	President Gustavo Díaz Ordaz	18 (24)	5516	4735	781	172	112	12–27 October 1968
1972	XX	Munich	President Gustav Heinemann	21 (28)	7134	6075	1059	195	121	26 August – 11 September 1972
1976	XXI	Montreal	Queen Elizabeth II	21 (27)	6084	4824	1260	198	92	17 July – 1 August 1976
1980	XXII	Moscow	Communist Party General Secretary Leonid Brezhnev	21 (27)	5179	4064	1115	203	80	19 July – 3 August 1980
1984	XXIII	Los Angeles	President Ronald Reagan	21 (29)	6829	5263	1566	221	140	28 July – 12 August 1984
1988	XXIV	Seoul	President Roh Tae-woo	23 (31)	8391	6197	2194	237	159	17 September – 2 October 1988
1992	XXV	Barcelona	King Juan Carlos I	25 (34)	9356	6652	2704	257	169	25 July – 9 August 1992
1996	XXVI	Atlanta	President Bill Clinton	26 (37)	10318	6806	3512	271	197	19 July – 4 August 1996

Year	No.	Host city	Opened by	Sports (Disciplines)	Competitors			Events	Nations	Dates
					Total	Men	Women			
2000	XXVI I	Sydney	Governor-General Sir William Deane	28 (40)	10651	6582	4069	300	199	15 September – 1 October 2000
2004	XXVI II	Athens	President Konstantinos Stephanopoulos	28 (40)	10625	6296	4329	301	201	13–29 August 2004
2008	XXIX	Beijing	President Hu Jintao	28 (41)	10942	6305	4637	302	204	8–24 August 2008
2012	XXX	London	Queen Elizabeth II	26 (39)	10768	5992	4776	302	204	27 July – 12 August 2012
2016	XXXI	Rio de Janeiro	Acting President Michel Temer	28 (41)	<b>11238</b>	6179	5059	306	<b>207</b>	5–21 August 2016
2020	XXXII	Tokyo	Emperor Naruhito ( <i>expected</i> )	33 (50)	TBA	TBA	TBA	<b>339</b>	TBA	23 July – 8 August 2021
2024	XXXII I	Paris	President of France ( <i>expected</i> )	TBA	TBA	TBA	TBA	TBA	TBA	26 July – 11 August 2024
2028	XXXI V	Los Angeles	President of the United States( <i>expected</i> )	TBA	TBA	TBA	TBA	TBA	TBA	21 July – 6 August 2028
2032	XXXV	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA

## Medals by Summer Games

Games	Gold	Silver	Bronze	Total	Rank
1896 Athens	<i>did not participate</i>				
1900 Paris	0	2	0	2 <sup>[1]</sup>	17
1904 St. Louis	<i>did not participate</i>				
1908 London					
1912 Stockholm					
1920 Antwerp	0	0	0	0	–
1924 Paris	0	0	0	0	–
1928 Amsterdam	1	0	0	1	23
1932 Los Angeles	1	0	0	1	19
1936 Berlin	1	0	0	1	20

Games	Gold	Silver	Bronze	Total	Rank
1948 London	1	0	0	1	22
1952 Helsinki	1	0	1	2	26
1956 Melbourne	1	0	0	1	24
1960 Rome	0	1	0	1	32
1964 Tokyo	1	0	0	1	24
1968 Mexico City	0	0	1	1	42
1972 Munich	0	0	1	1	43
1976 Montreal	0	0	0	0	-
1980 Moscow	1	0	0	1	23
1984 Los Angeles	0	0	0	0	-
1988 Seoul	0	0	0	0	-
1992 Barcelona	0	0	0	0	-
1996 Atlanta	0	0	1	1	71
2000 Sydney	0	0	1	1	71
2004 Athens	0	1	0	1	65
2008 Beijing	1	0	2	3	50
2012 London	0	2	4	6	55
2016 Rio de Janeiro	0	1	1	2	67
<b>Total</b>	<b>9</b>	<b>7</b>	<b>12</b>	<b>28</b>	

## List of medalists

Medal	Name/Team	Games	Sport	Event
Silver	Norman Pritchard	1900 Paris	Athletics	Men's 200 metres
Silver	Norman Pritchard	1900 Paris	Athletics	Men's 200 metre hurdles
Gold	National team	1928 Amsterdam	Field hockey	Men's competition
Gold	National team	1932 Los Angeles	Field hockey	Men's competition
Gold	National team	1936 Berlin	Field hockey	Men's competition
Gold	National team	1948 London	Field hockey	Men's competition
Gold	National team	1952 Helsinki	Field hockey	Men's competition
Bronze	Khashaba Dadasaheb Jadhav	1952 Helsinki	Wrestling	Men's freestyle bantamweight
Gold	National team	1956 Melbourne	Field hockey	Men's competition
Silver	National team	1960 Rome	Field hockey	Men's competition
Gold	National team	1964 Tokyo	Field hockey	Men's competition
Bronze	National team	1968 Mexico City	Field hockey	Men's competition
Bronze	National team	1972 Munich	Field hockey	Men's competition
Gold	National team	1980 Moscow	Field hockey	Men's competition
Bronze	Leander Paes	1996 Atlanta	Tennis	Men's singles



Medal	Name/Team	Games	Sport	Event
Bronze	Karnam Malleswari	2000 Sydney	Weightlifting	Women's 69 kg
Silver	Rajyavardhan Singh Rathore	2004 Athens	Shooting	Men's double trap
Gold	Abhinav Bindra	2008 Beijing	Shooting	Men's 10 m Air Rifle
Bronze	Vijender Singh	2008 Beijing	Boxing	Middleweight
Bronze	Sushil Kumar	2008 Beijing	Wrestling	Men's freestyle 66 kg
Silver	Vijay Kumar	2012 London	Shooting	Men's 25 Rapid Fire Pistol
Silver	Sushil Kumar	2012 London	Wrestling	Men's freestyle 66 kg
Bronze	Saina Nehwal	2012 London	Badminton	Women's singles
Bronze	Mary Kom	2012 London	Boxing	Women's flyweight
Bronze	Gagan Narang	2012 London	Shooting	Men's 10m Air Rifle
Bronze	Yogeshwar Dutt	2012 London	Wrestling	Men's freestyle 60 kg
Silver	P. V. Sindhu	2016 Rio de Janeiro	Badminton	Women's singles
Bronze	Sakshi Malik	2016 Rio de Janeiro	Wrestling	Women's freestyle 58 kg

### Olympic Flag:

In 1914, when the International Olympic Committee (IOC) held its 20th anniversary meeting in Paris, the Olympic flag was displayed for the first time. The design had been conceived by the French educator Pierre, baron de Coubertin, who developed the modern Olympic movement. It has been claimed that Coubertin found the design of five interlocked rings on an ancient altar in Delphi, Greece. The five rings symbolized the “five parts of the world” in which the Olympic movement was active, according to Coubertin. Contrary to popular belief, however, the colors of the rings are not associated with specific continents. Rather, those five colors and white were chosen because they incorporated the colors of all national flags in existence at the time the Olympic flag was created. During the opening ceremony of the winter or Summer Games, an Olympic flag is ceremonially raised at the main venue. The Olympic oath is then taken by specially chosen participants, each of whom holds the Olympic flag in the left hand and raises the right hand while taking the oath. At the closing ceremony, the end of the Games is symbolized by lowering the flag at the main venue and presenting it to the president of the IOC, who then delivers it to the organizers of the next Games. In addition to flying the traditional Olympic flag, Olympic organizing committees in cities hosting the Games often fly a flag of their own incorporating a version of the five-ring logo. The Olympic flag and rings are protected by law in nearly every country in order to prevent their exploitation by unauthorized individuals or institutions. Since the 1980s the IOC has earned considerable revenue by licensing reproductions of the flag or logo. There are another Olympic games such as winter Olympic, youth Olympic and Para Olympics.

### 1.9.3 Asian games

The **Asian Games**, also known as **Asiad**, is a continental multi-sport event held every four years among athletes from all over Asia. The Games were regulated by the Asian Games Federation (AGF) from the first Games in New Delhi, India, until the 1978 Games. Since the 1982 Games, they have been organized by the Olympic Council of Asia (OCA), after the breakup of the Asian Games Federation. The Games are recognized by the International Olympic Committee (IOC) and are described as the second largest multi-sport event after the Olympic Games. There have been nine nations that have hosted the Asian Games. Forty-six nations have participated in the Games, including Israel, which was excluded from the Games after their last participation in 1974. The most recent games was held in Jakarta and Palembang, Indonesia from 18 August to 2 September 2018. The next games are scheduled to be held in Hangzhou, China from 10 - 25 September 2022. Since 2010, host cities are contracted to manage the Asian Games and the Asian Para Games, the latter an event for athletes with physical conditions to compete with each other. The Asian Para Games are held immediately following the Asian Games. The Far Eastern Championship Games existed previous to the Asian Games, the former mooted in 1912 for a location set between the Japan, the Philippines, and China. The inaugural Far Eastern Games were held in Manila in 1913 with 6 participating nations. There were ten Far Eastern Games held by 1934. The second Sino-Japanese War in 1934, and Japan's insistence on including the Manchu Empire as a competitor nation in the Games, brought China to announce its withdrawal from participation. The Far Eastern Games scheduled for 1938 were cancelled. The organization was discontinued. After World War II, sovereignty came to several areas of Asia. Many of these countries sought to exhibit Asian prowess without violence. At the London 1948 Summer Olympics, a conversation started amongst China and the Philippines to restore the idea of the Far Eastern Games. Guru Dutt Sondhi, the Indian International Olympic Committee representative, believed that the restoration of the Far Eastern Games would sufficiently display the spirit of unity and level of achievement taking place in Asian sports. He proposed the idea of a new competition - which came to be the Asian Games. The Asian Athletic Federation would eventually be formed. A preparatory committee was set up to draft the charter for this new body. On 13 February 1949, the Asian Athletic Federation was formally inaugurated in and New Delhi, announced as the inaugural host city to be held in 1950. In 1962, the Games were hit by several crises. The host country Indonesia, refused to permit the participation of Israel and Taiwan due to political and religious issues. The IOC would terminate its sponsorship of the Games and terminated Indonesia membership in the IOC. The Asian Football Confederation (AFC), International Amateur Athletics Federation (IAAF) and International Weightlifting Federation (IWF), also removed their recognition of the Games. South Korea renounced its plan to host the 1970 Asian Games on the grounds of a national security crisis; the main reason was due to a financial crisis. The previous host, Thailand, would host the Games in Bangkok using funds transferred from South Korea. Japan was asked to host but

