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## HISTORICAL CONCERNS WITH THE SYSTEM OF PHYSICAL EDUCATION

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### ABSTRACT

*Gardner developed the Theory of Multiple Intelligences, a theoretical framework that takes into account the wide diversity of student talents and skills. Although not every student will have a passion for language or mathematics, this theory recognises that some kids may have a natural affinity for other things like music, spatial relationships, or social skills. When we use this method into our teaching practises and evaluations, a wider spectrum of students can actively participate in class learning. The impacts of Gardner's theory on assessment should be taken into account given that students will eventually be forced to demonstrate their knowledge in a formal setting. Activities for student evaluation should capitalise on their advantages. While language and logical-mathematical skills are the emphasis of traditional evaluations, examinations that are overly focused on students' performance tend to reward students who are strong in these areas. "Testing methodologies that fairly represent the varied forms of intelligence with an emphasis on individuals rather than the average student can be used" to account for the variance of IQs among pupils. It's probable that the No Child Left Behind-mandated standardised testing will thwart instructors' efforts to link their instructional methods to Gardner's theory of multiple intelligences.*

**Keywords:** - Education, Child, School, Era, India.

### I. INTRODUCTION

Making the most of a child's potential is the aim of education. It can support a child's growth in a number of areas, such as cognitive, social, emotional, and economical. The total growth of the kids should be the aim of an educator's work. The perfect educational setting It "should inspire students to reflect on and make sense of their experiences, to doubt, question, and research; in



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short, to be curious about the world and to think for themselves" (NCF, 2005). The country's educational system aims to promote broad literacy. Schools can aid kids in developing their interpersonal skills, sense of self, emotional intelligence, and physical health in addition to their academic skills. A top-notch educational system can help kids grow into complicated, multifaceted individuals.

## **II. SCHOOL EDUCATION SYSTEM IN PRE-INDEPENDENCE AND POST-INDEPENDENCE ERA IN INDIA**

In ancient India, a teacher was chosen and instructed in line with the Rigveda. Teachers and pupils had one-on-one interactions during the Upanishadic period. Oral explanation had a significant role in education prior to that time. Buddhism had a strong emphasis on the monastic system, where followers of the religion would reside and study. In the Middle Ages, communities had a great deal of admiration and respect for teachers. The British have been a distinctive aspect of India throughout the modern age. The Government of India's Declaration on Education Policy of 1904, the Hartog and Saddler Committees, and Wood's Dispatch are just a few examples of organisations that have examined the situation of teacher education and training today and offered specific recommendations for change. (Chand, 2015)

Following India's independence, both the federal and state governments made a concerted effort to improve the nation's educational system. The highest ranking officials in the nation have offered to look into the educational system as a whole. The 1948 Radhakrishnan commission report, which focused on professional education, women's education, administrative training, and all areas of higher education, was written soon after India gained independence. A comprehensive secondary school that also gave intermediate students opportunities for leadership development was suggested by the Mudaliar Commission on Secondary Education. The establishment of this kind of professional technical education was also made possible by the Kothari Education Committee's (1966–1966) report, which comprised professionals from the industrialised world. The Indian government established national education plans in 1968, 1986, and 1992. 2020 (Srimathi & Krishnamoorthy). After a 34-year delay, the National Education



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Policy 2020 was eventually approved by the Union Cabinet. The new approach aims to open the door for significant reforms to the K–12 and higher education systems in the nation.

### **III. VARIOUS EDUCATIONAL BOARDS IN INDIA**

Academic instruction in India's public schools is supervised by a number of bodies with both statewide and federal mandates. The Central Board of Secondary Education (CBSE), the Council of the Indian School Certificate Examinations (CISCE), and the National Institute of Open Schooling are the three national boards in our country (NIOS). Classes X and XII take their final exams with the board. Many state boards exist in addition to the big three national ones.

- **Central Board of Secondary Education (CBSE)**

The Central Board of Secondary Education (CBSE) serves as the country's centralized educational authority. Many Central Tibetan Schools, JawaharNavodayaVidyalayas, KendriyaVidyalayas, Government/Aided Schools, Independent Schools, and KendriyaVidyalayas are part of it. The annual CBSE board examinations for grades ten and twelve are typically held in the months of February and March. Students in grades ten through twelve who follow the Central Board of Secondary Education (CBSE) curriculum sit for the All India Secondary School Examination (AISSE) and the All India Senior School Certificate Examination (AISSCE), respectively. Hindi and English versions of the exams are available.

- **Council for the Indian School Certificate Examinations (CISCE)**

The Council for the Indian School Certificate Examinations (CISCE) is a private organization that serves as the national examining body for the Indian Certificate of Secondary Education (ICSE) and the Indian School Certificate (ISC). In 1958, it opened for business. Every year in February and March, the Council administers board exams for students in Grades X and XII. Regular students are the only ones who are eligible to take exams through the Board.

- **National Institute of Open Schooling (NIOS)**



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The Ministry of Education of India's Central Government, NIOS (GoI) In an effort to expand access to education and foster more innovative approaches to teaching and learning, the Government of India's Ministry of Human Resource Development (MHRD) was set up in 1989. A nationwide board, the NIOS is an alternative to the more well-known Central Board of Secondary Education and the Council for the Indian School Certificate Examinations. There are additional post-secondary vocational options available. Two times a year, in the months of March/April and September/October, NIOS administers its official certification tests.

