

**RESEARCH PAPER****Review of Physical Education and Sports Policies in India****Poonam Bhandari**

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Received: 17th October 2017, Revised: 21st November 2017, Accepted: 25th November 2017

ABSTRACT

We as a nation while gracefully carrying forward our legacy and heritage as one of the oldest civilizations of the world have always had highly evolved system of yoga and a vast range of highly developed indigenous games including Martial arts. Not only indigenous games, most of the sports of the modern day bloomed and flourished on Indian lands. Despite our own rich sporting Heritage and a large population, in the sporting arena at the international level we have been not able to achieve appropriately. Reasons for this limited glory might be attributed to the long period of subjugation of native Indians first by Mughals followed by Britishers. However we actually started to create a positive sports ecosystem after independence with the establishment of AICS (All India Council of Sports) in 1954. Aim of this article is to delve into our efforts to consider sports in India on the serious note. We will try to explore the policies, prospects and challenges regarding Physical education & sports policies, sports participation and excellence in sports across the nation. Following is an effort to establish the importance of a sound physical education and sports system in the country and highlight the state led endeavours towards creating a positive sports culture in the country. Herein the author tries to review various physical education and sports policies in India after independence with the help of available literature in various related govt. sites and books and discuss their impact on the general masses.

Keywords: India, Sports Policy, National Education Policy, Sports Development, Khelo India

INTRODUCTION

India being the largest democracy and the second largest country in the world in terms of population stands as one of the fastest growing economies of the world. A look into sporting ecosystem of India shows that it is still young and evolving. Indians have pursued excellence through sports, games and physical fitness which have been a vital component of our civilization as is evident from the existence of highly evolved system of yoga and a vast range of highly developed indigenous games including Martial arts. Change as an eternal factor equally affects physical education, health and sports sciences. The story of perceived change in physical education over millennia of man's savage and civilized existence makes an interesting reading, "The first physical educator says Williams (2000), was the parent who taught his son to throw a spear, to climb a tree, to leap a brook, to do all those things that were that were important for a youth to learn in the tribal life of civilized man". Earlier survival was directly dependent on physical excellence but over the century's way of living has changed drastically and new forms of stresses have pressed upon the old biological patterns of man. During this march of civilization physical activity took various forms in different contexts, sports, play, exercise, games, dance, yoga, martial arts and fun activities some being more organised than others. Physical education as an old fundamental education is defined as education not of the physical but through the physical. In 19th century physical education came to be viewed as bio- social- cultural and educational process with precise objective of human health, fitness and recreation. Intramurals were brought in the school curriculum, women began exercising, gymnasium, recreational parks were developed and recreation movement emerged to give some respite to the middle classes that seemed to be suffering from various "diseases of affluence" and numerous exercise systems were developed. In the later half of 19th century, ethos of physical education got expanded to include exercise as recreation, education, as preparation for competitive sport and as an adjunct to various political, social, moral and religious causes.

With the beginning of 20th century, due to rising health concerns and fast developing competitive sports, physical education totally focused on fitness for life and sports. Internationally efforts of the leaders towards recognising the importance of physical education for the masses of the world influenced outlook of people of India too. In USA President Kennedy in his article the "Soft Americans" mentioned that Americans were "under exercised as a nation" and he considered physical fitness as the basis for all other forms of excellence. Later on in 20th century Dr. Thomas K. Cureton, at the University of Illinois, gave physical education a scientific tinge. The "Father of the modern fitness movement" Dr. Ken H. Cooper is generally credited with encouraging more individuals to exercise than any other individuals in history. He advocated the philosophy of disease prevention rather than disease treatment and said good health is easy to maintain with proper exercise, diet and emotional balance then it is to regain once it is lost. During 20th century physical education grew steadily both as a teacher education and a school physical activity program.

In India specifically wellness and skill became the major concerns of physical education. Several physical education colleges came into existence and in schools systematically trained teachers were appointed. Since 1970's a few States experimented with physical education by adding it as a regular curricular subject which was a landmark for physical educators regarding their job placement and academic development. Concept of physical education percolated pretty late in our society and so when the National council of YMCA came up with the idea of imparting physical education with a well defined syllabus to aspiring teachers of sports and physical education as a professional science, this endeavour faced predictable scepticism.