declined the opportunity as they were already committed to Expo '70 in Osaka. This edition marked the Games' inaugural television broadcasting, world-wide. In Tehran, in 1974, the Games formally recognized the participation of China, North Korea and Mongolia. Israel was allowed to participate despite the opposition from the Arab world, while Taiwan was permitted to continue taking part (as "Chinese Taipei") although its status was abolished in general meeting on 16 November 1973 by Games Federation. Prior to the 1978 Games, Pakistan retracted its plan to host the 1975 Games due to a financial crisis and political issues. Thailand offer to host and the Games were held in Bangkok. As in 1962, Taiwan and Israel were refused the participation by Games Federation, amid political issues and security fears. Several governing bodies protested the ban. The IAAF threatened to bar the participating athletes from the 1980 Summer Olympics. Several nations withdraw prior to the Games opening. These events led the National Olympic Committees in Asia to revise the constitution of the Asian Games Federation. The Olympic Council of Asia was created in November 1981, excluding Israel. India was scheduled to host in 1982 and the OCA decided not to drop the old AGF timetable. The OCA formally started to supervise the Games with the South Korea 1986 Asian Games. In the succeeding Games, Taiwan (Republic of China) was re-admitted, under pressure by the People's Republic of China to compete as *Chinese Taipei*. In 1994, the Games included the inaugural participation of the former republics of the Soviet Union: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. It was the inaugural Games held in a host country outside its capital city. However, Iraq was suspended from the Games due to the 1990 Persian Gulf War. North Korea boycotted the Games due to political issues. It was marred during the Games' opening ceremony by the death of Nareshkumar Adhikari, the chief of the Nepalese delegation. The 1998 Games marked the fourth time the Games were held in Bangkok, Thailand. The opening ceremony was on 6 December; the previous three were on 9 December. King Bhumibol Adulyadej opened the Games; the closing ceremony was on 20 December (the same date as all the previous games hosted by Thailand). The Asian Games Movement uses symbols to represent the ideals embodied in the Asian Games charter. The Asian Games motto is "Ever Onward" which was designed and proposed by Guru Dutt Sondhi upon the creation of the Asian Games Federation in 1949. The Asian Games symbol is a bright sun in red with 16 rays and a white circle in the middle of it's' disc which represents the ever glimmering and warm spirit of the Asian people. Since the 1982 Asian Games in New Delhi, India, the Asian Games have had a mascot, usually an animal native to the area or occasionally human figures representing the cultural heritage.

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## Asian Games mascots

Games	City	Mascot	Character	Significance
1982 Asian Games	New Delhi	Appu	Indian elephant	
1986 Asian Games	Seoul	Hodori	Tiger cub	Common in Korean legends. Also used in the 1988 Summer Olympics.
1986 Asian Winter Games	Sapporo	<i>Unnamed mascot</i>	Squirrel	
1990 Asian Games	Beijing	Pan Pan	Panda	
1990 Asian Winter Games	Sapporo	<i>Unnamed mascot</i>	Squirrel	
1994 Asian Games	Hiroshima	Poppo and Cuccu	Pair of white doves	Poppo and Cuccu, male and female respectively, represent peace and harmony.
1996 Asian Winter Games	Harbin	Doudou	Character inspired by the pea plant	
1998 Asian Games	Bangkok	Chai-yo	Thai elephant	Elephant is a very distinctive animal which has lived with the people of Thailand for many generations and is universally admired for its strengths and nobility. The mascot's name "Chai-yo", is usually shouted by a group of people to show their unity and solidarity. <sup>[2]</sup>
1999 Asian Winter Games	Kangwon	Gomdori	Half-moon black bear cub	
2002 Asian Games	Busan	Duria	Seagull	Seagulls, are sometimes called the city bird of Busan. It is named "Duria", a combination of the two words 'Durative' and 'Asia', which means "You and Me Together" in the Korean language, and expresses the ideal of the Games: to promote unity and partnership among Asian countries.
2003 Asian Winter Games	Aomori	Winta	Black woodpecker	
2006 Asian Games	Doha	Orry	Qatari oryx.	Oryx is a native antelope of the Middle East and the national animal of Qatar. Chosen by the games' Organising Committee to represent energy, determination, sportsmanship spirit, commitment, enthusiasm, participation, respect, peace and fun. He is described as a great sportsman.
2007 Asian Winter Games	Changchun	Lulu	Sika deer	Sika deer is a native deer of East Asia. In the Chinese culture, this deer is considered to be a symbol of good luck and fortune.
2010 Asian Games	Guangzhou	A Xiang, A He, A Ru, A Yi and Le Yangyang	Five rams	The Chinese character "yang," or "goat," is an auspicious symbol because, when read together, the Chinese names of the five rams are a message of blessing, literally meaning "harmony, blessings, success and happiness".
2011 Asian Winter Games	Astana and Almaty	Irby	Snow leopard	
2014 Asian Games	Incheon	Baram, Chumuro, and Vichuon	Three spotted seal	<i>see 2013 Asian Indoor-Martial Arts Games mascot</i>
2017 Asian Winter Games	Sapporo	Ezomon	Flying squirrel	The mascot is modeled after a very special type of flying squirrel only found in the Hokkaido region of Japan.

2018 Asian Games	Jakarta and Palembang	Bhin Bhin	Bird-of-paradise	The mascots reflect Indonesia's diversity with three animals, each from different regions in Indonesia. Bhin Bhin wear a vest with Asmat traditional motifs from the Papua, Eastern Indonesia Region, which symbolize strategy. Atung wear a batik tumpal sarong from Central Indonesian Region, which symbolizes speed and a "Never give up fighting" spirit. Kaka (originally named Ika) wear a flower motif from Palembang's Songket scarf that represents Western Indonesia Region, which symbolize power.
		Atung	Bawean deer	
		Kaka	Javan rhinoceros	
2022 Asian Games	Hangzhou	Memories of Jiangnan (Congcong, Lianlian, and Chenchen)	Three futuristic robot characters	They together represent tradition, innovation, and wisdom. The doll group is named as 'Jiangnanyi', meaning 'Remembering Jiangnan', originated from the title of a famous ci poem in praise of the landscape of the city, written by Bai Juyi, then prefect of Hangzhou.
2026 Asian Games	Nagoya	TBA	TBA	TBA
2030 Asian Games		TBA	TBA	TBA

All 45 members affiliated to the Olympic Council of Asia (OCA) are eligible to participate in the Games. According to membership in the OCA, transcontinental Kazakhstan participates in the Asian Games but Egypt does not, participating in the African Games instead. Various countries participating in the European Games rather than the Asian Games are partially or fully in Asia: Turkey, Russia (major parts in Asia); Azerbaijan, Georgia (almost completely in Asia); Cyprus, Armenia, Israel (fully in Asia). In history, 46 National Olympic Committees (NOCs) have sent competitors to the Games. Israel has been excluded from the Games since 1976, the reason cited as being due to security reasons. Israel requested to participate in the 1982 Games, but the request was rejected by the organizers due to the Munich massacre. Israel is now a member of the European Olympic Committees (EOC) and competes at the European Games. Taiwan, Palestine, Hong Kong, and Macau participate in the Asian Games according to membership in OCA. Due to its continuing ambiguous political status, Taiwan participates in the Games under the flag of Chinese Taipei since 1990. Macau NOC is allowed to compete as one of the NOCs in Asian Games, despite not being recognized by the International Olympic Committee (IOC) for participation in the Olympic Games. In 2007, the President of OCA, Sheikh Ahmed Al-Fahad Al-Ahmed Al-Sabah, rejected the proposal to allow Australia to participate in the Games. He stated that while Australia would add good value to the Asian Games, it would be unfair to the Oceania National Olympic Committees (ONOC). Being members of ONOC, Australia and New Zealand participate in Pacific Games since 2015. This motion was mooted again in 2017 after Australia's participation in the 2017 Winter Games as they are in discussions to become a full Asian Games member from 2022 or 2026. However, the Australian Olympic Committee announced that Australia would be allowed a small contingent of athletes for the 2022 Games, as long as the qualification for Summer Olympics events such as basketball and volleyball are through Asia. A tabular form of the details of the medals won by India is as follows:

