

An overview of Physical Education's Potential to Help Schools Achieve Their Goals in Education

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Abstract: This research paper provides a review of the evidence about the results of children and young people participating in sports and physical education, with a particular focus on the relationship between sports, physical education, and education. The possible role that physical education and sports may play in advancing educational objectives is given particular consideration. According to the review, there is substantial evidence that participation in sports and physical education has a positive impact on academic performance. There is a lot of proof that sports, physical education, and education are all positively correlated. In general, nevertheless, it is clear that much more empirical study is required if youth and child sports engagement is to become much more than a theoretical dream. Even though it has never received the attention it deserves, physical education and sports play an important role in the educational system. Even though it has been a component of the curriculum since the very beginning of education, neither academicians nor students nor educational administrators have ever taken it seriously. Only in physical education are you allowed to converse while playing or performing. The average public's conception of physical education is one of large circles, nonstop play, and no labor. In one of his speeches, Abraham Lincoln reportedly said, "Sportsman is the finest Ambassador of the Nation." As a result, the Director or Teacher of Physical Education can serve as our institution's or universities finest ambassador. To build the general discipline in physical education and sports, one must overcome challenges and fight to improve the structure and infrastructure status in the area, which is seen in the decline of physical education in schools today as compared to prior decades.

Keywords: Sports and physical education, infrastructure status, sports engagement, curriculum

Introduction:

As we all know, education is a lifetime process that involves all of the factors that affect our lives, such as our homes, social networks, media, environments, and other factors that shape a person's character and personality. Education is a process that is indirect and incidental and is not only restricted to academic institutions or to a certain time in life. The educational process begins at birth and lasts all the way until death. A person learns throughout his or her life from parents, elders, the people in his or her home, friends, colleagues, and other members of society. In addition to this, a guy can learn a lot by engaging in a variety of activities and even by watching others. Since learning is an ongoing process and one must adapt to the ever-changing nature of life, one can never be said to have attained complete education. The importance of informal education cannot be overstated, and we must remember that formal schooling does not provide genuine education or knowledge. It is a procedure that allows a man to learn through a positive attitude, which is necessary for being a person. "Education is a process in and by which knowledge, character, and behavior of the young are developed and molded," claims Prof. Drever. It is a process that results in enlightenment and the development of a person's physical, mental, emotional, social, intellectual, and spiritual selves. The goal of education is holistic development. The word "education" is sometimes misused to refer to school curricula, the length of schooling, or the intellectual development of oneself, which would be counterproductive to the whole aim of education. No person, group of people, or country can rely solely on one component of life to sustain itself. As a psycho-physical entity, man should not be thought of as having a distinct mind and body. "It is not a soul, it is not a body that we are training up, it is a man and we need not to separate him into two halves," said Montaigne, summarizing the situation extremely well. The three R's (Reading, Writing, and Arithmetic) have been replaced with the three M's (Man, Material, and Methods), which refers to the overall development of personality, in the modern period. It demonstrates unequivocally that physical education is an essential component of learning and that without physical education and sports, educational goals cannot be met. Even education's goals align with and are consistent with those of physical education. One of the crucial metrics and a crucial component of education in any nation at any period is physical education and sports. As a result, each nation should attempt to establish a framework for an action plan to promote and improve physical education and sports. Contrarily, sports are being gravely undervalued inside the educational system while seeing a remarkable surge in the media spotlight across the globe, especially in India. The development of physical education in a nation is promoted by the physical education act, which also provides resources for the country and aids in the creation of an

evaluation system for educational advancements. To build the entire discipline in physical education and sports, one must overcome challenges and fight to enhance the structure and infrastructure status in the area, which is evident in the present compared to former years and the present.

