

## CONCEPTS OF PHYSICAL EDUCATION RELATED TO CLASS ROOM TEACHING

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### Abstract

The ancient Indian education system was totally based on the Gurukul method where great yogis used to preach their pupils orally and students have to memorize the knowledge. It is noteworthy here that somehow in 19<sup>th</sup> century it was vanished from the curriculum of education, as during this period, the aim of education was to produce office clerk for the British monarchy. After independence, time to time, several commissions and plans, and their recommendations such as University Education Commission, 1948, (under the Chairmanship of Dr. S. Radhakrishnan) Secondary education commission, 1952, (under the Chairmanship of Dr. A. Lakshmanswamy Mudaliar), University Grants Commission, 1953, Kothari commission, 1964, National Policy on Education (NPE), 1992, were implanted by the Indian government to improve the present scenario of education and make it suitable to achieve ultimate aim of education. In India, aim of physical education is to promote physical, mental, moral and social developments of the youths, inculcate right type of values and the acquisition of appropriate intellectual and physical skills, abilities and competencies among the participants. In this article we pass through the definition of physical education and that of other related concepts. It has to be emphasized here that physical education in regard of class room teaching is a broad and a comprehensive process, which continues throughout the life of an individual. It is an all-embracing concept in which a little bit of the other sub-processes could be embedded.

**Key words:** *Education system, education, physical education, teaching, training.*

## Introduction

Human being is the unique creation of supreme power and being blessed with special thinking and reasoning capacities, he did and doing continue improvement in all aspect of life. The force, which acting behind all these development is education. We are living in post modern era, where do to education, new invention is taking place and making the life easier day by day. Technological development of 19<sup>th</sup> and 20<sup>th</sup> century turned the world into global village and now we are able to communicate and can exchange the information and knowledge with anybody and anywhere in the world by sitting in a room.

The ancient Indian education system was totally based on the Gurukul method where great yogis used to preach their pupils orally and students have to memorize the knowledge. There was no written material and the aim of education was to develop ability for independent thinking and action with harmonious personality. The idea of education was to bring more beauty and more happiness for human being, by removing the causes of misunderstanding, stupid prejudices, unnecessary sufferings, and useless conflicts. During this period physical education was the integral part of education. It is noteworthy here that somehow in 19<sup>th</sup> century it was vanish from the curriculum of education, as during this period, the aim of education were to produce office clerk for the British monarchy.

After getting independence India started to reform their education system, which was earlier despoiled by the British government as their motto of education was to produce working force for their office only. The era of educational reconstruction inevitably followed in the wake of social and economic reconstruction initiated by the National Government after 1947, education being the chief instrument for reconstruction and transformation of society. The first steps taken in the direction of educational reconstruction were the appointment of a series of commissions to survey, study, review and recommend improvements in the different sectors of education.

To look into the problems of University education, the University Education Commission was appointed by the Government of India in 1948 under the Chairmanship of Dr. S. Radhakrishnan in pursuance of the recommendations of the Central Advisory Board of Education and also of the Inter-University Board. The Commission made important suggestions for improving the standard of university education in the country. Time to time, Several other commissions and plans, and their recommendations such as Secondary education commission,

1952, (under the Chairmanship of Dr. A. Lakshmanswamy Mudaliar), University Grants Commission, 1953, Kothari commission, 1964, National Policy on Education (NPE), 1992, were implanted by the Indian government to improve the present scenario of education and make it suitable to achieve ultimate aim of education. The present education system in India mainly comprises of primary education, secondary education, senior secondary education and higher education. Elementary education consists of eight years of education. Each of secondary and senior secondary education consists of two years of education. Higher education in India starts after passing the higher secondary education or the 12th standard. Depending on the stream, completing graduation in India can take three to five years. Postgraduate courses are generally of two to three years of duration. After completing post graduation, scope for doing research in various educational institutes also remains open.

The ultimate aim of education as we realize is that education is not only for personality development and getting the high salary job. It is something which can change our life and thinking towards the external world as well towards the inner self. Education is not knowledge or information. It is, in fact, a training of mind and a training of spirit; it should aim at imparting both knowledge and wisdom. As far as about physical education, it is functional subject and an essential part of total education. Kamlesh & Sangral (1991) modern thinkers in education, now a day, emphasize that best individual is one who is physically fit, mentally sound and sharp, emotionally balanced and socially well adjusted.

