



## CONTRIBUTION OF PHYSICAL EDUCATION, HEALTH EDUCATION AND SPORTS TOWARD EDUCATION

**Bansod R.D.**

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur (M.S) India  
 Email: rockbansod@gmail.com

**Abstract:** Physical education has been accepted as an integral part of education, but it does not justify its existence unless it plays a concrete role in formal education programme. Following section propose the potential of physical education, health education and sport towards education. It takes it in to account the age-old accepted views about values of activity programme games and sports in the critical back drop of modern cult of games and sport. However, the section also attempts to present the values of physical education, sports and health education as part of the formal education-curriculum.

**Keywords:** Contribution, Physical Education, Health Education, Sports, Education

### Introduction:

Sport, in common parlance, is an embodiment of virtues and gentlemanly qualities. If justified its place in the educational set in the belief that it inculcates team spirit, obedience to authority and discipline and plays the role of catalyst in serving the cause of education. This is centuries old held views about the sports. The new Education Policy – 1986 simply played the historical tune in emphasizing sport and physical education as an integral part of the learning process. 'Renaissance' is the genesis of this thinking. The Greek classic were buried under the feudalistic structure of society and the life style of its elite. Renaissance revived them by projecting, can be nurtured by an appropriate system of education in which sport had a meaningful role to play. This approach become socially prevalent in the United Kingdom. The public school and the university graduates codified the rules governing sports and provided an organizational hierarchy of International Olympic Committee (IOC), National Olympic Committee (NCOs), and National Sports Federations (NSFs), as seen today, owes its origin to the environment. The gathering momentum of the new horizons of thinking sprouted a movement which grew as a reaction against earlier prevailing view that considered participation in sports as a "Pagan Pursuit", worthy of contempt, The trend was an manifestation of the changing

role of student sport within the public school philosophy. The upsurge eventually spread to the outpost of the British Empire and the rest of the world.

Youth in all societies, primitive and modern, has instinctively participating in physical contest of one kind or the order involving running, jumping, throwing and one group engaged in competing against the other. The contest in folk forms have been transmitted by tradition from one generation to another and thus form a part of the cultural inheritance. Social thinkers and philosophers have, all along, recognized the educational values of these contest. Amongst the Ancient Greeks, it reached a point of perfection. Plato's belief of 'sound mind in a body' and his estimation of gymnastic as equal to grammar and music only illustrates the point. Sport entered the corridors of education through the imaginative initiative of Dr. Thomas Arnold, Principal of a British Public School (Rugby School). He sought to maintain discipline by inducting sport in the school curriculum through his well-known device of 'Perfect-Fagging' system. The weak boys were put as wards of the strong boys and pent up energy of the strong boys was channelized for maintaining the school discipline. His success motivated all other educational authorities, not in England alone but the world over to induct sports in the school curriculum. Paradoxically, before getting the stamp of respectability in the school system,

participation in sports was labeled as a ‘deviant behavior’ punishable under law. King Edward III passed an order in 1365, addressed to the ‘Sherriffes’ of London, forbidding participation in ‘handball, football and other vain games of no values’. Despite a number of similar edicts and statutes, sport sustained the pressure and continued to grow as social urge. The growth of intellectual and secular forces gave aeducational dimensions. Prominent Indian thinkers like RabindraNath Tagore, Swami Viveknanda said, “Be strong my boys and that is my advice to you. You will be nearer to the heaven through foot ball then through the study of Gita”. RabindraNath Tagore belived that ‘ there was a direct link between the body and the mind and the rhythm of over life was broken if harmony between the two was not product’. AurbindoGhosh developed his school at the AurbindoAsharma in Pondicherry providing a balance contain of science, abstract studies and recreative pursuits like sports in the school curriculum.