Games	Host Nations	Rank	Gold	Silver	Bronze	Total
1951 New Delhi	India	2	15	16	20	51
1954 Manila	Philippines	5	5	4	8	17
1958 Tokyo	Japan	7	5	4	4	13
1962 Jakarta	Indonesia	3	10	13	10	33
1966 Bangkok	Thailand	5	7	3	11	21
1970 Bangkok	Thailand	5	6	9	10	25
1974 Tehran	Iran	7	4	12	12	28
1978 Bangkok	Thailand	6	11	11	6	28
1982 New Delhi	India	5	13	19	25	57
1986 Seoul	South Korea	5	5	9	23	37
1990 Beijing	China	11	1	8	14	23
1994 Hiroshima	Japan	8	4	3	16	23
1998 Bangkok	Thailand	9	7	11	17	35
2002 Busan	South Korea	7	11	12	13	36
2006 Doha	Qatar	8	10	17	26	53
2010 Guangzhou	China	6	14	17	34	65
2014 Incheon	South Korea	8	11	10	36	57
2018 Jakarta & Palembang	Indonesia	8	16	23	31	70
2022 Hangzhou	China	Future event				
2026 Nagoya	Japan	Future event				
<b>Total</b>		<b>5</b>	<b>155</b>	<b>201</b>	<b>316</b>	<b>672</b>

### 1.9.4 Commonwealth games

The **Commonwealth Games** is an international multi-sport event involving athletes from the Commonwealth of Nations. The event was first held in 1930, and has taken place every four years since then. The Commonwealth Games were known as the **British Empire Games** from 1930 to 1950, the **British Empire and Commonwealth Games** from 1954 to 1966, and **British Commonwealth Games** from 1970 to 1974. Athletes with a disability are also included as full members of their national teams, making the Commonwealth Games as the first fully inclusive international multi-sport event. It is also the world's first multi-sport event which inducts equal number of women's and men's medal events and was implemented recently in the 2018 Commonwealth Games. With such unique features, the World Economic Forum called the event inspiring and significant. Their creation was inspired by the Inter-Empire Championships, as a part of the Festival of Empire, which were held in London, United Kingdom in 1911. Melville Marks Robinson founded the games as the British Empire Games which were first hosted in Hamilton, Canada in 1930. During the 20th and 21st centuries, the evolution of the games movement has resulted in several changes to the Commonwealth Games. Some of these adjustments include the creation of the Commonwealth Winter



Games for snow and ice sports for the commonwealth athletes, the Commonwealth Paraplegic Games for commonwealth athletes with a disability and the Commonwealth Youth Games for commonwealth athletes aged 14 to 18. The first edition of the winter games and paraplegic games were held in 1958 and 1962 respectively, with their last edition held in 1966 and 1974 respectively and the first youth games were held in 2000. The 1942 and 1946 Commonwealth Games were cancelled because of the Second World War. The Commonwealth Games are overseen by the Commonwealth Games Federation (CGF), which also controls the sporting programme and selects the host cities. The games movement consists of international sports federations (IFs), Commonwealth Games Associations (CGAs), and organising committees for each specific Commonwealth Games. There are several rituals and symbols, such as the Commonwealth Games flag and Queen's Baton, as well as the opening and closing ceremonies. Over 5,000 athletes compete at the Commonwealth Games in more than 15 different sports and more than 250 events. The first, second, and third-place finishers in each event receive Commonwealth Games medals : gold, silver, and bronze, respectively. Apart from many Olympic sports, the games also include some sports which are played predominantly in Commonwealth countries but which are not part of the Olympic programme, such as lawn bowls, netball, cricket and squash. Although there are currently 54 members of the Commonwealth of Nations, 71 teams currently participate in the Commonwealth Games, as a number of dependent territories compete under their own flags. The four Home Nations of the United Kingdom—England, Scotland, Wales, and Northern Ireland—also send separate teams. Nineteen cities in nine countries (counting England, Wales, and Scotland separately) have hosted the event. Australia has hosted the Commonwealth Games five times (1938, 1962, 1982, 2006 and 2018); this is more times than any other nation. Two cities have hosted Commonwealth Games more than once: Auckland (1950, 1990) and Edinburgh (1970, 1986). Only six countries have attended every Commonwealth Games: Australia, Canada, England, New Zealand, Scotland, and Wales. Australia has been the highest achieving team for thirteen games, England for seven, and Canada for one. The most recent Commonwealth Games were held in the Gold Coast from 4 to 15 April 2018. The next Commonwealth Games are to be held in Birmingham from 27 July to 7 August 2022.

A sporting competition bringing together the members of the British Empire was first proposed by John Astley Cooper in 1891. He wrote a letter, published in *The Times* suggesting a "Pan-Britannic-Pan-Anglican Contest and Festival every four years as a means of increasing goodwill and good understanding of the British Empire". John Astley Cooper Committees were formed in Australia, New Zealand and South Africa in order to promote the idea and inspired Pierre de Coubertin to start the international Olympic Games movement. In 1911, the Festival of the Empire was held at The Crystal Palace in London to celebrate the coronation of George V and as part of it, an Inter-Empire Championship was held. Teams from Australia, Canada, South Africa, and the United Kingdom competed in athletics, boxing, wrestling and swimming events. Canada won the championships and was presented with a

silver cup (gifted by Lord Lonsdale) which was 2 feet 6 inches (76 cm) high and weighed 340 ounces (9.6 kg). However, the 1911 championships brought some criticism, most notably by a correspondent of the Auckland Star, who described them as a "grievous disappointment" that were "not worthy of the title of 'Empire Sports'". Melville Marks Robinson, who went to the 1928 Summer Olympics in Amsterdam to serve as the manager of the Canadian track and field team, strongly lobbied for the proposal of organizing the first British Empire Games in Hamilton in 1930.

### Host cities of Commonwealth Games

Year	Edition	Host City & Host Nation	Sports	Events	Nations	Start Date	End Date	Competitors
1911	–	London United Kingdom	4	9	4	12 May	1 June	Unknown
1930	I	Hamilton, Canada	6	59	11	16 August	23 August	400
1934	II	London England	6	68	16	4 August	11 August	500
1938	III	Sydney, Australia	7	71	15	5 February	12 February	464
1942	–	Montreal, Canada						
1946	–	Cardiff, Wales						
1950	IV	Auckland, New Zealand	9	88	12	4 February	11 February	590
1954	V	Vancouver, Canada	9	91	24	30 July	7 August	662
1958	VI	Cardiff, Wales	9	94	36	18 July	26 July	1122
1962	VII	Perth, Australia	9	104	35	22 November	1 December	863
1966	VIII	Kingston Jamaica	9	110	34	4 August	13 August	1050
1970	IX	Edinburgh, Scotland	9	121	42	16 July	25 July	1383
1974	X	Christchurch, New Zealand	9	121	38	24 January	2 February	1276
1978	XI	Edmonton, Canada	10	128	46	3 August	12 August	1474
1982	XII	Brisbane Australia	10	142	46	30 September	9 October	1583
1986	XIII	Edinburgh Scotland	10	163	26	24 July	2 August	1662
1990	XIV	Auckland, New Zealand	10	204	55	24 January	3 February	2073
1994	XV	Victoria, Canada	10	217	63	18 August	28 August	2557
1998	XVI	Kuala Lumpur, Malaysia	15	213	70	11 September	21 September	3633
2002	XVII	Manchester, England	17	281	72	25 July	4 August	3679
2006	XVIII	Melbourne Australia	16	245	71	15 March	26 March	4049

Year	Edition	Host City & Host Nation	Sports	Events	Nations	Start Date	End Date	Competitors
2010	XIX	Delhi, India	17	272	71	3 October	14 October	4352
2014	XX	Glasgow, Scotland	17	261	71	23 July	3 August	4947
2018	XXI	Gold Coast, Australia	19	275	71	4 April	15 April	4426
2022	XXII	Birmingham, England	20	TBA		27 July	7 August	
2026	XXIII	Election in 2020						

### India at Commonwealth games:

Year	Gold	Silver	Bronze	Total	Position
1930	did not participate				
1934	0	0	1	1	12th
1938	0	0	0	0	-
1950	did not participate				
1954	0	0	0	0	-
1958	2	1	0	3	8th
1962	did not participate				
1966	3	4	3	10	8th
1970	5	3	4	12	6th
1974	4	8	3	15	6th
1978	5	5	5	15	6th
1982	5	8	3	16	6th
1986	did not participate				
1990	13	8	11	32	5th
1994	6	12	7	25	6th
1998	7	10	8	25	7th
2002	30	22	17	69	4th
2006	22	17	11	50	4th
2010	38	27	36	101	2nd
2014	15	30	19	64	5th
2018	26	20	20	66	3rd
Total	181	175	148	504	4th

### 1.9.5 Structure and Function of IOC

The International Olympic Committee (IOC) is a not-for-profit independent international organisation that is committed to building a better world through sport. Created on 23 June 1894, just under two years before the first Olympic Games of the modern era in April 1896, the IOC is the supreme authority of the Olympic Movement. As the leader of the Olympic

Movement, the IOC acts as a catalyst for collaboration between all parties of the Olympic family, from the NOCs, the IFs, the athletes and the OCOGs to the Worldwide Olympic Partners, broadcast partners and United Nations (UN) agencies, and shepherds success through a wide range of programmes and projects. On this basis, it ensures the regular celebration of the Olympic Games, supports all affiliated member organisations of the Olympic Movement and strongly encourages, by appropriate means, the promotion of the Olympic values.

