



---

## **NEED OF A COMPULSORY CURRICULUM IN HEALTH, PHYSICAL EDUCATION AND SPORTS FOR THE COLLEGE LEVEL STUDENTS**

---

**Prof. Prakash T. Gaikwad.**

Head, Department of Sports, Shivaji University, Kolhapur

---

### **INTRODUCTION:**

The famous saying "Today's children are tomorrow's citizens", is very much true, because, practically every child born on this earth grows up through a natural phenomenon and in due course of time on attaining a particular age gains citizenship of some or the other country. That way, about 90–95 % of the new born babies normally gain the citizenship. However, in the realistic sense, for a country, which wants to achieve progress and prosperity, become self-sufficient and flourish in all walks of life, it is not sufficient that, all the children born in a country are just grown-up and become citizens, but every one of them should become fit and enthusiastic citizen.

From the ancient period, our country was called as a golden bird, because it had rich traditions, developed arts and cultures, good productivity, variety of trades and many other aspects. So, our country was frequently attacked and ruled by many foreign powers in the past. Hence, it was a dream of our freedom fighters and earlier social and political leaders that, our country should become free from the rulings of all foreign powers and shine once again as a developed country and a superpower in the world. For this purpose a large number of our ancestors have sacrificed their lives during pre-independence period. Our Ex-President Dr. A. P.J. Abdul Kalam has also hoped the same and given us the target to achieve the goal of our ancestors by 2020. These dreams of them will be realised only when every citizen of our country becomes fit and healthy, efficient, honest, sincere and a patriot.

### **PERSONALITY DEVELOPMENT:**

According to Charles Bucher, a fit citizen is that person, who is physically fit, mentally alert, emotionally stable, socially well-accepted. Whereas the qualities of a good citizen are honesty, intellectuality, spirituality and patriotism. This means, to become a fit and good citizen, a person should have to have many good qualities and a fully developed and well-balanced all round personality. In the normal course, it is noticed that, the fit and good citizens as such are not born, but they are made so through various processes.

In this modern era many Psychologists and scholars have referred the

external and internal of a man in totality as "Personality" and it has been defined in different ways. However, they all agree to a fact that, the "personality of an individual" is not a single entity, but it is a mixture of various aspects such as physical, mental, emotional, social, spiritual, intellectual etc. As a theoretical feature, we can just explain each of these aspects separately, but in reality, they cannot be separated from each other, because they are closely inter-related and inter-dependent. Their inter-relationship is such that, if a small change occurs in any one of these aspects, it will cause a relative change in all other aspects and ultimately there will be a change in the total personality of that individual. Taking this fact in to consideration, some experiments were conducted and practically it has been proved that, if we cultivate, develop and strengthen all the aspects of personality, then there will be a total change in an individual. Hence, his process of building-up of man, i.e. in other words, bringing in the changes in various aspects of the personality of an individual through artificial means in the modern and scientific terms is referred to as "Personality Development" of an individual.

However, the Education has proved itself to be one of most important, successful and effective tool in the process of personality development. It is therefore, the education in the present days has become one of the basic needs of human beings.

### **ROLE AND IMPORTANCE OF EDUCATION:**

The "Education" that way is not a newly developed concept in this modern world, but it is as old as the existence of the human race. In the initial stages, the nature of education was very simple and informal. Its main aim in olden days was just to provide basic knowledge and variety of experiences to human beings, so as to prepare them to face various situations and make them capable to protect themselves and their families. In due course of time, various arts, cultures and sciences were developed and also unbelievable advancement in technology was achieved, because of the accumulation of a variety of experiences and knowledge. As result of it a storm of civilisation was developed and it blew over the world and thereby almost every field got modernised. Under such changing circumstances, the old concept of education also underwent drastic changes and modifications from time to time and finally it evolved in to a large and formal system with many sub-systems as its components.

Education is generally a life-long and continuous process, which is carried out formally and informally, either in the school or outside, with or without the help of books, notes, literature etc, in the presence or in the absence of a teacher, irrespective of caste, creed, religion, age, sex, etc.

Many scholars and educationists have determined (a) Bread and butter (b) Harmonious development (c) Cultural development (d) Fostering of individuality (e) Preparation for life etc. as some of the main goals of education in India.