PHYSICAL EDUCATION AND SPORTS IN THE LIGHT OF FIVE YEAR PLANS IN INDIA

Journey of physical education with the course of our 05 year plans is also progressive. In first five year plan physical education and sports were induced with formal education and in second five year plan Lakshmi Bai National College of Physical Education, Gwalior and NIS, Patiala were established. In the third five year plan National coaching scheme and the rural sports programs were started which gained expansion during the fourth and fifth five year plans. Sixth five year plan emphasized on talent search, nurturing and creation of sports infrastructure was focus in the seventh five year plan. Thrust of the eighth five year plan was the development of rural sports and in the ninth five year plan need of modern sports infrastructure was taken care of and in the tenth five year plan promoting both the broad- basing of sports and the promotion of excellent in sports since independence, proactive efforts of our government in order to establish physical education and sports as a scientific doctrine and to achieve excellence at National and international levels are commendable. For example setting up the society for the National institute of physical education and sports (SNIPES) in 1965, as an autonomous body to look after the maintenance and administration of the two National institute of physical education and sports namely the Netaji Subhash National institute of Sports (NSNIS), Patiala and the Lakshmi Bai National College of Physical Education (LNCPE), Gwalior and also to take action for uplifting the standards of sports/ games in the country through the national coaching scheme. SNIPES also carried out advisory functions in matters relating to promotion of physical education and yoga. SNIPES was last reconstituted for the three year term in June 1979. A national physical fitness scheme was introduced by the central government in 1959 to popularise the concept of physical fitness among the masses and also to arouse their enthusiasm for higher standards of physical fitness and achievements. LNCPE, Gwalior acted as the central agency for the implementation of the scheme. Though physical education and sports have had received great support under successive five year plan but received much greater attention only after India hosted the ninth Asian games in 1982. In the twelfth five year plan (2012 – 2017) Ministry Of Youth Affairs And Sports launched National Sports Talent Search Scheme in 2015-16, to cover all schools in India for five years. This aimed at recognising, training and grooming selected athletes in the category of 08 to 12 years of age. Under this scheme various sports competitions are held at regional, national and international level and selected athletes have the choice to choose the games of their choice out of 30 listed games and then they are trained at sports training centres of SAI. Other state led programs for the promotion of sports in the country include scheme for National Sports Awards including prestigious awards

like the Arjuna Award, Dronacharya Award, Rajiv Gandhi Khel Ratna, and Dhyan Chand Award, was instituted in 1961 with the introduction of the Arjuna Award. Over the years, other awards were added to recognize excellence in various aspects of sports. A scheme was launched in 2009 by the Government of India to promote and encourage sports activities among people with disabilities by providing them with the necessary infrastructure, equipment, and financial support to participate in various sports and games at different levels.

NATIONAL SPORTS POLICY

In order to tackle emerging trends in sports, the National Sports Policy was formulated in 1984 which was revised in 1986, 2000 and 2011. National Sports Policy was formulated keeping in mind the twin objective of “broad -basing of sports” and “achieving excellence in sports at national and international sports”. Those sports were highlighted in terms of providing facilities in which we had better potential. Policy outlined that the union government, Sports Authority of India (SAI), Indian Olympic Association (IOA), and the National Sports Federation (NSF) will work cohesively to achieve above twin aims of sports excellence and broad-basing of sports at national and international level. This also focuses on enhanced participation of women, tribals and rural youth in sporting activities and encouraging traditional games like archery, Kabaddi and kho-kho. For rapid development of sports in the country club culture was motivated and the provision and maintenance of sports infrastructure and facilities was outlined in the policy of sports along with organization of competitions at various levels. Suitable and required training incentives were planned and implemented for coaches, trainers, judges, referees, scientists etc. To ensure regular financial backing a National Sports Development Fund was created and any type of contribution by anyone made to this fund were 100% exempted from income tax. Efforts were also made to bring in more involvement of mass media for the popularization of sports among the masses.

DISCUSSION AND CONCLUSION

In contemporary world society, role of sports, games and physical Education couldn't be ignored in making more developed and peaceful societies. The United Nations adopted the theme of “Sports for development and peace” in its agenda in 2001. The United Nation's general assembly celebrated year 2005 as the “year of sports and physical Education”. The world development report 2007 entitled “Development and the Next Generation” published by the World Bank also conveys a categorical message to government and policy makers across the world for investing in young healthy youth and their development. We are a young country and youth development through sports development assumes inverse relevance as it contributes to bringing youth together and character development which is inevitable in the process of nation building. In this regard role of physical education and sports needs to be redefined with much more broader perspective. During the present times institutionalized physical education emphasises on to train and develop the body and create a physically educated individual, integrated and synchronized development of the whole body and education for leisure time pursuits and it would continue serving the mankind through its three major roles i.e., a program of activity, system of teacher education and science of movement. Father of modern Olympic games, De-Coubertin without any doubt was against science assisted sport but today sports and physical education has become a highly complex field with vast scope for interdisciplinary and multi disciplinary research in various science disciplines i.e. physiology, sports psychology etc.

India in recent years has been making proactive efforts to host several mega sporting events. There is an immediate need to create a network of basic sports infrastructure throughout the country and developing and implementing sports programs nationwide like Khelo India and ensuring proper access to it to enable more masses to participate in sports there by broadening our base for scouting of talent. Here youth and sports are needed to be integrated in such a way so that we could achieve the twin objective of broad basing sports and achieving excellence in individual disciplines. Right kind of sports ecosystem has to evolve from a strongly strong based physical education system in the country. Inconsistent efforts by the state authorities, poor governance, large population etc are the few causes which need to be addressed in order to have a strong Physical Education foundation in India through which we would be able to achieve something

considerable internationally in sports. WE often witness unclear separation of duties and rights among various sports related sports organizations and bodies, most of them operate with autonomy. Present sports model in India lacks transparency and has accountability issues. Year 2010 commonwealth games irregularities and Delhi Police detaining 03 cricketers on suspicion of spot fixing in 2013 Indian Premier League are few examples of bad organization with zero accountability. Age old organizational structures of sports bodies, most of times fail to address the problems of a professionalized and commercialized industry. Though we have a National Anti Doping agency, issues of usage of performance enhancing drugs is a major concern of Indian sports. In order to make "Sports for All" a reality and to become a sports loving and performing nation we need to substantially invest hugely in movement education. So, with this vast population, growing economy and heritage of sports, good research and provisions for physical education programs is the call of the day.

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How to cite this article:

Bhandari P. (2017): Review of Physical Education and Sports Policies in India. Annals of Education, Vol. 3[4]: December, 2017: 108-111.