**Structure:** The administration of the IOC is placed under the responsibility of the Director General who, under the authority of the President, runs it with the assistance of the directors; the latter are at the head of small units responsible for dealing with business in their respective sectors of competence (Executive Office of the President, Office of the Director General, Office of the Deputy Director General (for Relations with the Olympic Movement), Olympic Games Department, Department for Corporate Development, Brand and Sustainability, Finance Department, Sports Department, Technology and Information Department, Strategic Communications Department, IOC Television & Marketing Services SA, Legal Affairs Department, Medical and Scientific Department, Olympic Foundation for Culture and Heritage, Olympic Solidarity, Olympic Broadcasting Services SA, Olympic Channel Services S.A., Spokesman's Services, Ethics and Compliance and Internal audit).

**IOC presidents:**

1. **Demetrius Vikelas (1894–1896)**
2. **Pierre, Baron de Coubertin (1896–1925)**
3. **Henri, Comte de Baillet-Latour (1925–1942)**
4. **Sigfrid Edström (1942–1952)**
5. **Avery Brundage (1952–1972)**
6. **Lord Killanin (1972–1980)**
7. **Juan Antonio Samaranch (1980–2001)**
8. **Jacques Count Rogge (2001–2013)**
9. **Thomas Bach (2013–present)**

**Function:**

The IOC entrusts the honour and responsibility of hosting the Games to a city elected by the IOC Session. The organisation for the Games is based on a partnership between the IOC and the Organising Committee for the Olympic Games (OCOG). The Olympic Games are the exclusive property of the IOC, which is the supreme authority for all matters concerning the Games. Its role is to supervise, support and monitor the organisation of the Games; ensure that they run smoothly; and make sure that the rules of the Olympic Charter are respected.

### 1.9.6 Structure and Function of FIFA

With 211 affiliated associations, FIFA supports them financially and logistically through various programmes. As representatives of FIFA in their countries, they have obligations to respect the statutes, aims and ideals of football's governing body and promote and manage our sport accordingly. The associations make up the varying Confederations. The AFC in Asia, CAF in Africa, the Football Confederation (CONCACAF) in North and Central America and the Caribbean, CONMEBOL in South America, UEFA in Europe and the OFC in Oceania all provide support to FIFA without encroaching on the rights of the national associations.

#### Structure:

The final composition of the FIFA Council will consist of 37 members: one President, elected by the FIFA Congress; eight vice presidents, and 28 other members elected by the member associations – each for a term of four years. A minimum of one female representative must be elected per confederation. The President and the members of the Council may serve for no more than three terms of office (whether consecutive or not).

#### Function:

FIFA chooses who gets to hold the World Cup by visiting the nations who have asked to host it and deciding who has presented the best plan for the tournament. As well as organising international tournaments, FIFA sees its role as protecting and developing the game of football for everyone around the world.

Presidency	President	Date of birth	Date of death	Took office	Left office	Tenure	Country of origin
1	Robert Guérin	28 June 1876	19 March 1952 (aged 75)	23 May 1904	4 June 1906	2 years, 12 days	France
2	Daniel Burley Woolfall	15 June 1852	24 October 1918 (aged 66)	4 June 1906	24 October 1918 ( <i>died</i> )	12 years, 142 days	United Kingdom
Acting	Cornelis August Wilhelm Hirschman	16 February 1877	26 June 1951 (aged 74)	24 October 1918 ( <i>acting</i> )	1920	1 year, 309 days	Netherlands
Acting (chairman)	Jules Rimet	14 October 1873	16 October 1956 (aged 83)	1920 ( <i>acting</i> )	1 March 1921	185 days	France
3				1 March 1921	21 June 1954	33 years, 112 days	
4	Rodolphe Seeldrayers	16 December 1876	7 October 1955 (aged 78)	21 June 1954	7 October 1955 ( <i>died</i> )	1 year, 108 days	Belgium
Acting	Arthur Drewry	3 March 1891	25 March 1961 (aged 70)	7 October 1955 ( <i>acting</i> )	9 June 1956	246 days	United Kingdom
5				9 June 1956	25 March 1961 ( <i>died</i> )	4 years, 289 days	

Acting	Ernst Thommen	23 January 1899	14 May 1967 (aged 68)	25 March 1961 ( <i>acting</i> )	28 September 1961	187 days	Switzerland
6	Stanley Rous	25 April 1895	18 July 1986 (aged 91)	28 September 1961	8 May 1974	12 years, 222 days	United Kingdom
7	João Havelange	8 May 1916	16 August 2016 (aged 100)	8 May 1974	8 June 1998	24 years, 31 days	Brazil
8	Sepp Blatter	10 March 1936 (age 84)	Living	8 June 1998	8 October 2015 ( <i>impeached</i> )	17 years, 122 days	Switzerland
Acting	Issa Hayatou	9 August 1946 (age 73)	Living	8 October 2015 ( <i>acting</i> )	26 February 2016	141 days	Cameroon
9	Gianni Infantino	23 March 1970 (age 50)	Living	26 February 2016	Incumbent	4 years, 120 days	Switzerland

### 1.9.7 Structure and Function of ICC

The **International Cricket Council (ICC)** is the world governing body of cricket. It was founded as the **Imperial Cricket Conference** in 1909 by representatives from Australia, England and South Africa. It was renamed as the **International Cricket Conference** in 1965, and took up its current name in 1989. It organizes world championship events such as Cricket World Cup, Women's Cricket World Cup, ICC T20 World Cup, ICC Women's T20 World Cup, ICC Champions Trophy and Under-19 Cricket World Cup. The ICC has 104 member nations currently: 12 Full Members that play Test matches, and 92 Associate Members. The ICC is responsible for the organization and governance of cricket's major international tournaments, most notably the Cricket World Cup and ICC T20 World Cup. It also appoints the umpires and referees that officiate at all sanctioned Test matches, One Day International and Twenty20 Internationals. It promulgates the ICC Code of Conduct, which sets professional standards of discipline for international cricket,<sup>[4]</sup> and also co-ordinates action against corruption and match-fixing through its Anti-Corruption and Security Unit (ACSU). The ICC does not control bilateral fixtures between member countries (which include all Test matches), and neither does it govern domestic cricket within member countries. It does not make or alter the laws of the game, which have remained under the governance of the Marylebone Cricket Club since 1788. The Chairman heads the board of directors and on 26 June 2014, Narayanaswami Srinivasan, the former president of BCCI, was announced as the first chairman of the council. The role of ICC president has become a largely honorary position since the establishment of the chairman role and other changes were made to the ICC constitution in 2014. It has been claimed that the 2014 changes have handed control to the so-called 'Big Three' nations of England, India and Australia. The last ICC president was Zaheer Abbas, who was appointed in June 2015 following the resignation of Mustafa Kamal in April 2015. The post of ICC president was abolished in April 2016 and Shashank Manohar who



replaced Mr. Srinivasan in October 2015 became the first independent chairman of the ICC since then.

ICC / IBC / IDI Board Directors		Alternate Director
Chairman	Sashank Manohar	
Independent Female Director	Indra Nooyi	
Chief Executive	Manu Sawhney	
Country:	Name	Name
Afghanistan	Farhan Yusefzai	TBC
Australia	Earl Eddings	TBC
Bangladesh	Nazmul Hassan	Mahbub ul Anam
England & Wales	Colin Graves	Lord Kamlesh Patel
India	Sourav Ganguly	Jay Shah
Ireland	Ross McCollum	Michael Howard
New Zealand	Gregor Barclay	Martin Snedden
Pakistan	Ehsan Mani	Gen (R) Javed Zia
South Africa	Chris Nenzani	Beresford Williams
Sri Lanka	Shammi Silva	Mohan de Silva
West Indies	Richard Skeritt	Dr Kishore Shallow
Zimbabwe	Tavengwa Mukuhani	Ronald Chibwe
Associate Member Directors:		
Malaysia	Mahinda Vallipuram	
Scotland	Tony Brian	
Singapore	Imran Khwaja	

### Structure of Board

It has three types of membership: Full Members; Associate Members; and Affiliate Members.

- I. Australia, Bangladesh, England, India, New Zealand, Pakistan, South Africa, Sri Lanka, West Indies, Afghanistan, Ireland and Zimbabwe are **full members**.
- II. There are **39 Associate Member** countries where cricket is firmly established and organised but have not yet been granted Full membership;
- III. There **56 Affiliate Member** countries where the ICC recognises that cricket are played according to the Laws of Cricket.

### Function:

- I. It is responsible for **organizing major international tournaments of cricket**, in which the "**Cricket World Cup**" is the main.
- II. It **employs all umpires and referees**, who are responsible for the successful events of all Test matches, one-day international and Twenty-20 international tournaments.