According to Edward Hitchcock Jr. (1910) physical education as understood, is such a cultivation of power and capabilities of students as will enable him to maintain his bodily conditions in the best working order providing at the same time for the greatest efficiency of his intellectual and spiritual life. Although before the present modern era health, sports performance and military preparation was the main achievement through physical education but with the passage of time more emphasis was placed on other values derived from participation in such programme and physical education became part of school and college curriculum.

**The National Policy on Education (NPE) 1992 states, “Sports and physical education are an integral part of the learning process and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports and games will be built into the educational edifice”.** Due to the importance of physical education and the suggestions and recommendation by various commission, policy and plans, presently physical

education is considered as an integral part of total education and is the part of educational curriculum at every level of education system such as primary education, secondary education, senior secondary education and higher education.

At present, most of the Indian universities had included physical education in their Undergraduate curriculum either as an optional subject or as a foundation/ Compulsory paper of foundation course in any one year of U.Gcourse. But as a newly born ‘discipline’ of physical education should be put into proper perspective and thoroughly studied for the welfare of the humanity at large (Kamlesh & sangral, 1991).

It is notable that most of the educationists and physical educations expert are agreed that physical education is not only related to mass PT, physical training, drills, and games and sports even it is much more than this. To achieve perfect aim of education through physical education, we must have to understand the original concept of physical education. There has to be no doubt that it is a theoretical as well as practical discipline. But still there are some confusion about the real concept of it, as it get effected by different factors such as culture, societies and their values, Knowledge, understanding and cognitive perspective; and willingness and voluntaries on the part of the learner. On the other hand, several other concepts, *such as training, athletics, health education, indoctrination, teaching, coaching, conditioning, learning, mass PT, Gymnastics, physical culture*, which are not physical education in themselves but which are somewhat physical education in certain respect. Different cultures and societies have different conceptions of what physical education is and what should aspire to achieve. Hence, members of specific cultural orientations define physical education as well as its aims according to their cultural peculiarities, and experiences. This is also why the educational system of Sparta stressed military training, while in Athens, democratic ideals were emphasized. Where as in Russia physical education laid stress upon to produced Olympians along with strong army.

In India, aim of physical education is to promote physical, mental, moral and social developments of the youths, inculcate right type of values and the acquisition of appropriate intellectual and physical skills, abilities and competencies among the participants. To achieve these objectives of physical education, each and everyone those who are related with this field of education, must have clear idea and conception. But it is general observation and experiences of the physical education field that even today some of physical educationists having total practical approach where as some have theoretical approach only. This is not a good indication for any

profession in modern time. It is noteworthy here that physical education has both theoretical and practical approaches. But as far as concern about India, it is a new discipline in class room teaching, as earlier it was considered as playground subjects. Therefore in this article we will try to get a universal theoretical description about class room teaching of physical education.

Despite the differences in people's perceptions and conceptions, it is still possible to advance a working definition around which our discussion could revolve. Uppal & Gautam (2000) education in physical education helps pupil to be a good learner and also a good mover. Physical education helps teaching physical skills so as to develop neat, skillful, well controlled versatile movement. As it is a established truth that mind cannot be separated from the body, mind cannot be trained in isolation, the same way as mind cannot be separated from body, education cannot be imparted without physical. This integration helps in completing the educational process. That's why there is a great need for academicians to understand the right meaning of physical education. In this respect, it has been suggested that as class room teaching 'physical education' could be defined *as a process, a product and a discipline*.

*As a process*, physical education means a set of activities, which entail handing down the ideals, values and norms of the society across generations. It involves the transmission of knowledge, skills, attitudes and beliefs. Physical education does not end at the acquisition of knowledge, it transcends to the ability to apply the acquired knowledge. Therefore physical education must be taught as a process involving activities like teaching, persuading, motivating, learning, and examining, which go on generally in school and colleges.

*Being a product*, physical education is measured by the qualities and traits displayed by the professional person or physical education students. Here, the physical education student is traditionally conceived of as a "Fit", "knowledgeable" and "cultured" energetic civilian. Form the progressive point of viewpoint, the individual is "a well developed personality and a self-realized" (Moore, 1978). These definitions emphasize the power of physical education to change and transform as individual from a state of ignorance and underdevelopment to a completely new person who is physically fit, mentally knowledgeable and intellectual, socially cultured, well developed and self realized.