- **Various State Boards**

In addition to the three National Boards, there are numerous State Boards that operate in various states, including the Madhya Board of Secondary Education (MPBSE), the Board of High School and Intermediate Education of Uttar Pradesh (UP Board), the Punjab School Education Board (PSEB), the Bihar School Examination Board (BSEH), the Jammu and Kashmir State Board of School Education (JKBOSE), the Himachal Pradesh Board of School Education (HPBOSE), and the Chhattisgarh Board of Secondary Education. The boards determine the curriculum for Grades 1 through 12. The curriculum differs from state to state and has a greater local focus, and exams are given not just in English but also in regional languages. The majority of institutions provide tests at the X and XII level, although several also offer exams at the V, VI, and VIII level.

#### **IV. IMPORTANCE OF PHYSICAL EDUCATION**

CBSE allows students to take physical education in all three of their XI and XII streams. Health is an essential part of a child's development and education, making physical education crucial. In order to promote children's health and fitness, health and physical education classes have been incorporated into the school curriculum. The National Curriculum Framework 2005 states that health and physical education classes in schools should aim to:

- To provide theoretical and practical inputs to provide an integrated and holistic understanding of health, disease, accidents and physical fitness among children.



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- To provide skills for dealing with psycho-social issues in the school, home and the community.
  - To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, N.C.C., Red Cross, Scouts & Guides, etc.

According to the NCF (2005), the years between childhood and young adulthood are a time of extraordinary development. The curriculum must have a holistic view of learning and development, one that can recognize and move beyond traditional distinctions between, say, physical and mental growth or between, say, self-growth and social engagement. All children need to be able to physically grow and develop normally. This necessitates looking after things like food, exercise, and other social necessities. All children should be encouraged to engage in a variety of physical and social development activities, including free play, informal and formal games, yoga, and sports. Games, sports, and practices like yoga can help develop a wide array of skills, including endurance, dexterity, awareness, self-control, and teamwork.

## **V. THE HISTORY AND DEVELOPMENT OF PHYSICAL EDUCATION IN INDIA**

Beliefs and experiences in modern physical education are grounded in the field's historical foundation. It's evolved into something physical education can claim as its own. There are many things that are not revolutionary in the sense that they were done back in the olden days. Examples of such hobbies with a modern reputation are Yoga and Karate; nonetheless, both of these have ancient roots. Wrestling, kho-kho, lathi, etc. were all popular sports in our nation back in the day. Games were banned by Buddha, but it didn't dampen people's enthusiasm for watching them.

Hence, it is true that the practice of diverse physical activities is not new in India; nevertheless, it is also crucial to note that there are no proofs which can verify the precise period of their creation and the identity of the originators of these activities. When it comes to physical pursuits, our culture has traditionally placed a premium on those that require little in the way of special apparatus. Physical exercises have always been performed in open areas without the need of any



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specialized equipment. In the past, those who wanted to learn about other types of physical activities had to go to places of worship, but now there are established institutions where people may learn about these things.

VyayamMandirs were the designated locations for this type of instruction. Experts today known as physical educators or coaches once served in this role, but sages and rishis were more common in ancient times.

Class divisions based on people's jobs are extremely unusual in modern culture, yet not so long ago, class distinctions were commonplace. People were primarily separated into the four castes of Brahmin, Kshatriya, Vaisya, and Sudra. Based on their social standing, people were placed in one of several distinct groups. There was a tier system in society where those lower on the totem pole were looked down upon by those higher up.

Brahmins played the role of educating the populace. In those days, it was crucial for instructors, i.e., the Brahmins, to have an in-depth understanding of weapon usage in order to adequately instruct their students. The Kshatriyas were the warrior caste, revered for their role as the nation's guardians.

## **VI. CONCLUSION**

In conclusion, the history of the physical education system has had a huge impact on how we currently see physical fitness and wellness. Physical education has changed and altered throughout history to meet the requirements and values of many civilizations, reflecting shifts in the cultural, social, and educational environments.

The Greeks and Romans, among other ancient civilizations, understood the value of physical education and included it into their educational systems. They were aware of the importance of physical fitness in fostering traits like strength, discipline, and character as well as contributing to an individual's entire growth. Through the Middle Ages, a focus on physical education persisted, with military training incorporating lessons in archery, fencing, and horseback riding.



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Humanism saw a resurgence during the Renaissance, and the goal of physical education shifted to emphasise the growth of the individual. During this time, educational ideologies that placed an emphasis on the harmony between the mind and body began to emerge. As the value of exercise and outdoor play for kids' wellbeing was emphasised by authors like Jean-Jacques Rousseau throughout the Enlightenment, physical education continued to develop.

Physical education history underwent a key turning point in the 19th century as a result of its growing association with the industrial revolution and urbanisation. The introduction of formal physical education programmes in schools, workplaces, and the military was prompted by the need for productive, fit workers. A systematic approach to physical education, which included gymnastics and callisthenics, was introduced by individuals like Friedrich Jahn in Germany and Per Henrik Ling in Sweden.

Physical education was understood to cover a wider range of topics and practises throughout the 20th century. Team sports and athletic training were included to physical education curricula as sports gained popularity as a means of recreation and competitiveness. Additionally, the adoption of fitness-based programmes with a focus on cardiovascular endurance, strength, and flexibility was encouraged by the recognition of the link between physical exercise and health.

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