Whereas, the specific goals, - (1) Health (2) Character (3) Citizenship (4) Worthy home-membership (5) Worthy use of leisure (6) Vocational training (7) Command of fundamental processes, are being considered as cardinal principles of Secondary Education in U.S.A. Thus, the main aim of education lies in achieving the specified goals and the development of one's personality.

Education in the present day context is perhaps the single most important means for individuals to improve personal endowments and build capability levels, overcome constraints and choices for a sustained improvement in well-being. It is equally important for enabling the process of acquisition, assimilation and communication of information and knowledge, all of which augments a person's quality of life. More importantly it is a critical invasive instrument for bringing about social, economic and political inclusion and a durable integration of people.

In case, the programmes and policies of education are developed properly and implemented seriously, then achieving these goals is not a difficult task. Thus looking at these facts, it could be said that in this modern era the education has become one of the basic needs of human beings.

#### **ANALYSIS OF THE EDUCATIONAL SYSTEMS IN INDIA:**

Analysis of the progress of education in India, reveals that:

- 1) The history of education in India reveals that, from the early ancient period every stratum in the Indian society was fully aware of the importance of education in the life of an individual and the community. Therefore, education has been an integral part of Indian culture since then. In the past, various systems of education were developed in India to impart knowledge and the 'Gurukul' system was pioneer and prominent amongst all. Other major systems of education existed in India were - Parishads i.e. the assemblies of Brahmins learned in Vedas and Dharma Shastras, also well organised centres of learning having a status of universities such as Takshashila, Nalanda, Vikramshila and Odantpuri in northern part of India, Vallabhi in Kathiawad, Kanchi in south India, Nadia in Bengal. The references of all these systems illustrate the rich educational tradition of India. Education in ancient India was entirely a private venture of the intelligent persons and its nature was set according to the social requirements of different groups. However, in due course of time, the pattern of education in India was changed with the changes in the political life of the country.
- 2) These age old various Systems of Education in India were replaced by the modern and formal system of education during the British Regime in the pre-independence period. After the Independence, in the name of new National Educational Policies (NEP) suggested by Indian experts, the same modern system was followed with few modifications in it. At present, the National

Educational Policy of 1986 is in implementation and according to this policy, we have a 10+2+3 pattern of education in operation in our country. Its first lap of 10 years is known as “School Education”, the second lap of 2 years is known as “Intermediate or Junior Collegiate Education” and the third lap of 3 years is known as “Degree level or Senior Collegiate Education”. These three tiers and the curricula of each of the classes included in every tier have been formulated in accordance with the psycho-physiological principles, various theories of growth and development and the theories of learning.

- 3) In India today, a man normally enters into this educational process at the age of 5-6 years and studies various subjects, completes different assignments included in the curriculum of each class for about 15 to 16 years, in various educational institutions so-called schools and colleges, and become a graduate at the end at the age about 20-22 years. The educational pattern at collegiate level may vary sometimes depending upon the faculty of education. Also after the graduation there are some post- graduation studies in almost all faculties have been made available in the recent years through universities.
- 4) The main objective of the educational system during British Regime was mainly to train the Indians and make them capable for services in British organisations or in armed forces; hence it was mainly dominated by examinations and certifications. After the independence, in spite of implementation of our national policies much difference is not seen in the educational systems followed thereafter.
- 5) During this period of learning, every individual spends about 8 to 10 hours every day in various institutions – so called schools and colleges, there he mutely studies a large number of subjects included in the curricula just from the examination point of view. Here, it has also been noticed that, as a part of study the pupils generally have to attend the lectures arranged in classrooms. Then, the major part of today's education generally involves reading, writing, memorising some parts of the textbooks or readymade notes, notes and lastly appear for the examination and get through it by obtaining a minimum of 35 percent marks. Thus the main nature of existing educational system has become more theoretical, bookish and supported by a little practical work, which undoubtedly brings-in only the mental and intellectual development in an individual. No doubt, the intellectual skills, mental power, knowledge, understanding are very much required for making wise decisions, good judgements and logical analysis of problems, etc. in the life.
- 6) Each curriculum in the present educational system in India includes a number of subject in order to achieve various objectives, but the nature of all those subjects has remained mainly academic, theoretical, literature oriented and leading to intellectual development only.
- 7) Every educational policy and the curricula so far implemented in India, aims at the development of total personality of an individual. But in reality, no-

where it has been seen that, a complete development of all other aspects of personality except mental or intellectual are achieved. No doubt, some efforts were made to achieve the development of other aspects by the inclusion of respective subjects in the curriculum, however effective results were not achieved successfully.