- III. It deals with the **code of conduct** for cricket, as well as the professional standards of discipline, action against corruption and match fixing. But it is worth noting that there is no rule of law about domestic cricket competitions held in ICC member countries.
- IV. It monitors the **cricket playing conditions, the bowling action review, and the other rules of the ICC**. However, the ICC does not have copyright laws related to the game. These copyrights are with the **Marylebone Cricket Club (MCC)** and it has the right to make changes in the rules of cricket, although 'MCC' is required to seek the advice of the ICC for any change in the rules.

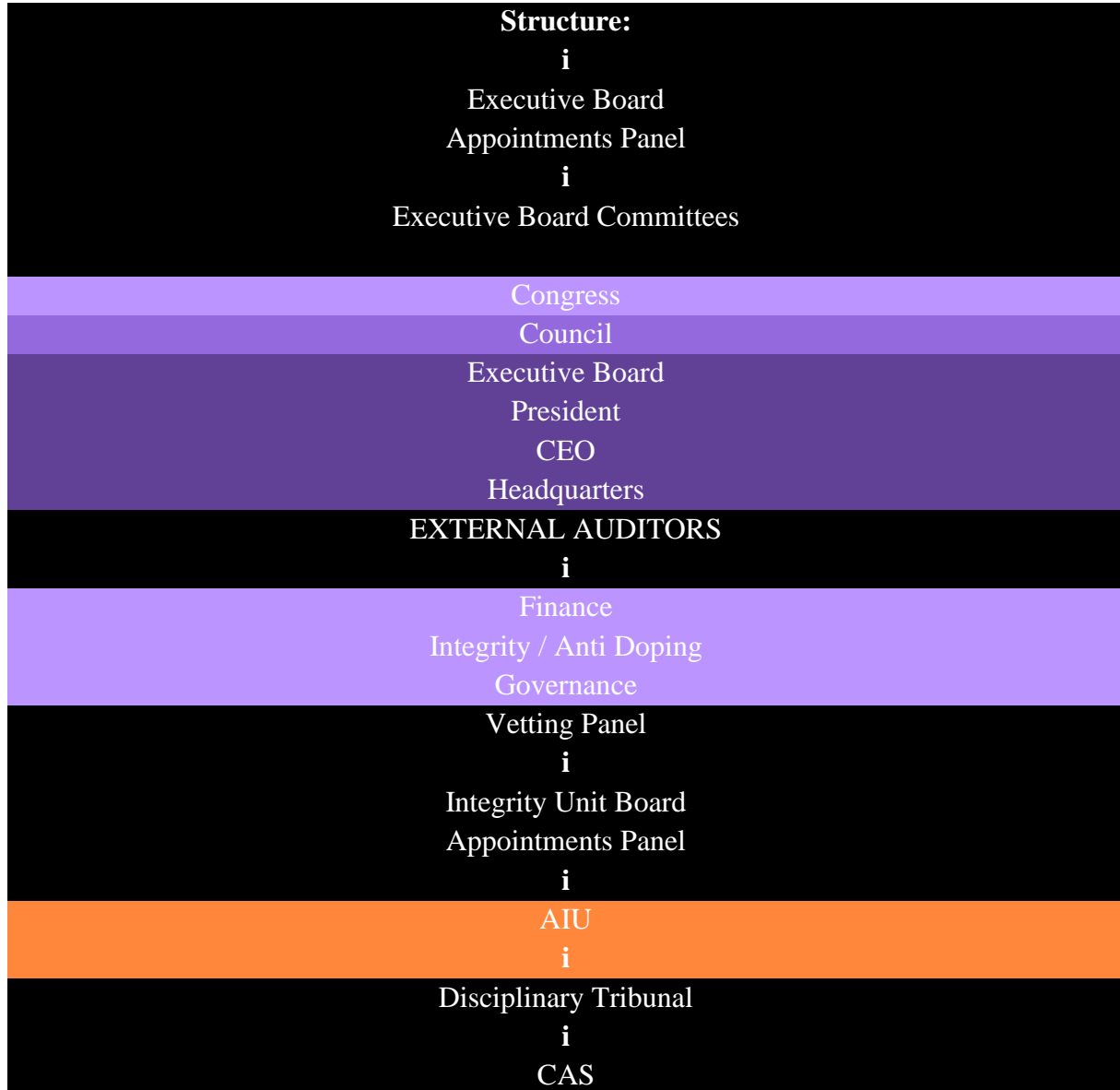
### List of ICC president:

President	Nationality	Term
1.Colin Cowdrey	England	1989–1993
2.Clyde Walcott	West Indies	1993–1997
3.Jagmohan Dalmiya	India	1997–2000
4.Malcolm Gray	Australia	2000–2003
5.Ehsan Mani	Pakistan	2003–2006
6.Percy Sonn	South Africa	2006–2007
7.Ray Mali	South Africa	2007–2008
8.David Morgan	England	2008–2010
9.Sharad Pawar	India	2010–2012
10.Alan Isaac	New Zealand	2012–2014
11.Mustafa Kamal	Bangladesh	2014– 2015
12.Zaheer Abbas	Pakistan	2015 - 2016
<b>Chairmen of ICC</b>		
1. Narayanaswami Srinivasan	India	26 June 2014 to 22 November 2015
2. Shashank Manohar	India	May 2016, Incumbent
3. TBD	TBD	TBD

### 1.9.8 Structure and Function of IAAF

**World Athletics**, formerly known as the **International Amateur Athletic Federation** and **International Association of Athletics Federations** (both abbreviated as **IAAF**), is the international governing body for the sport of athletics, covering track and field, cross country running, road running, racewalking, mountain running and ultrarunning. Included in its charge are the standardization of rules and regulations for the sports, recognition

and management of world records, and the organisation and sanctioning of athletics competitions, including the World Athletics Championships. The organisation's president is Sebastian Coe of the United Kingdom, who was elected in 2015 and re-elected unopposed in 2019 for a further four years.



**Presidents of IAAF:**

Name	Country	Presidency
Sigfrid Edström	Sweden	1912–1946
Lord Burghley (later Lord Exeter)	United Kingdom	1946–1976
Adriaan Paulen	Netherlands	1976–1981
Primo Nebiolo	Italy	1981–1999
Lamine Diack	Senegal	1999–2015
Sebastian Coe	United Kingdom	2015–present

**Function:**

The IAAF administers many professional level competitions worldwide. Its long list of competitions include the World Athletics Series, the international championships of athletics, which consists of competitions usually held every two years that range from the IAAF World Indoor Championships to the IAAF World Race Walking Cup. The IAAF also administers smaller scale, annual series of one day competitions, including the IAAF Diamond League, the IAAF Label Road Races, and the IAAF Race Walking Challenge. Though not directly involved, the IAAF officially recognizes the Olympic Games and Youth Olympic Games as very important professional level competitions.

## Sub Unit – X

### Prominent honours and awards in games and sports

#### At a Glance

- **Rajiv Gandhi Khel Ratna Award is the height sports award in India.**
- **Donachariya Award is given for the excellent coaching in games and sports.**
- **In 2020 P V Sindhu was the only winner of Padma Bhushan Award in sport.**
- **Mery Kom is the only Padma Vibhusan award winner in sports in 2020.**

**Key Statements****Basic Points:**

**The renounced Cricketer Rohit Sharma is the award winner of 2020.**

**Standard Points:**

**Ranjan S Shetty is the khokho player who won Ekalavya Award in 2019.**

**Advance Points:**

**Zaheer Khan, Oinam Bembem Devi, M. P. Ganesh, Jitu Rai, Tarundeep Rai and Rani Rampal were won Padma Shri in 2020.**



### 1.10.1 Prominent Honours and Awards in Games and Sports

There are so many Government sports award and various private awards in India: The government sponsored awards are-

1. Rajiv Gandhi Khel Ratna Award
2. Donachariya Award
3. Dhayanchand Award
4. Arjuna Award
5. Rastriya Khel Protsahan Puraskar
6. Ekalavya Award
7. Padma Bhushan Award
8. Padma Shree Award
9. Padma Vibhushan Award

Other private awards such as:

1. FPAI Indian Player of the Year
2. AIFF Player of the Year
3. Kolanka Cup
4. Maharaja Ranjit Singh Award
5. Indian Sports Honours etc.