Contemporary mind is an a analytical mind does not accept a hypothetical situation as a reality unless it stands the test of empirical investigation. A number of educational institutes advocated the value of sports. It is said, if sport served the cause of education. if those who played sport were next to God as the ancient Greeks believed and if sports was a symbol of fraternity and brother hood, why, then, Euripides, in his play Autolysis, wrote the “Of all the countless evils throughout Hellas none is worse than athletes”. Again, if sport was educational in character, why, then, the Roman sport degenerated into spectacles of violence, exhibiting profusely bleeding fights between gladiators contested in Amphitheatres to the amusement of the wealthy classes. Practices of cheating by intake of energy boosting steroids to improve performance, now filtering down at all levels, report of Tyson’s imprisonment for rape, legal tangles of the Wimbledon tennis stars and drug trafficking and drug addict reports of the football legendary star Maradona, match fixing in cricket, medal stripping of the winner, and suspension of Shane Warne in cricket only support the

apprehensions. Inventions like steam engine, electricity, sound the telecommunication have brought bout unanticipated social consequences. The innovative devices have revolutionized thinking, lifestyle, attitudes, beliefs and the value scales. The contemporary human conduct is greatly controlled by technological advances and is motivated by utilitarian considerations. Obviously, sport cannot be singled out to escape the impact.

Modern sport is conceived as not mere occupation of ‘gentlemen’ and amateurs as assumed in the good old days. The twin phenomenon of institutionalization and bureaucratization of sport is enormously on the increase. The inflow of money by the role of media particularly the audiovisuals and information technology has changed the entire scenario. TV coverage attracts sponsorship , donations and gate collections. The consequences are that form being a private affair, sport is fast turning into a public affair involving economics, political, entertainment , Govt. and private funds, targeted performance, huge organizational and management structure. What happens in the society at large cannot be isolated and it effects cordoned off the educational system because educational institutions are ‘ not the ivory towers’ but are the part and parcel of the social system in which they exist. Today, sport in theory is different from practice . The centuries old belief assigning educational characteristics to sport dose not coincide with the actual behavior patterns in sports settings. Obviously, it creates a need for empirical research to discover the truth. At the same time the educational character of sport is so universally accepted that it is difficult to think of my educational institution worth its name without an appropriate programme of sport promotes educational qualities such as organic development, mental vigour, functional power ,self control, co-operation of nervous system, body resourcefulness, qualities of team work, co-operation and the spirit of obedience.

Physical education / sports offers many opportunities for integration with other subject, such as: 1) Arithmetic – counting, scoring and laying out courts, 2) Art-

making costumes, posters, scenery, and charts and creating dances, 3) Language arts – speaking distinctly in games dramatizing stories, choral speaking, reading and writing game rules, and keeping squad records. 4) Music – working with rhythms of all types ; making and playing various kinds of instruments. 5) Social studies – folk dance, playing period games, developing understanding and appreciation of other persons and groups, developing group consciousness, leadership “followership’ activities. 6) Science and health – building desirable health habits and attitudes, developing physical fitness and good body mechanics, planning one’s daily schedule for rest. Work and play. 7) Practical art – making and repairing game equipment; laying out play areas.

Self- Realization of an individual is achievable by being physically educated. One develops sound physical and mental health, acquires an inquiring approach to explore personal and community health problems and find suitable solutions.

Fundamental knowledge of observations, calculations, counting and effective communications are also promoted through physical education and sport situations. It provides opportunity to observe and carefully select suitable alternatives in sports. It offers to judge distances, weight, force, shack, speed, height in relation to body, while counting and calculating as fundamental learning in sports, Physical education programmes also present scope for learning to read scores, charts, graphs, statistic and other such data and information.

Physically educated person possess scientific knowledge of the body and its function, to understand the abilities and potentialities for physical achievements. Effect of exercises and psychology of exercise, biomechanics and simple principal of movement develop a scientific base of knowledge.

Developed health habits during physical education and health educations lead one to help self and other in life. While seeking to maintain the adequate sanitary protection and measure to promote public health interests, a physically educated person

develops aesthetic by learning to appreciate performances of term individual in games and sports. It also furthers correct body postures of walking, sitting, standing and running etc. During the course of adventure/ water/ snow/ sports etc. it develops the senses, enabling them to appreciate natural beauty and respect environment.

Recreation skills are also developed by being, physically educated. One reads, watches and participates in a variety of activities. So also, one learns to choose the suitable source of pleasure.

Self- realization developed through above mentioned pursuits also leads towards character formation of the person. Physical education experiences helps to identify self and respect for others in true spirit of disciplined living. Thus, it inculcates high degree of self- discipline and self – orientation.