Present Status of Physical Education and Sports in New Era:

Its unique nature and significance to education remain a continuing cause of worry despite efforts by member states to promote and enhance physical education and sports with international collaboration. Given the social significance and extensive media coverage of sports, the results of Physical Education and Sports have been worrying (especially inside the educational system). Its effects can be seen in the national movement in the public and commercial systems of physical education and sport toward high-performance and media-friendly sports. An important illustration of the need for a clear division between the Ministries of Education and Youth Affairs and Sports. The Physical Education World Summit was held in Berlin to discuss the state of physical education and sports. This initiative was supported by reports outlining the increasingly precarious state of physical education and sports in many nations. A global comparative study that gathered information and literature from approximately 120 nations produced the following key conclusions.

Facilities in Physical education:

In India, physical education is remembered for directing activities and sports for junior high school students in the eleventh and twelve grades of the educational curriculum. Facilities including play areas, different types of equipment, and libraries and research facilities are needed for physical education in schools, lobby and pool Yoga, exercise, competitive sports, and health School physical education requests ample room and unified facilities, despite the fact that related physical fitness and motor fitness are recognised as the essential and standard amenities. It has also been observed that these Facilities and late educational plan actualization are typically responsible for the program's success.

Sport in India:

All forms of focused physical activity and organized competition that aim to use, maintain, or improve physical ability and skills while providing enjoyment for participants and, occasionally, entertainment for spectators, are considered sports. There are several sports, ranging from those involving lone competitors to those with numerous simultaneous participants, either in groups or competing as individuals. Numerous competitors may compete against one champion simultaneously or sequentially in some sports, such as sprinting, while in others, the challenge (a match) is between various teams, each of which is attempting to outperform the other. Some sports allow for a "tie" or "draw," in which there is no clear winner; others offer attach breaking procedures to ensure one winner and one loser. A tournament with different tasks might be set up to create a hero. By planning games during a typical sports season and occasionally additional games at the end of the season, many sports alliances earn an annual profit. The Olympic Games and other major competitions only allow sports that fit this definition, and other organizations, like the Council of India, use definitions to forbid activities without a physical component from being organized as sports. Sport is typically thought of as a system of activities centered in physicality or physical aptitude. However, many focused but non-physical activities ensure that they are recognized as mental sports. Chess and extension are both recognized as legitimate sports by the International Olympic Committee (through ARISF), and Sport Accord, the international sports federation association, recognizes five non-physical sports: connect, chess, drafts (checkers), Go, and xiangqi, and places restrictions on the number of mind games that can be recognized as sports. Sport is often governed by a variety of laws or traditions that guarantee fair competition and enable effective champion mediation. Physical actions, like as scoring goals or coming out on top of a line intersection, can determine the outcome of a game. It can also be influenced by passing judgment on those responsible for scoring an athletic event, including by using objective or abstract assessments, such as specialist performance or creative impression. Performance logs are routinely recorded, and for well-known sports, this information may be made public or in-depth in sports news. Sport is also a key source of entertainment for spectators, drawing sizable crowds to sporting events and reaching even larger audiences through communication. Sport betting is occasionally strictly regulated and occasionally essential to the game. A.T. Kearney, a consulting firm, estimates that the value of the global sports sector would reach \$620 billion by 2013. Running is the most widely practiced and open sport in the world, while association football is the sport that spectators are most familiar with.

Sports Facilities in India:

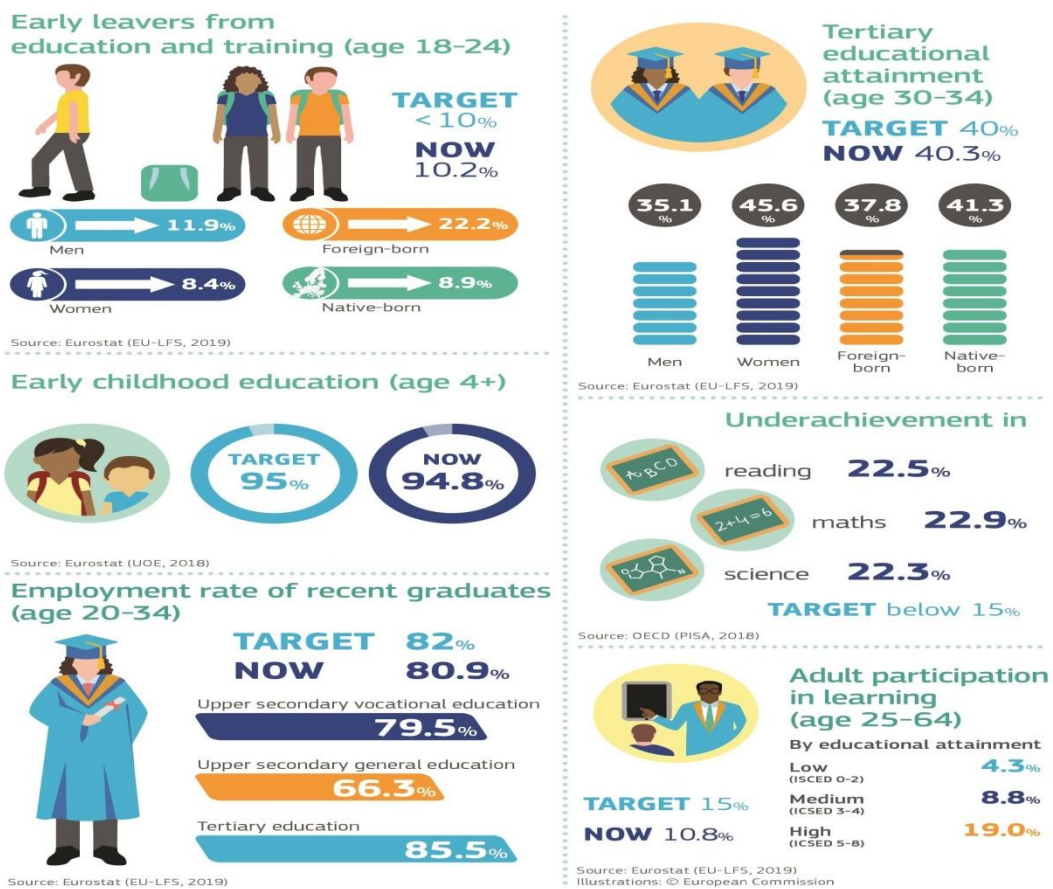
All nations have established laws or defined standards for the conduct of sports in the public interest and in the interest of their governments. The need to regulate sports results from a number of considerations, including the need to prevent bigotry in sports, eradicate doping in sports, prevent age extortion in sports,