At time same time *as a discipline*, physical education in terms of the branches of useful organized knowledge to which students are exposed in school, colleges, institutes and faculties of physical education. The branches of organized knowledge include; Principle and History of

physical education, Foundation of physical education such as psychological, philosophical, sociological and biological, sports psychology, training means and methods, Research method in physical education including statistics, organization and administration in physical education and sports, biomechanics and kinesiology of sports, sports medicine, along with these subject a person must have specialization in any one of the following topic such as fitness, yoga, any sports or games including athletics.

As each discipline must possess a minimum standard therefore physical education also have to set a minimum standard for class room teaching as well as play ground training. For this, three basic criteria have to be stipulated. The first and foremost criterion is that physical education must involve the transmission of something valuable. This represents the content of teaching part of physical education. This must involve Knowledge, understanding and an active cognitive perspective. This echoes the purpose and intention of physical education, and that the mode of transmission must be based on willingness and voluntariness on the part of learner, not on coercion or force. This symbolizes the method of education (Peters, 1966). In other words, any process that does not involve the transmission of values, knowledge, understanding as well as active mental and physical voluntary participation of the recipient does not merit the title physical education. The above criteria shall facilitate our assessment of the educational values of the following related activities happened in class room teaching in physical education.

### **Teaching**

Teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable. It involves a teacher, a learner, a content in form of knowledge, facts, information and a skill to be imparted; a deliberate intention on the part of the teacher to teach for learning and on the part of the learner to learn; and finally a method that respects the learner's cognitive integrity and freedom of choice. In other words, we can say that teaching cannot be imagined without a teacher, a learner, a contents and without learning actually taking place. Moreover, the content must not be imposed. Similarly, the learner must be given the freedom to ask questions and to clarify ambiguous areas.

### **Indoctrination**

In this process, an individual has no choice. He is not allowed to participate effectively or actively in the process. He remains a passive recipient of the content. This method does not suitable for physical education since its procedure does not allow for any input from the learner.

Usually indoctrination might be useful during the class of history of sports and physical education, philosophy of sports etc.

### **Training**

Training has to do with the acquisition of specific skills in a specific area of specialization. It is through training that sports men acquire the required skills to perform well in his chosen activity. This is why we talk about the training of physical education teacher, and the training of sports persons. To emphasize the scope of training, we often talk of physical training, mental training, technical training, tactical training, military training, and vocational training. One characteristic feature common to all forms of training is that they involve regular “exercising”, constant “repetition” and a definite end and purpose” (Schofield, 1972). Another feature of training is that the acquisition of the particular skill involved may or may not be accompanied by an understanding of the underlying principles (Ducasse, 1958). Thus in physical education, before go for field training, theoretical part of that skill, technique, tactic must have be clear and it must necessarily involve knowledge, understanding and cognitive perspective.

### **Instruction**

Instruction is closely related to training. In literal sense, it is the act of telling the trainee or the sports person what to do and what not. Ducasse (1958) defines instruction as the act of “building into the mind, knowledge of facts, relations or principles of one kind or another. In the class room setting, a physical education teacher may instruct practicing students to prepare their lessons in time, can assign the home work at the end of each lesson. It is noteworthy here that we have to avoid instruction method as much as possible in physical education class, as it is an undemocratic method. But on the other hand it has some high-quality characteristics such as systematic, specific and objective. It is the process of leading the learner through sequence of statement and restatement of a problem or body of knowledge (skills) that can increase the learner’s ability to grasp, transform and transfer what he is learning (Bruner, 1966). Therefore instruction might be useful in physical education teaching especially during difficult skills, marching, motivating and to maintain discipline.

### **Learning**

Farrant (1982) defines learning as the process, by which attitudes, knowledge, understanding, skills and capabilities are acquired and retained. A critical examination of this definition shows that learning in the view of physical education could involve knowledge of

facts, knowledge of skills, that learning is a deliberate activity involving the learner and cannot be done for him or forced on him; that it should not result from inheritance or maturation; and that whatever is learnt must be something new. Therefore the environment of class room should be creative and stimulate to students to participate actively so that learning will take place effectively.

### **Conclusion**

In this article we pass through the ancient Indian education system to modern time education system in the world in general and specifically in India, and then what does the mean of education and physical education, and that of other related concepts. It has to be emphasized here that physical education in regard of class room teaching is a broad and a comprehensive process, which continues throughout the life of an individual. It is an all-embracing concept in which a little bit of the other sub-processes could be embedded. Each of these sub-processes could form an integral part of physical education but none can independently constitute or symbolize it because they are narrow, limited and specific. The relationship between them and physical education is that of the part and the whole; they are not physical education proper, yet physical education may not be realized without a little bit of each of them in regards of class room teaching.

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