The human relationship are based on democratic principles of human relations which promote individual happiness and group welfare, problem solving in democratic way and respecting everyone for being worthy. Physical education does not promote practices to exploit others. Rather, it teaches respect for humanity by promoting health and recreation practices to de-stress the individual. Sports opportunities unwind people form routine work life . It is also best forum for nurturing friendship through varied social experiences and getting satisfaction from these associations, Sports and games programmes teaches co-operation and courtesy skills as being a member of team. Team dynamics is part of everyday life. Observance of rules and regulation of games, conduct of sportsmanship, fairplay are the fundamentals of physical education and sports. Being physically educated, one understands the functions of body and its role in family health and social management. It leads one to appreciate the family and home values. Knowledge of first-aid, injuries care, labialization programmes, contribute to the health and happiness of a family and society.

Each individual is both a consumer and a producer. Physical education teaches work

efficiency by teaching skillful completion of any performance. It also teaches to feed back process after analyzing the strengths and weaknesses. It promotes safe play habits which enhance the efficiency in work life. Physical education and sports also teaches skill of using the sports talents for vocational use. Techniques of officiating coaching and teaching are very well oriented and help a person to extend these playful habits in to a serious work situation of life. Physically educated person learns to manage playing schedules, playing uniform, diet and refreshment. Time-management and carrier management are also the other aspects of worth of various health services, insurances, equipments. Resources and personal preferences.

World peace can only be fostered if every individual learn to be a responsible citizen, while fulfilling the civic social duties. It is not only important understand the formal structure and process, but it is also equally important to influence those through citizenship. Sports and physical education ideally promote social justice and social understanding by developing and understanding of the role and function and state, sports organization and health agencies etc. It also promote the utilization of the services for optimum social use. Physical education programme go well with pressure groups or cliques. In fact, performance forms the basis of social recognition and critical judgments. Therefore, injustice, politicalisation or other such inequalities even if noted, do not exist for long. It also promotes tolerance as one learns to respect other opinions, while interacting with them.

Application of science is also promoted through physical education programmes. For example, use of drugs, testing of performance in laboratories. However, it opposes the application of science in any manner that is harmful to moral or physical status of anyone. Sports also teaches observance of law. The physically educated person obeys the health and safety laws during the use of facilities and equipment of sports. Games are also played in accordance with its rules, regulations and judgments are accepted with due regards while points

of objections are raised within stipulated rules. It goes long ways in promoting political citizenship.

#### **Conclusion:**

Finlay, it is stated that the forgoing discussion points may not provide a complete list but it provide some ideas as to how physical education, health education and sports contribute towards development of 'whole person'. Its function is not limited to enabling an individual to master a few games or develop his body or muscles. Rather, it is a life. Long interaction between inner bodily urges and the other forces of life i.e. both physical and social world. It is not a solitary process. It is a part of society rather than apart from the society.

#### **References:**

- 1) **Sandhu, Kiran (2004).***Professional Preparation and Career development in Physical Education and sports.* New Delhi: Friends Publication, pp. 114-119.
- 2) **Davies A. R., Sherbourne C. D., Peterson J. R. and Ware J. E. (1998).***Scoring manual: Adult health status and patient satisfaction measures used in RAND's Health Insurance Experiment.* Santa Monica: RAND Corporation.
- 3) **Nathial, Mandeep Singh. (2008).***Basics of Health and Physical Education,* New Delhi: KhelSahitya Kendra.
- 4) **Bucher, Charles A. (1991).***Foundation of Physical Education and Sports.* Edition 11<sup>th</sup>, Toronto: The Mosby Co. St. Louis.
- 5) **Clarke, H. David and Clarke, H. Harrison. (1989).***Application of Measurement Health and Physical Education.* New Jersey: Englewood cliffs Prentice Hall Inc.
- 6) **Douglas, N. Hastad and Alan, C. Lacy. (1994).***Measurement and Evaluation in Physical Education and Exercise Science.* USA: GorsuchScarisbrick Publishers.
- 7) **Kansal, Devinder K. (1996).***Test and Measurement in Sports and Physical Education.* New Delhi: D.V.S Publications.
- 8) **Kundra, Sanjay. (2009).***Physical Education.* Third Edition, New Delhi: Evergreen Publications.

\*\*\*\*\*