- 8) In this regard, it is a point worth noting is that, Acharya Ramamurthi Committee appointed by the Central Government in the year 1990, to review the outcomes and effectiveness of the NEP-1986, has mentioned in its report that, the educational system in India as a whole has failed to achieve its total goals.

Taking all above mentioned points into consideration, it could be concluded that, the present educational system in India is insufficient to achieve its total goals of Education. Even today, a majority of courses are just preparing a person intellectually and certifying him/her fit for some jobs in various organisations. Hence there is a need to reform the educational system in India, in such a way that it could cater to the needs of all the citizens of the country.

## **ROLE OF HEALTH, PHYSICAL EDUCATION AND SPORTS IN GENERAL EDUCATION:**

### **Health Education:**

From the practical point of view, good health and fitness are very much required to lead a long, happy and cheerful life. The "Health", according to the World Health Organisation (WHO) "is a humilant feeling and a complete state of physical, mental, emotional, social and spiritual well-being but not merely the absence of any disease or infirmity in an individual".

To attain good health one should have to have good habits, complete knowledge about the body, diseases, diet, nutrition, regular physical exercises, rest and sleep in his life style. The childhood and later studentship are the right stages where one can be properly oriented about all above facts and for this purpose, a study of Health Education has to be introduced in the curricula of all educational systems. That way, some of the topics of Health Education have already been introduced in the science subjects up to X standard in the schools curricula. The students at this stage look at such important topics just from the examination point of view. So they read it or mug it up without understanding its meaning and importance. At that situation, their age is minor and their mental capacities are insufficient to understand the Health Education properly. It is therefore, very essential to introduce Health Education at the college level.

### **Physical Education:**

The concept of physical activities or physical culture or physical education is not new to man. The history of Physical Education also reveals that, various physical cultures and different games and sports have been a part of everyone's life, right from the days of epic period. On realising its importance, various

physical cultures and activities were used since the past few centuries in different countries with different aims.

Few research studies in Psycho-Physiological fields, Medical Sciences and Education, have shown that, (a) personality building takes place in stages and through a continuous process, (b) physical growth and development is the fundamental aspect of life, so, unless we achieve a complete growth and development of physical aspect, we cannot achieve total development of other aspects successfully, (c) for attaining optimum development of personality it is initially essential to attain the maximum growth and development of physical aspect,

Few other experimental researches have also proved that, a regular practice of various physical exercises and participation in games and sports will bring about a rapid and optimum growth and development of physical aspect as well as other aspects of personality. Hence, the inclusion of a planned programme of physical education and sports as a subject in every curriculum of all the educational systems will definitely help to achieve the total growth and development of physical as well as other aspects of personality. This in turn will help to achieve the ultimate aims and objectives of education successfully.

#### **Games and Sports:**

**"Work while you work, Play while you play, that is the way to be happy and gay".** These are words from the poem "work is worship" written by a famous English poet William Wordsworth. In these words, the poet has rightly said that, to gain happiness or joy in the life, both work and play are equally important.

Various Games and Sports are the modified forms of play and are normally the socially organised activities. Participation in sports and games basically improves general health and fitness, develops physical and mental abilities and finally help to obtain an all-round development of personality of the growing adult population. It also helps in the development of will power, moral values and aesthetic education. Therefore, in a socialist society, it is said that, (a) Sports ennoble man, as does everything that is beautiful, (b) Sports provide energy and good health, which is required by the society, (c) Sports set new records in physical education and performance, (d) Sports are essential aspect of education that needs to be implemented at all levels, (d) Sports provide recreation that is required by everyone.

According to **Rabinder Nath Tagore**, there is a deep connection between the body and mind and the rhythm of life is broken, if harmony was not developed between the two. According to his opinion education, art, music, and games are the important means to achieve a co-ordinated development of mental, physical and spiritual aspects of personality.

