



HISTORICAL ASPECTS RELATED TO PHYSICAL EDUCATION SYSTEM

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ABSTRACT

To this end, Gardner developed a theoretical framework known as the Theory of Multiple Intelligences to account for the wide range of student strengths and skills. Although not every student will have a natural talent for language or mathematics, this theory recognizes that some kids may have a knack for other things like music, spatial connections, or social skills. Using this tack in our instructional practices and evaluations makes it possible for a larger spectrum of students to actively engage in classroom learning. The consequences of Gardner's theory on assessment should be taken into account, as students will eventually be asked to show their knowledge in a formal setting. Students' strengths should be utilized in assessment activities. Overemphasis on tests that are tailored to students' language and logical-mathematical abilities, while they are the focus of traditional measurements, tends to benefit students who excel in these areas. To accommodate the range of students' IQs, "testing methodologies that fairly represent the varied forms of intelligence with an emphasis on individuals rather than the average student can be used". It is possible that the standardized testing mandated by No Child Left Behind may undermine teachers' attempts to connect their classroom practices with Gardner's hypothesis of multiple intelligences.

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

I. INTRODUCTION

Education is an attempt to bring out a child's potential. A child can use it to grow in many ways: physically, intellectually, socially, emotionally, and monetarily. An educator's work should aim at the pupils' holistic growth. An ideal education "should inspire students to reflect on and make sense of their experiences, to doubt, question, and research; in short, to be curious about the world and to think for themselves" (NCF, 2005).

The purpose of the country's educational system is widespread literacy. Beyond academics, schools can also help students grow in their interpersonal capacities, sense of self, emotional intelligence, and physical health. An excellent educational system can aid students in developing into complex and rich human beings with many facets.



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

A teacher was chosen and educated in accordance with the Rigveda in ancient India. In the Upanishadic era, teachers interacted with their students on a one-to-one basis. Before then, oral explanation was a crucial part of education. The monastic system was preeminent in Buddhism, and it was there that students of the faith would live and learn. Teachers throughout the Middle Ages had widespread admiration and respect from their communities. Throughout the modern era, the British were a defining feature of India. Wood's Dispatch, the Government of India's Declaration on Education Policy of 1904, and the Hartog and Saddler Committees are just a few of the groups that have investigated the current state of teacher education and training and given concrete suggestions for improvement. (Chand, 2015)

With India's independence, both the federal and state governments actively worked to strengthen the country's educational infrastructure. The country's top officials have stepped forward to examine the education system as a whole. The Radhakrishnan commission report (1948) was drafted shortly after independence and focuses on professional education, women's education, administrative training, and all facets of higher education. The Mudaliar Commission on Secondary Education recommended a comprehensive secondary school that also provided leadership development for intermediate students. The report of the Kothari Education Committee (1966-66), which included experts from the industrialized world, was also essential in establishing this type of professional technical education. Nationwide policies on education were created by the Indian government in 1968, 1986, and 1992. (Srimathi&Krishnamoorthy, 2020). The Union Cabinet finally passed the National Education Policy 2020 after a 34-year delay. The goal of the new strategy is to clear the way for far-reaching changes to be made to the country's K-12 and higher education institutions.

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



Kendriya Vidyalayas 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)**

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.
- 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 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 historical aspects related to the physical education system have played a significant role in shaping the way we approach physical fitness and wellness today. Throughout history, physical education has evolved and adapted to the needs and values of different societies, reflecting changes in cultural, social, and educational contexts.

Ancient civilizations, such as the Greeks and Romans, recognized the importance of physical education and incorporated it into their educational systems. They understood that physical fitness was essential for the overall development of individuals, promoting qualities like strength, discipline, and character. This emphasis on physical education continued through the Middle Ages, with activities like archery, fencing, and horse riding being taught as part of military training.

During the Renaissance period, there was a renewed interest in humanism, and physical education became more focused on the development of the individual. This era saw the emergence of educational philosophies that emphasized the balance between the mind and body. The Enlightenment further contributed to the growth of physical education, as thinkers like Jean-



Jacques Rousseau advocated for the importance of exercise and outdoor activities for children's well-being.

The 19th century marked a significant turning point in the history of physical education, as it became closely tied to the industrial revolution and urbanization. The need for healthy and productive workers led to the establishment of organized physical education programs in schools, factories, and the military. Figures like Friedrich Jahn in Germany and Per Henrik Ling in Sweden made significant contributions by introducing systematic approaches to physical education, including gymnastics and calisthenics.

In the 20th century, the understanding of physical education expanded to encompass a broader range of activities and concepts. The emergence of sports as a popular form of recreation and competition led to the inclusion of team sports and athletic training in physical education programs. Additionally, the recognition of the relationship between physical activity and health promoted the adoption of fitness-based approaches, with a focus on cardiovascular endurance, strength, and flexibility.

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