guarantee competitors' rights, secure sexual orientation equity in sports, prevent wagering and betting in sports, boycott risky sports, advance professional management and administrative and budgetary responsibility in sports, add (National Sports Development Code of India, 2011). Sports and physical activity play an important part in nation-building, so it's important to regularly evaluate the strategies and ensure their proper implementation. 2015 International Physical Education and Sports Charter An update to the first International Charter of Physical Education and Sport, ratified during the twentieth General Conference of UNESCO, was adopted during the organization's 38th General Conference (November 2015). (1978). The rewritten Charter serves as a comprehensive reference on the moral and quality standards of physical education, physical exercise, and sport in twelve condensed articles. There aren't many articles listed below that are related to the current investigation. While sports are notable for their rivalries, national fusions, social exchange, and other factors, they also aid in a person's overall growth. Sports promote health and fitness, and nations with more fit citizens may have faster rates of development than other nations. An interorganizational committee was put up by the UN secretary general in July 2002 to audit activities, including sport, inside the UN system. The goal of the team was to promote a more methodical and effective use of sports activities for the spread of harmony at the network level and to build support for this idea among the political and sporting establishments. The group was also asked to compile a list of current sport for development initiatives and push the United Nations System to incorporate sports into its initiatives in order to advance the Millennium Development Goals (MDGs). (Power, 2002) This demonstrates that growth in sports isn't necessary for achieving sports greatness in targeted sports, but it also encourages the development of notable physical advantages, the ability to lead a long and healthy life, the reduction of the likelihood of a few serious non-transferable infections, and so forth. Additionally, sports provide psychosocial advantages, such as fostering social integration and demonstrating stress management techniques. Additional benefits of sports for the mind include lowering discouragement, increasing focus, and other benefits. Sport contributes to economic development in addition to being essential to human development. The economic weight of sport, which results from activities like the production of sporting goods, sporting events, sports-related administrations, and so forth, highlights the sport's economic potential. While developing nations must rely on those developed nations for the necessities of their sport, developed nations have their own manufacturers. Despite efforts made by all governments, a study of the US population reveals that we generally think little of it. In the US, there are almost 45 million children and teenagers who participate in organized youth sports, making them a hugely popular activity for kids and their families. 75 percent of American families with college-aged children currently have at least one child involved in organized sports. On the surface, it would appear that US children are healthy and content while they engage in this common leisure activity and families report higher levels of fulfillment if their children participate. However, studies show a childhood obesity epidemic, with one in three children currently being overweight and an unquestionably sedentary lifestyle for the majority of children and adolescents. Issues in youth sport include growing sports-related injuries, which result in 2.6 million visits to crisis rooms annually for people aged 5 to 24, a 70% to 80% consistent loss rate by the time a child is 15, and initiatives that place an excessive emphasis on winning. The challenges faced by adults involved in coaching young sports, including parents, mentors, and providers of sports medicine, are various, complicated, and vary among ethnic communities, sex, networks, and socioeconomic levels. Evidently, progress requires a focus on enjoyment while developing a balance between physical fitness, mental prosperity, and ongoing activities for a healthy and active lifestyle. (Merkel, 2013). In a later study by Troiano et al., only 42% of children in basic collages tried the recommended daily amount of physical activity, and only 8% of children achieved this goal. 18 According to research, a child's weight is a good predictor of adult stoutness (Hedstrom R, 2004; Whitaker RC, Wright JA, Pepe MS, Seidel KD, Dietz WH, 1997), and 33% of children born in 2000 and after are predicted to get diabetes at some point in their lives. Examining a different sports superpower President Xi Jinping of China acknowledges the immense significance of sport and believes that making China a sports superpower is essential to comprehending the Chinese dream of rebuilding the nation (Chi, 2017). President Xi claims that physical fitness is the foundation and guarantee for everyone to live a healthy life and that it has a big impact on China's development from a major country to a reliable country in sports. His suggestion to improve mass fitness was cited in the work report of the Communist Party of China's 18th National Congress. According to a national plan for mass fitness development announced a year ago, China aims to have 435 million people, or 33% of its population, regularly exercising by 2020. China has made steady progress toward becoming a global sports superpower since winning its first Olympic gold medal at the 1984 Los Angeles Games. China, which was hosting the 2008 Summer Olympics in Beijing, won 51 gold medals to win first place, showcasing its status as a sporting superpower. However, this story of conquering adversity is fundamentally inconsistent with the fact that every year, more than a million Chinese people die from heart disease and stroke, both of which are linked to poor eating habits and inactivity. China had the largest population of stout children in the world, according to a global assessment from a year ago. (Jeong, 2018) These are incredible details from a recognized global sporting force and shouldn't be ignored. Chinese experts tend to

place little emphasis on the improvement of the physical and emotional well-being for the entire community while maintaining extraordinary sporting prowess, and numerous areas beneficial to people in general prosperity have been converted into business locations. More disappointingly, the motivation for hosting international sporting events these days appears to be to use them as a way to improve a nation's standing abroad and the potential of the travel industry, which runs counter to the original idea of uniting nations of the world and binding together the body, mind, and will in a fair entirety (Jeong, 2018). In industrialized nations, sports are evolved in terms of skill level, competitiveness, better facilities, infrastructure, and so on. However, they still fall short of achieving the important goal or key point of sports, such as health, collaboration, harmony, society, and so forth. It appears that both public and private sports organizations are working hard to progress sports and make them more relevant to the achievement of their main goals.