According to Darwin and many other scientists, human race has come into existence through the process of evolution in the animal kingdom. So, the Man

has naturally inherited many fundamental characteristics from his ancestors in the form of various Physical movements, exercises, play and games, which form the fundamental activities among the human beings from his early age.

As referred earlier, the researches related to sports have proved that, regular physical exercises and participation in sports help to attain physical fitness, good health, emotional balance, better social relationship, and qualities of true sportsmanship, efficiency in the work, refinement of their basic movements etc. Sport also provides mental satisfaction, recreation and serves as a leisure activity. It is therefore, the Physical exercises and sports are very much required to be included in the lifestyle of every individual.

**Present status of Health, Physical Education and Sports as a subject:**

Since the past few decades, in many foreign countries, Physical Education and sports has been considered to be most important subject than other academic subjects. That is why, in recent years we notice that, many small countries like Korea, Japan, Indonesia, Thailand, etc., are securing large number of medals in international sports and also they have made rapid progress in all walks of life.

During the Pre-independence period in India, the Britishers included physical education and sports as one of the compulsory subject in the curricula at all levels of education. Their basic aim was to make every individual physically fit and partially trained with military skills so that, they could be recruited in the army. After independence, with the implementation of our own National Education Policies, the inclusion of physical education and sports as one of the subjects in the curricula was continued no doubt, but in reality, we see that, proper weightage and due recognition has not been given to this subject. Hence the programme of Physical Education was not implemented effectively and as a result, the education system started fading day by day.

In the recent years it has been noticed that, the Indian education lay more stress on the mental and intellectual development of an individual at every stage. Also a T.V. culture has developed all over the country and our younger generation is blindly following the westernised culture. This situation has resulted in many ill happenings. On one hand, the physical and overall fitness of the younger generation is diminishing day by day, they are becoming incapable to meet the strain and stress of the life situations, while on the other hand, they are becoming more and more undisciplined, immoral and inactive. So, presently there is a great need to develop their physical fitness, moral values and build up their personality. These circumstances clearly imply that, there is great need to implement the programme of physical education and sports effectively with great enthusiasm and zeal.

When the existing curricula of all the three tiers of educational system were analysed in view the above needs, the following facts were noticed,

(1) During the implementation of every educational policy, or during the post-

war situations or after the few international sports festivals like Olympics, Asian Games etc, the drums of Physical Education and sports were beaten up loudly in the country. During such situations big plans were prepared, large announcements were made, exaggerated promises for allocation of lots of funds were made, and total enthusiasm was shown in the initial period. But gradually its gas passes away and everything becomes stand still.

- (2) In the recent years, the field of Physical Education and Sports has started gaining some firm roots in few states like Punjab, Haryana, Madhya Pradesh, Kerala, Tamil Nadu, Karnataka, Gujarat. In these states, Physical Education and sports has been included as one of the compulsory subject in the curricula at all levels of educational system and they have implemented its programme effectively.
- (3) In the state of Maharashtra, Physical Education and Sports has been included as an integral part of the curricula at Primary, secondary and Higher Secondary levels no doubt, but, this subject has remained optional, non-examination and very much neglected at levels.
- (4) Physical Education and Sports has not been included as a compulsory subject in the curricula of any of the technical and non-technical graduation level degree courses of all the Universities of Maharashtra. However, 4 non-agricultural Universities of Maharashtra, viz. Shivaji University, Kolhapur, Dr. B.A.M. University Aurangabad, Amravati University and S.R.T. University, Nanded just allow their students of the Arts faculty (i.e. B.A. Course) to opt this subject as one of the optional subjects at their graduation level studies. However, only in the Shivasji University, Kolhapur there is a compulsory Examination in Physical Education of 10 Marks for the students of First Year of all the courses.

#### **PRESENTS SPORTS SCINERIO IN INDIA:**

India is one of the oldest and largest countries in the world. Area wise it is ranked seventh while population wise it stands second in the world. Our present population is more than 110 crores, however, winning a "Gold Medal" in Olympics has yet remained a dream for us. Our performance at Asian games and other competitions is also not that appreciable.