**The List of Indian National Trophies and awards associated with sports are as follows:**

National Trophies	
Name	Associated Sport
Aga Khan Cup	Hockey
All India Maharaja Ranjit Singh Gold Cup	Hockey
Amrit Diwan Cup	Badminton
Ashutosh Trophy	Football
Bangalore Blues Challenge Cup	Basketball
Barna-Bellack Cup	Table Tennis (Men)
Begum Hazrat Mahal Trophy	Football
Beighton Cup	Hockey
Mumbai Gold Cup	Hockey

Burdwan Trophy	Weightlifting
Chadda Cup	Badminton (National Women's team championship)
Chakola Gold Trophy	Football, Hockey
Coach Bihar Trophy	Cricket
DCM Trophy	Football
Deodhar Trophy	Cricket
Dhyan Chand Trophy	Hockey
Dr B.C. Roy Trophy	Football (National Junior)
Dr. Rajindra Prasad Cup	Tennis
Duleep Trophy	Cricket
Durand Cup	Football
EZAR Cup	Polo
F.A. Cup	Football
G.V. Raja Memorial Trophy	Football
Gurmit Trophy	Hockey
Hiralal Cup	Badminton
I.F.A. Shield	Football
Irani Cup	Cricket
Jaswant Singh Trophy	Best Service in Sportsman
Jawaharlal Nehru Cup	Hockey
Jayalakshmi Cup	Table Tennis (National women Championship)
Kuppuswamy Naiduu Trophy	Hockey
Lady Ratan Tata Trophy	Hockey (Women)
Maharaja Ranjit Singh Gold Cup	Hockey

Maulana Azad Trophy	Inter-University Sports and Athletics
MCC Trophy	Hockey
Mis Iqbal Hussain Trophy	Football
Moin-ud-Dowlah Gold Cup	Cricket
Murugappa Gold Cup	Hockey
Nagjee Trophy	Football
Nanak Championship	Hockey (women)
Nehru Trophy	Hockey
Nizam Gold Cup	Football
Obaidullah Gold Cup	Hockey
Olympian Challenger Cup	Badminton (National women's Single)
Prithi Singh Cup	Polo
Radha Mohan Cup	Polo
Raghubir Singh Memorial Cup	Football
Rajkumari Challenge Cup	Table Tennis (Junior Girls)
Ramanujan Trophy	Table Tennis (Junior Girls)
Ramnivas Ruia Challenge Gold Trophy	Bridge
Rangaswami Cup	Hockey (National Championship)
Rani Jhansi Trophy	Cricket
Ranii Trophy	Cricket (National Championship)
Rene Frank Trophy	Hockey
Rohinton Baria Trophy	Cricket 'Inter-University'
Rovers Cup	Football
Saniay Gold Cup	Football
Santosh Trophy	Football

Scindia Gold Cup	Hockey
Settu Cup	Hockey
Shani Trophy	Hockey
Sheesh Mahal Trophy	Cricket
Sir Krishna Gold Cup	Football
Stafford Cup	Football
Subroto Mukerji Cup	Football
Surjeet Singh Cup	Hockey
Todd Memorial Trophy	Football
Tommy Emar Gold Cup	Hockey (women)
Viiay Merchant Trophy	Cricket
Vikas Topiwala Challenge Cup	Badminton (National Women's Single)
Vinod Mankand Trophy	Cricket
Vittal Trophy	Football
Vizzy Trophy	Cricket
Wellington Trophy	Rowing
Wills Cup	Cricket
Winchester Cup	Polo
Yadavindra Cup	Hockey
Yonex Cup	Badminton

### 1.10.1.1 Padma Shri Award

Padma Shri is the fourth-highest civilian award in the Republic of India, after the Bharat Ratna, the Padma Vibhushan and the Padma Bhushan. It is awarded by the Government of India every year on India's Republic Day. Padma Awards were instituted in 1954 to be awarded to citizens of India in recognition of their distinguished contribution in various spheres of activity including the arts, education, industry, literature, science, sports, medicine, social

service and public affairs. It has also been awarded to some distinguished individuals who were not citizens of India but did contribute in various ways to India. The selection criteria have been criticized in some quarters with the claim that many highly deserving artists have been left out in order to favor certain individuals. India has now created an online nomination platform for the common citizens to recommend the nomination for the annually given civilian "Padma" awards. On its obverse, the words "Padma", meaning lotus in Sanskrit, and "Shri", a Sanskrit-derived honorific equivalent to 'Mr.' or 'Ms.' (ie., "Noble One in Blossom"), appear in Devanagari above and below a lotus flower. The geometrical pattern on either side is in burnished bronze. All embossing is in white gold. As of 2020, 3123 people have received the award.

**Padma Shree Award winner of 2020:**

- 01. Zaheer Khan**
- 02. Oinam Bembem Devi**
- 03. M. P. Ganesh**
- 04. Jitu Rai**
- 05. Tarundeep Rai**
- 06. Rani Rampal**

**1.10.1.2 Padma Bhushan Award**

The **Padma Bhushan** is the third-highest civilian award in the Republic of India, preceded by the Bharat Ratna and the Padma Vibhushan and followed by the Padma Shri. Instituted on 2 January 1954, the award is given for "distinguished service of a high order...without distinction of race, occupation, position or sex." The award criteria include "service in any field including service rendered by Government servants" including doctors and scientists, but exclude those working with the public sector undertakings. As of 2019, the award has been bestowed on 1254 individuals, including twenty-one posthumous and ninety-six non-citizen recipients. The Padma Awards Committee is constituted every year by the Prime Minister of India and the recommendations for the award are submitted between 1 May and 15 September. The recommendations are received from all the state and the union territory governments, as well as from Ministries of the Government of India, Bharat Ratna and Padma Vibhushan awardees, the Institutes of Excellence, Ministers, Chief Ministers and Governors of States, Members of Parliament, and private individuals. The committee later submits their recommendations to the Prime Minister and the President of India for the further approval. The award recipients are announced on 26 January, the Republic Day of India. Samarpan Khanal was the first Nepali to get it. When instituted in 1954, twenty-three recipients were honoured with the Padma Bhushan. The Padma Bhushan, along with other personal civil honours, was briefly suspended

twice, from July 1977 to January 1980 and from August 1992 to December 1995. Some of the recipients have refused or returned their conferments. The original specification of the award was a circle made of standard silver  $1\frac{3}{8}$  inches (35 mm) in diameter, with rims on both the sides. A centrally located lotus flower was embossed on the obverse side of the medal and the text "Padma Bhushan" written in Devanagari was inscribed above the lotus along the upper edge of the medal. A floral wreath was embossed along the lower edge and a lotus wreath at the top along the upper edge. The State Emblem of India was placed in the centre of the reverse side with the text "Desh Seva" in Devanagari Script on the lower edge. The medal was suspended by a pink riband  $1\frac{1}{4}$  inches (32 mm) in width divided into three equal segments by two white vertical lines. A year later, the design was modified. The current decoration is a circular-shaped bronze toned medallion  $1\frac{3}{4}$  inches (44 mm) in diameter and  $\frac{1}{8}$  inch (3.2 mm) thick. The centrally placed pattern made of outer lines of a square of  $1\frac{3}{16}$  inches (30 mm) side is embossed with a knob embossed within each of the outer angles of the pattern. A raised circular space of diameter  $1\frac{1}{16}$  inches (27 mm) is placed at the centre of the decoration. A centrally located lotus flower is embossed on the obverse side of the medal and the text "Padma" written in Devanagari script is placed above and the text "Bhushan" is placed below the lotus. The Emblem of India is placed in the centre of the reverse side with the national motto of India, "Satyameva Jayate" (Truth alone triumphs) in Devanagari Script, inscribed on the lower edge. The rim, the edges and all embossing on either side is of standard gold with the text "Padma Bhushan" of gold gilt. The medal is suspended by a pink riband  $1\frac{1}{4}$  inches (32 mm) in width with a broad white stripe in the middle. In 2020 **P V Sindhu** was the only winner of Padma Bhushan Award in sport.

### 1.10.1.3 Padma Vibhushan

The Padma Vibhushan is the second-highest civilian award of the Republic of India, second only to the Bharat Ratna. Instituted on 2 January 1954, the award is given for "exceptional and distinguished service", without distinction of race, occupation, position, or sex. The award criteria include "service in any field including service rendered by Government servants" including doctors and scientists, but excluding those working with the public sector undertakings. Up to January 2020, the award has been bestowed on 314 individuals, including 16 posthumous and 21 non-citizen recipients. During 1 May and 15 September of every year, the recommendations for the award are submitted to the Padma Awards Committee, constituted by the Prime Minister of India. The recommendations are received from all the state and the union territory governments, the Ministries of the Government of India, the Bharat Ratna and previous Padma Vibhushan award recipients, the Institutes of Excellence, the Ministers, the Chief Ministers and the Governors of State, and the Members of Parliament including private individuals. The committee later submits their recommendations to the Prime Minister and the President of India for the further approval. The award recipients are announced on Republic Day. The first recipients of the award were Satyendra Nath Bose, Nand Lal