Current Scenario:

The current state of physical education in India is broken down into three categories. 1) Physical education in primary and secondary schools 2) High/higher secondary schools must teach physical education; 3) university colleges must teach physical education. In 1947, India attained independence. Physical education could not have been disregarded by the Indian government. The administration has effectively carried out its five-year plan, and as of right now, the nation is making significant advancements. Physical education is now a part of practically every college's curriculum in India, no matter where it is located. Physical education is currently a required subject of study at many universities. In all schools and universities, students are studying physical education with enthusiasm. In our country, physical education is a well-established profession. Physical education teachers are no longer referred to as "drill masters" or "skill masters," instead they are treated with the respect they deserve because we offer a variety of professional development programs, from certificate to D.Litt levels. Today, conferences, seminars, symposia, and other events at national and international levels give physical educators the chance to have warm scientific and professional integration at any level. Without a doubt, in the current environment, our physical education field has gained national and international status, and through the various schemes of the federal and state governments, an increasing amount of money is being allocated to the development of infrastructural facilities at school, college, and university. The number of athletes competing in sports has greatly expanded today.



Above image showing education and training aspects for children

Gradual Evolution of physical education in Indian context:

The development of coaching facilities, the promotion of physical education and fitness programs, the promotion of rural sports, the development of sports infrastructure and training facilities, the development of indigenous games, the development of sports talent, including special programs for tribal and coastal areas, have all been accomplished through the government of India's numerous five-year plans. The second five-year plan saw the establishment of the Lakshmbai National Institute of Physical Education (LNPE) in Gwalior, the National Institute of Sporting (NIS) in Patiala, as well as sports facilities such stadiums and swimming pools. While funding for physical education, games, and sports rose during the fourth plan, the national coaching scheme and the rural sports program were launched during the third five-year plan. Coaching facilities were expanded during the fifth plan. The sixth plan placed an emphasis on talent sports and developing. The seventh plan put a strong emphasis on building out the sports infrastructure in the seventh plan's formulation of the national sports policy. Many rural schools received assistance from the Eighth Five Year Plan for the creation of play areas and the purchase of sports equipment. The ninth five-year plan places a strong emphasis on the demand for contemporary sports facilities and scientific resources like sports psychology and sports medicine, among others. The eleventh plan aimed to advance both the broadening of sports and the advancement of sporting prowess. The eleventh plan includes building infrastructure, creating facilities, promoting scientific support systems, organizing national or international sporting events, and implementing award-related, institution-related, and incentive-related schemes to encourage the growth of India's sports culture. The government's priority for the twelfth and thirteenth plans is the development of play fields, community coaching programs, state-level Khelo India centers, annual sports competitions, talent searches, and talent development. It also prioritizes schoolchildren's physical fitness, women's sports, the promotion of sports among people with disabilities, sports for peace and development, and the promotion of rural, indigenous, and tribal games. In India's five-year plan, emphasis was placed on the integration of physical education and sports with formal education.

Conclusion:

Significant amenities including a track, a pool, and equipment for modern sports like hockey, football, badminton, handball, tennis, and ball are found to be necessary. Volleyball, kabaddi, kho-kho, and ball badminton are examples of games that don't require a lot of space or effort. As a result, many institutions have facilities under their jurisdiction for these games. Since there are no inter-university rivalries in games like throwball and tennikoit, they are not particularly widely recognized. The nature of outdoor facilities have been rated on a five-point scale, and the most extreme rating reveals that, aside from the playing field and medical aid facilities, which are judged to be better than expected, waste facilities, accessibility to people in general, facilities for spectators, restrooms and changing rooms, container facilities, and security arrangement are all deemed to be below average. In colleges, floodlights are essentially nonexistent. Given the findings of the aforementioned studies, it is acceptable to say that sports facilities are lacking in Indian educational institutions. Additionally, the athletic facilities that schools own are not properly maintained; as a result, several schools' indoor halls, swimming pools, gymnasiums, and playing fields are in disrepair. Physical education is now a well-established profession in our nation with many opportunities for professional advancement. The overall finding of this study is that, due to the lack of, non-availability of, or poor maintenance of sports facilities in Indian educational institutions, participation in sports does not draw much attention from the students. Low participation directly impedes sportspeople's performance at the levels of achievement, and it also becomes a barrier to the development of a healthy, fitter, and stronger nation.

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