As the result of our failure at Asian Games held at New Delhi in 1982 and then in Seoul in 1986, there has been an intense nation-wide awareness regarding the importance of physical education and sports. Since then, we notice that, in order to promote sports and implement the programme of Physical Education effectively in the country, our Government so far has undertaken the following measures:

- 1) A full-fledged Ministry for Sports and Youth Welfare has been established both at the Central and State Government levels.
- 2) Both the Central and State Governments are now making necessary



provisions in their Annual Budgets, and providing funds to the tune of 2% to 5% of their budgeted amount to the Ministry of Sports and Youth Welfare for the implementation of various sports schemes and plans.

- 3) The Ministry of Sports and Youth Welfare has established various organisations in the country, such as NetajiSubhash National Institute of Sports, Sports Authority of India, staff training Institutions like Lakshmi Bai National College of Physical Education at Gwalior and at Trivendrum. Then, through these organisations the Ministry is implementing various schemes and plans, such as National Sports Organisation Programme, National Sports Talent Scholarships, Sports Awards, Orientation and refresher courses for the Physical Education Personnel, players and others to improve the standard of sports and performance.
- 4) The Physical Education and sports has been included as an integral part in General Education and hence it has been incorporated as a compulsory subject in the curricula of school and college level courses.
- 5) Substantial resources have been provided for the construction, development and improvement of sports facilities in the country.

The above facts clearly show that, the Government authorities are trying to promote sports and implement the programmes of physical Education effectively and derive all the benefits out of it. However, in order to achieve better results an overwhelming response from the society is very necessary.

The National Sports Policy of 1984 and the new educational policy of 1986 emphasised the need for the integration of sports in academic programme of schools and college and a provision of required infrastructure in all education systems. Accordingly, our government authorities have implemented many new plans and schemes in the country to promote the basic health, physical fitness and better quality of life of younger generation and to produce top level athletes and sports persons.

Main features of one of the major schemes in sports being implemented recently in India are:

- (1) The Physical Education and sports has been given a status of a subject and included in all the educational systems as a compulsory subject. Also it has been made an integral part of the evaluation procedure of the students in schools and colleges.
- (2) The responsibility of providing a primary training in sports to the students has been given to school level authorities, while the universities and colleges were assigned the duty of providing advanced coaching and nurturing the talents available to them.
- (3) Young talents are being searched at school levels and they are put under long and vigorous training in the specialised schools and training centres, to prepare them in various sports and games, so that, they can give their best performance when they reach the age of 15-17 years.

In view of the above scheme, the University Grants Commission (U.G.C.) has prepared a National Sports Organisation (N.S.O) Programme and requested all the Indian universities and its affiliated colleges to implement this N.S.O programme effectively in their institutions.

The main recommendations of the U.G.C. in the (N.S.O) Programme are :

- (1) A properly planned and executed programme of Physical Education, Games and other outdoor activities promotes social harmony, discipline, development of right attitudes and values in the students at the individual level and increased productivity, human resource development and preparation of a balanced, integrated and healthy citizens at the nation level. So, Physical Education and Sports should be an integral part of the Higher Education also.
- (2) In order to promote Physical Education and Sports in the Higher Education, necessary infrastructure should be developed in all the universities and its affiliated colleges. Also the necessary qualified staff should be appointed in adequate number in every Institution.
- (3) To achieve the aims and objectives of Physical Education and Sports the following line of action should be followed,
  - a) At both Junior and Senior college level classes, Physical Education and Sports must be made a compulsory subject with specified syllabus and it should be considered as one of the subjects in the evaluation procedure.
  - b) The students of the 3 years degree level classes shall be allowed to opt Physical education and sports as one of their optional subjects like Economics, Sociology, History, Etc., and wherever possible, the student should be allowed to major this subject at their graduation level course.
  - c) In order to implement the programme of physical education and sports effectively, every college should have the basic facilities such as a Gymnasium with indoor game facilities, a running track with all other facilities, a Swimming pool, Basketball and Volleyball courts, play fields for Indian games, etc.

In light of above facts, the analysis of the situation in all the Universities of Maharashtra and in its affiliated colleges reveals that, since the subject of Physical Education and Sports is totally neglected everywhere and hence the needs of the students are not fulfilled and they are totally deprived of its benefits.