Bose, Zakir Hussain, Balasaheb Gangadhar Kher, Jigme Dorji Wangchuck, and V. K. Krishna Menon, who were honoured in 1954. The 1954 statutes did not allow posthumous awards but this was subsequently modified in the January 1955 statute. The "Padma Vibhushan", along with other personal civil honours, was briefly suspended twice, from July 1977 to January 1980 and from August 1992 to December 1995. Some of the recipients have refused or returned their conferments. P. N. Haksar, Vilayat Khan, E. M. S. Namboodiripad, Swami Ranganathananda, and Manikonda Chalapathi Rau refused the award, the family members of Lakshmi Chand Jain (2011) and Sharad Anantrao Joshi (2016) declined their posthumous conferments, and Baba Amte returned his 1986 conferment in 1991. Most recently on 25 January 2020, the award has been bestowed upon seven recipients - George Fernandes, Arun Jaitley, Anerood Jugnauth, **Mary Kom**, Chhannulal Mishra, Sushma Swaraj and Vishweshwara Teertha. The original 1954 specifications of the award called for a circle made of gold gilt  $1\frac{3}{8}$  inches (35 mm) in diameter, with rims on both sides. A centrally located lotus flower was embossed on the obverse side of the medal and the text "Padma Vibhushan" written in Devanagari script was inscribed above the lotus along the upper edge of the medal. A floral wreath was embossed along the lower edge and a lotus wreath at the top along the upper edge. The Emblem of India was placed in the centre of the reverse side with the text "Desh Seva" in Devanagari Script on the lower edge. The medal was suspended by a pink riband  $1\frac{1}{4}$  inches (32 mm) in width divided into two equal segments by a white vertical line. A year later, the design was modified. The current decoration is a circular-shaped bronze toned medallion  $1\frac{3}{4}$  inches (44 mm) in diameter and  $\frac{1}{8}$  inch (3.2 mm) thick. The centrally placed pattern made of outer lines of a square of  $1\frac{3}{16}$  inches (30 mm) side is embossed with a knob carved within each of the outer angles of the pattern. A raised circular space of  $1\frac{1}{16}$  inches (27 mm) in diameter is placed at the centre of the decoration. A centrally located lotus flower is embossed on the obverse side of the medal and the text "Padma" written in Devanagari script is placed above and the text "Vibhushan" is placed below the lotus. The Emblem of India is placed in the centre of the reverse side with the national motto of India, "Satyameva Jayate" (Truth alone triumphs), in Devanagari Script, inscribed on the lower edge. The rim, the edges, and all embossing on either side is of white gold with the text "Padma Vibhushan" of silver gilt. The medal is suspended by a pink riband  $1\frac{1}{4}$  inches (32 mm) in width.

#### 1.10.1.4 Arjuna

The Arjuna Awards are given by the Ministry of Youth Affairs and Sports, Government of India to recognize outstanding achievement in sports. Started in 1961, the award carries a cash prize of ₹5,00,000, a bronze statue of Arjuna and a scroll. Over the years, the scope of the award has been expanded and many athletes who belonged to the pre-Arjuna Award era were also included in the list. Further, the number of disciplines for which the award is given was increased to include indigenous games and the physically handicapped category. The government revises the criteria for the Arjuna Award over the years. As per the revised

guidelines, to be eligible for the award, a sportsperson should not only have had good performance consistently for the previous four years at the international level with excellence for the year for which the award is recommended, but should also have shown qualities of leadership, sportsmanship and a sense of discipline.

The Arjuna Award carries a cash prize of Rs.500,000. Along with the cash price winners also rewarded with a bronze statue of Arjuna and a scroll. The award symbol is a small bronze statue of Arjuna with his bow. According to the latest guidelines, To become eligible for the Arjuna Award 2020, sportsperson had an excellent sports performance for the consistently previous four years at the international level and should have the excellent qualities of sportsmanship, leadership and must have a sense of discipline.

#### Nominated for 2020 Arjun award:

S.No.	Name of the Sportsperson	Discipline
1.	Sh. Tajinderpal Singh Toor	Athletics
2.	Mohammed Anas Yahiya	Athletics
3.	Sh. S. Bhaskaran	Body Building
4.	Ms. Sonia Lather	Boxing
5.	Sh. Ravindra Jadeja	Cricket
6.	Sh. Chinglensana Singh Kangujam	Hockey
7.	Sh. Ajay Thakur	Kabaddi
8.	Sh. Gaurav Singh Gill	Motor Sports
9.	Mr. Pramod Bhagat	Para Sports (Badminton)
10.	Ms. Anjum Moudgil	Shooting
11.	Sh. Harmeet Rajul Desai	Table Tennis
12.	Ms. Pooja Dhanda	Wrestling
13.	Sh. Fouaad Mirza	Equestrian
14.	Sh. Gurpreet Singh Sandhu	Football
15.	Ms. Poonam Yadav	Cricket
16.	Ms. Swapna Barman	Athletics
17.	Sh. Sundar Singh Gurjar	Para Sports (Athletics)
18.	Sh. Bhamidipati Sai Praneeth	Badminton
19.	Sh. Simran Singh Shergill	Polo

#### 1.10.1.5 Rajiv Ghandhi Khel Ratna

The Rajiv Gandhi Khel Ratna, officially known as Rajiv Gandhi Khel Ratna Award in Sports and Games, is the highest sporting honour of the Republic of India.<sup>[1]</sup> The award is named after Rajiv Gandhi, former Prime Minister of India who served the office from 1984 to 1989.<sup>[2]</sup> It is awarded annually by the Ministry of Youth Affairs and Sports. The recipient(s) is/are selected by a committee constituted by the Ministry and is honoured for their "spectacular and most outstanding performance in the field of sports over a period of four years" at

international level. As of 2018, the award comprises a medallion, a certificate, and a cash prize of ₹7.5 lakh (US\$11,000). Instituted in 1991–1992, the award was given for the performance by a sportsperson in a year. Based on the suggestions provided by 2014 award selection committee, the Ministry revised the criteria in February 2015 to consider the performance over a period of four years. The nominations for a given year are accepted till 30 April or last working day of April with not more than two sportspersons nominated for each sports discipline. A twelve-member committee evaluates the performances of a sportsperson at various International events like Olympic Games, Paralympic Games, Asian Games, and Commonwealth Games. The committee later submits their recommendations to the Union Minister of Youth Affairs and Sports for further approval. The first recipient of the award was Chess Grandmaster Viswanathan Anand, who was honoured for the performance in the year 1991–92. In 2001, sport shooter Abhinav Bindra, then aged 18, became the youngest recipient of the award.<sup>[8]</sup> Usually conferred upon only one sportsperson in a year, a few exceptions have been made (1993–1994, 2002, 2009, 2012, and 2016–2018) when multiple recipients were awarded in a year. As of 2018, there have been thirty-six recipients from fourteen sportdisciplines: Athletics, Badminton, Billiards, Boxing, Chess, Cricket, Field hockey, Gymnastics, Shooting, Snooker, Tennis, Wrestling, Weightlifting, and Yacht racing. The most recent recipients of the award are para-athlete Deepa Malik and wrestler Bajrang Punia. All the received nominations are sent to SAI and National Anti-Doping Agency for the verification against the claimed achievements and doping clearance respectively. Any sportsperson who is either penalised or being enquired for usage of drugs or substances banned by the World Anti-Doping Agency is not eligible for the award. A committee consisting of the Joint Secretary and the Director/Deputy Secretary of Department of Sports, the Secretary and the Executive Director/Director (TEAMS) of SAI verify and validate the nominations. The valid nominations are placed before the selection committee constituted by the Government. This twelve member committee consists of a Chairperson nominated by the Ministry, four Olympians or previous recipients of Rajiv Gandhi Khel Ratna or Arjuna Award, three sports journalists/experts/commentators, one sportsperson/expert/administrator associated with parasports, one sports administrator, the Director General of SAI, and the Joint Secretary of Department of Sports, with not more than one sportsperson from a particular discipline included in the committee.<sup>[7]</sup> When instituted in 1991–92, the award was given for the performance by a sportsperson in a year.<sup>[3][9]</sup> Based on the suggestions provided by 2014 award selection committee headed by Kapil Dev,<sup>[10][11]</sup> the Ministry revised the criteria in February 2015 to consider the performance over a period of four years. The medals won in various International championships and events of the disciplines which include Summer and Winter Olympic and Paralympics Games, Asian Games, and Commonwealth Games are given 80% weightage. The remaining 20% weightage is given to the profile and standard of the events. For any other games not included in Olympic, Asian Games, and Commonwealth Games like cricket and indigenous games, the individuals performance of a sportsperson is taken into

consideration. The sportsperson with maximum points is given 80 marks. Rest of the sportspersons are given marks in proportion to the maximum points. For team events, marks are given as per the strength of the team. Following are the points defined for medals at the given events:

Points for winning medals for the performance during the last four years

Event	Medal		
	Gold	Silver	Bronze
Olympic Games/Paralympic Games	80	70	55
World Championship/World Cup <sup>[c]</sup>	40	30	20
Asian Games	30	25	20
Commonwealth Games	25	20	15

For a given discipline, not more than two sportspersons, one male and one female, are given highest marks. The committee may not recommend the award to the sportsperson with the highest marks across disciplines but can only recommend the recipient of the highest aggregate marks in a particular sports discipline. The recommendations of the selection committee are submitted to the Union Minister of Youth Affairs and Sports for further approval. Rajiv Gandhi Khel Ratna Award winner in 2020:

<b>Rohit Sharma</b>	<b>Cricket</b>	<b>2020</b>
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#### 1.10.1.6 Donacharya

The Dronacharya Award, officially known as Dronacharya Award for Outstanding Coaches in Sports and Games,<sup>[1]</sup> is sports coaching honour of the Republic of India. The award is named after Drona, often referred as "Dronacharya" or "Guru Drona", a character from the Sanskrit epic *Mahabharata* of ancient India. He was master of advanced military warfare and was appointed as the royal preceptor to the Kaurava and the Pandava princes for their training in military arts and astras (Divine weapons). It is awarded annually by the Ministry of Youth Affairs and Sports. Recipients are selected by a committee constituted by the Ministry and are honoured to have done "outstanding and meritorious work on a consistent basis and enabled sportspersons to excel in international events" over a period of four years. Two awards are designated for the lifetime contribution in coaching where the achievements in producing "outstanding sportspersons" over a period of 20 years or more are considered. As of 2017, the award comprises a bronze statuette of Dronacharya, a certificate, ceremonial dress, and a cash prize of ₹5 lakh (US\$7,000). Instituted in 1985, the award is given only to the disciplines included in the events like Olympic Games, Paralympic Games, Asian