Secondly, the total hours a student spends in the college for the study purpose is very less as compared to the hours a child spends in a school. So naturally the college students have more leisure and in this period they need some activities to kill the time and have some Recreation. Under such circumstances, as the saying goes, "**An empty mind is devil's workshop**", various destructive thoughts come to the minds of students. So, in such a situation, if these students are not provided with any proper activity, then they

move towards other activities that may prove to be destructive in nature. At this condition, the sports and games prove to be a proper substitute. Hence, there is a great need to include sports and games in the curriculum of the college classes.

The student life in a college is said to be a junction. At this junction many types of students meet each other. Few of them are really good and career oriented, while some are innocent and studious, where as the remaining are bad elements. So at this stage, a student either becomes a thorough gentleman or he becomes a bad element depending upon the company he maintains. It is the age, where majority of student falls in many bad habits and spoils their lives. It is therefore, at this stage there is a great need to introduce Health and Physical Education, so that it could create proper awareness and orientation in the lives of the students.

Thus, going through all the above situations, one could definitely realise that, there is a great need to prepare a curriculum in Health and Physical Education and sports for the students of various degree courses in the Universities of Maharashtra and implement it effectively and sincerely.

#### **Advantages of having a curriculum of Health, Physical Education and Sports at college level :**

Advantages of having a core curriculum of Physical Education and Sports at college level are:

- (1) It will provide a platform for individual and team achievements in the field of games and sports. It can be translated into better results in the academic sphere. It also helps in goal setting and a pre-requisite for successful careers.
- (2) It brings about improvement in self-esteem, self-confidence, leadership qualities and a balanced personality.
- (3) Acceptance of academic premises in a sound frame of mind.
- (4) Common platform for physical education on par with other academic subjects.
- (5) Result oriented participation in sports and games.
- (6) It will provide a total fitness of mind, body and soul.
- (7) It will provide an opportunity to students to spend the pent-up energy fruitfully.

#### **Disadvantages of having a curriculum of Health, Physical Education and Sports at college level**

Disadvantages of not having a core curriculum of Physical Education and Sports at college level are

- 1) Lack of continuity of sports activities from school to college level.
- 2) Lack of basic levels of physical fitness to carry out day to day activities, mental alertness, socialisation and unbalanced personality.
- 3) Lack of self-esteem, self-confidence, and mental trauma leading to untoward incidents like depression, frustration, and suicidal tendencies due to

academic pressure and high expectations of the parents.

- 4) Lack of professionalism in sports.
- 5) An unorganised system of participation in sports and games.

### CONCLUSION:

In the foregoing paragraphs we saw that, Health, Physical Education and Sports are the oldest and fundamental educational systems having vital importance in the life of every human being. So, there is a great need of its regular study and practical implications in the lives of all the school and college students. Thus, there is a great need to give a top priority to Health Education as well as physical education and sports and include them as a compulsory subject of every curriculum in all the courses of graduation level education in all the universities in Maharashtra.

### REFERENCES:

1. Bucher Charles A. "Foundations of Physical education", St .Louis: C.V.Mos by Co., 1975, PP.13-14.
2. Kothari Prof. D.S. "Report of the Education Commission – 1964-66" Government of India, Ministry of Education, New Delhi, 1966, P-6
3. Government of India, Planning Commission, "India – National Human Development Report – 2001", OxfordUniversity Press, New Delhi, 2002; P-47.
4. Chauhan C.P.S. "Higher Education in India", Ashish Publishing House, New Delhi, 1990 ; PP 17
5. Govt. of India, Ministry of Edn. "Report of the Committee for review of National Policy on Education, 1986" Ministry of Edn. Govt. of Inida, New Delhi, 1990
6. Manjal J. S. " Health Education and Hygiene", (Universal Publishers, Agra, 1974) p. 8
7. Hurlock, E . B. "Child Development", (McGraw Hill Book Co, New York, 1968) PP. 23-34.
8. Kothiwale D. B. "SharirikShikshanachaVikas" (Marathi Edition), ShriLekahanVachanBhandar, Pune, 1956, p 26.
9. University Grants Commission "Guidelines for the development of infrastructure for Physical Education and Sports under the National Sports Organisation (NSO) Progamme", U.G.C.Publication, 1985.Pp 1-4.