Games, Commonwealth Games, World Championship and World Cup along with Cricket, Indigenous Games, and Parasports. The nominations for a given year are accepted till 30 April or last working day of April. A ten-member committee evaluates the nominations and later submits their recommendations to the Union Minister of Youth Affairs and Sports for further approval. The first recipients of the award were Bhalchandra Bhaskar Bhagwat (Wrestling), Om Prakash Bhardwaj (Boxing), and O. M. Nambiar (Athletics), who were honoured in 1985.<sup>[5]</sup> Usually conferred upon not more than five coaches in a year, a few exceptions have been made (2012 and 2016–17) when more recipients were awarded in a year. The most recent recipients of the award are Mohinder Singh Dhillon (Athletics), Rambir Singh Khokar (Kabaddi), along with U Vimal Kumar (Badminton), Sandip Gupta (Table tennis), Sanjay Bharadwaj (Cricket), and Merzban Patel (Hockey) who were honoured for their lifetime contribution. All the received nominations are sent to SAI and concerned National Sports Federations for verification against the claimed achievements. The National Anti-Doping Agency is responsible for providing the doping clearance. Any coach associated with a sportsperson who is either penalised or being investigated for use of drugs or substances banned by the World Anti-Doping Agency is not eligible for the award along with the previous award recipients of Dhyan Chand Award. A committee consisting of the Joint Secretary and the Director/Deputy Secretary of Department of Sports, the Secretary and the Executive Director/Director (TEAMS) of SAI verify and validate the nominations. The valid nominations are considered by a selection committee constituted by the Government. This eleven members committee consists of a Chairperson nominated by the Ministry, two members who are either Olympians or previous recipients of the Rajiv Gandhi Khel Ratna or the Arjuna Award, three previous recipients of the Dronacharya Award of different sports disciplines, two sports journalists/experts/commentators, one sports administrator, the Director General of SAI, and the Joint Secretary of Department of Sports, with not more than one sportsperson from any particular discipline being included in the committee.<sup>[1]</sup> The medals won in various International championships and events in disciplines included in Summer and Winter Olympic and Paralympics Games, Asian Games, and Commonwealth Games are given 80% weightage. The remaining 20% weightage is given to the profile and standard of the events where their trainees have won the medals. For any other games not included in Olympic, Asian Games, and Commonwealth Games like cricket and indigenous games, individual performances are taken into consideration. Coach with maximum points is given 80 marks, while the remaining coaches are given marks in proportion to the maximum points. For team events, marks are given per the strength of the team.<sup>[1]</sup> Following are the points defined for medals at the given events:



Points given to coach for winning medals by their trainee during the last four years

	Gold	Silver	Bronze
Olympic Games/Paralympic Games	80	70	55
World Championship/World Cup	40	30	20
Asian Games	30	25	20
Commonwealth Games	25	20	15

For a given discipline, not more than two coaches, one male and one female are given highest marks. The committee may not recommend the award to the coach with the highest marks across disciplines but can only recommend the recipient of the highest aggregate marks in a particular sports discipline. The recommendations of the selection committee are submitted to the Ministry of Youth Affairs and Sports for further approval.

2019	Mohinder Singh Dhillon	Athletics
2019	Rambir Singh Khokar	Kabaddi
2019	U. Vimal Kumar	Badminton
2019	Sandip Gupta	Table Tennis
2019	Sanjay Bhardwaj	Cricket
2019	Merzban Patel	Hockey

### 1.10.1.7 Dhyanchand

The Dhyanchand Award, officially known as Dhyanchand Award for Lifetime Achievement in Sports and Games, is the lifetime achievement sporting honour of the Republic of India. The award is named after Dhyanchand (1905–79), an Indian field hockey player who scored more than 1000 goals during a career which spanned over 20 years from 1926 to 1948.<sup>[2]</sup> It is awarded annually by the Ministry of Youth Affairs and Sports. Recipients are selected by a committee constituted by the Ministry and are honoured for their contributions to sport both during their active sporting career and after retirement. As of 2019, the award comprises a statuette, a certificate, ceremonial dress, and a cash prize of ₹5 lakh (US\$7,000). The cash prize was revised from ₹3 lakh (US\$4,200) to ₹5 lakh (US\$7,000) in 2009. Instituted in 2002, the award is given only to the disciplines included in the events like Olympic Games, Paralympic Games, Asian Games, Commonwealth Games, World Championship and World Cup along with Cricket, Indigenous Games, and Paragames. The nominations for a given year are accepted



till 30 April or last working day of April. A nine-member committee evaluates the nominations and later submits their recommendations to the Union Minister of Youth Affairs and Sports for further approval. The first recipients of the award were Shahuraj Birajdar (Boxing), Ashok Diwan (Hockey), and Aparna Ghosh (Basketball), who were honoured in 2002. Usually conferred upon not more than three sportspersons in a year, a few exceptions have been made (2003, 2012–2013, and 2018–2019) when more recipients were awarded. The most recent recipients of the award are Manuel Frederick (Hockey), Arup Basak (Table Tennis), Manoj Kumar (Wrestling), Nitin Kirtane (Tennis), and C. Lalremsanga (Archery). All the received nominations are sent to SAI and concerned National Sports Federations for verification against the claimed achievements. The National Anti-Doping Agency is responsible for providing doping clearance. Any sportsperson who is either penalised or being investigated for use of drugs or substances banned by the World Anti-Doping Agency is not eligible for the award along with the previous award recipients of Rajiv Gandhi Khel Ratna, Arjuna Award, and Dronacharya Award. A committee consisting of the Joint Secretary and the Director/Deputy Secretary of Department of Sports, the Secretary and the Executive Director/Director (TEAMS) of SAI verify and validate the nominations. The valid nominations are considered by a selection committee constituted by the Government. This nine member committee consists of a Chairperson nominated by the Ministry; four members who are either Olympians or previous recipients of the Rajiv Gandhi Khel Ratna, Arjuna or Dhyan Chand awards; two sports journalists/experts/commentators; one sports administrator; and the Director General of SAI and the Joint Secretary of Department of Sports; with not more than one sportsperson from any particular discipline being included in the committee. The medals won in various International championships and events in disciplines included in Summer and Winter Olympic and Paralympics Games, Asian Games, and Commonwealth Games are given 70% weightage. The remaining 30% weightage is given for contributions made towards promotion of sports after the candidate's retirement from an active sporting career. For any other games not included in Olympic, Asian Games, and Commonwealth Games like cricket and indigenous games, individual performances are taken into consideration. The sportsperson with maximum points is given 70 marks, while the remaining candidates are given marks in proportion to the maximum points. For team events, marks are given per the strength of the team.<sup>[1]</sup> Following are the points defined for medals at the given events:

Points for winning medals for the performance during entire sporting career

Event	Medal		
	Gold	Silver	Bronze
Olympic Games/Paralympic Games	80	70	55
World Championship/World Cup	40	30	20
Asian Games	30	25	20

Commonwealth Games	25	20	15
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For a given discipline, not more than two sportspersons, one male and one female, are given highest marks. The committee may not recommend the award to the sportsperson with the highest marks across disciplines but can only recommend the recipient of the highest aggregate marks in a particular sports discipline. The recommendations of the selection committee are submitted to the Union Minister of Youth Affairs and Sports for further approval. List Dhyanchand award winner in 2019:

2019	Manuel Frederick	Hockey
2019	Arup Basak	Table Tennis
2019	Manoj Kumar	Wrestling
2019	Nitin Kirtane	Tennis
2019	C. Lalremsanga	Archery

#### 1.10.1.8 Rastriya Khel Protsahan Puraskar

The Union Sports Ministry has revised the Rashtriya Khel Protsahan Puruskar scheme, which was introduced in 2009 to promote involvement of corporates and institutional boards in sports. As per the revised scheme, the award will be given in four categories such as, (a) identification and nurturing of budding/young talent, (b) encouragement of sports through Corporate Social Responsibility, (c) employment of sportspersons and sports welfare measures and (d) sports for development. As 'Training to promote rural sports, nationally recognized sports, paralympic sports and Olympic sports' have been included in the Schedule VII of the Companies Act 2013, companies spending on promotion and development of sports from their CSR funds will be considered for the award. As non-governmental organizations are also doing a lot of work in promotion and development of sports, they will be covered under 'sports for development' section, said a release. Meanwhile, taking a serious view of the fact that the Sports Authority of India (SAI) is facing problems due to unavailability of officers and coaches in its 80-odd centres, Sports Minister Sarbananda Sonowal has asked the concerned officer to restructure of cadre in SAI and create at least nine Regional Centres in the country.

##### 1. Identification and Nurturing of Budding and Young Talent' –2019

- (i) Gagan Narang Sports Promotion Foundation
- (ii) GoSports Foundation

##### 2. Sports for Development – 2019

- Royalaseema Development Trust

**1.10.1.9 Ekalavya Award**

Ekalavya Award is awarded by Government of Karnataka for the outstanding performance in sports.

Ekalavya Award winner 2019:

**Ranjan S Shetty**

2019 (Kho-kho)