



CURRENT SCENARIO OF PHYSICAL EDUCATION IN INDIA

Dr. Mahavirsinh Banesangbhai Dabhi
Shri S. R. Bhabhor Arts College, Singved.

ABSTRACT

The ongoing situation of actual schooling in India mirrors a powerful scene set apart by the two difficulties and valuable open doors. This theoretical gives a short outline of the key perspectives portraying the current situation with actual schooling in the country. Today actual instruction has acquired public status. In current circumstance actual training calling is a profoundly esteemed and lofty in the public eye. Today present day actual instruction perceives its liability regarding man's all out advancement. The ongoing situation in actual schooling and sports is the basic piece of society and instructive educational plan moreover. The public authority has effectively run its five years plans for progress of actual schooling and sports in various ways. This paper centers around the ongoing situation of actual training in India.

KEYWORDS: Physical education , Sport, Scenario, Five years plan, India.

INTRODUCTION

Physical education in India has been an integral part of the education system, emphasizing the importance of a holistic approach to a student's development, including physical well-being. The status of physical education in the country is influenced by various factors, including government policies, infrastructure, curriculum, and societal attitudes.

Physical education in India has been an integral part of the education system, emphasizing the importance of a holistic approach to a student's development, including physical well-being. The status of physical education in the country is influenced by various factors, including government policies, infrastructure, curriculum, and societal attitudes.

Government Initiatives:

The Government of India has recognized the importance of physical education and sports in schools and colleges. Initiatives like the 'Khelo India' program aim to promote sports at the grassroots level and identify and nurture talent.

School Curriculum:

Physical education is typically a part of the school curriculum in India. It includes activities such as sports, yoga, and other forms of physical exercises. However, the implementation of physical education in schools can vary, and there may be challenges such as a lack of qualified instructors, inadequate infrastructure, and limited time allocated to physical activities.



Infrastructure and Facilities:

Availability and quality of sports infrastructure vary across different regions of the country. While some schools and colleges have well-equipped sports facilities, others may lack the necessary resources.

Awareness and Participation:

There is a growing awareness of the importance of physical fitness and well-being. However, there are still challenges related to sedentary lifestyles and an increasing prevalence of lifestyle-related health issues among the youth.

Higher Education:

In higher education institutions, physical education is often offered as a specialized course. Some universities and colleges have dedicated departments for sports science and physical education.

Challenges:

Challenges faced by the sector include a shortage of qualified physical education instructors, limited funding for sports programs, and the need for improved sports governance and management.

Professional Sports and Achievements:

India has seen notable achievements in the field of sports at the international level. The success of athletes has contributed to an increased focus on sports and physical fitness. It's essential to check for the latest developments, policy changes, and initiatives to have the most up-to-date information on the current scenario of physical education in India. Additionally, regional variations and specific state-level policies may also impact the status of physical education in different parts of the country.

1. Educational Landscape:

Physical education in India is an integral part of the academic curriculum, aiming to foster the overall development of students. However, variations in the implementation and emphasis on physical education across schools and educational boards contribute to disparities in access and quality.

2. Infrastructural Challenges:

Despite recognition of the importance of physical education, many educational institutions in India face infrastructural challenges. Inadequate sports facilities, limited access to equipment, and a lack of trained physical education instructors hinder the effective delivery of physical education programs.

3. Emphasis on Competitive Sports:

The focus on competitive sports, particularly cricket, continues to dominate the sporting landscape in India. While this has led to notable achievements in specific sports, it has also resulted in a relative neglect of other sports and physical activities, potentially limiting the overall impact of physical education.

4. Health and Fitness Concerns:

Rising concerns related to sedentary lifestyles, obesity, and lifestyle-related diseases highlight the critical role of physical education in promoting health and fitness. Initiatives such as the Fit India Movement have been introduced to address these issues, emphasizing the importance of regular physical activity.

5. Talent Identification and Development:

Efforts are underway to identify and nurture sporting talent from a young age. However, there is room for improvement in creating a systematic and inclusive approach to talent identification and development, ensuring that potential athletes from diverse backgrounds receive adequate support.

6. Gender Disparities:

Gender disparities persist in the realm of physical education and sports. While there has been progress in promoting women's participation in sports, challenges such as limited resources, societal attitudes, and inadequate infrastructure continue to impede the full inclusion of women in physical education and competitive sports.

7. Policy Initiatives:

Recent policy initiatives, such as the National Education Policy (NEP) and the Khelo India program, demonstrate a commitment to enhancing the quality and reach of physical education in India. These initiatives aim to address shortcomings, promote grassroots sports development, and integrate physical education into the broader educational framework.

Actual schooling is the vital a piece of general training, which joins the actual social and mental parts of human existence through very much coordinated physical, enacts. The ongoing situation of India, Actual instruction isn't to the stale of the purview of PET, it is assessed the 80% of the games researchers today are actual trainings and one more 20% is come from various associated fields. Actual instruction is a science as well as expressions. Today in the realm of science , actual training like some other instructive undertaking , it has imbibed a logical viewpoint and science situated course . In current situation, actual schooling as a discipline and actual training as a calling have gone through colossal change, it shouldn't rely upon drill and walking, actual preparation moreover. Today through the logical standpoint, India like other created nations like U.S.A., U.S.S.R., Australia, Canada, China, Japan, Germany, France and so on. Actual instruction run the expansive based with unified disciplines from regions, for example, mechanics of body development, sports medication, sports brain science, sports the board, sports designing and so on in school, schools and colleges.

Since the old opportunity to current circumstance of actual training has been considered as a fundamental piece of human existence. The incredible antiquated rishi, vedas and purans joined a lot of accentuation on actual wellness, reflection, dhayana and mysticism. In India the English Government has stayed here as rulers till fifteenth august 1947. In 1833 the English Government was playing with proclaiming obligatory schooling in India. In 1882 that the main Indian training commission suggested that the schools ought to likewise present actual training. The Indian government was wanted that actual training be made mandatory in 1894. In India Britisher presented various games for the diversion. for example Cricket, hockey, Football and Vaulting. In Vaulting the Britishers gave significance to the ring and equal bars.

After the primary world was, the critical requirement for the prepared educators in actual training, YMCA madras set up a first actual schooling school under the principalship of H.C. Buck in 1920 at India. The understudy and young people of India started to check out sports the India Olympic Affiliation was begun in 1927.

After autonomy of India the different plans and projects ought to be presented for fostering the actual training of majority rule India. Following are the sachems and projects as under.

- The principal Public arrangement of actual schooling and amusement arranged by Focal Warning Leading group of Actual Training in 1956.
- 1957 the Lakshmbai Public Foundation of Actual Schooling laid out at Gwalior.
- 1961 the Netaji Subhash Public Foundation of sports laid out at Patiala.
- 1959 the kunzru Panel was selected for various youth improvement exercises like actual schooling, Sports, A.C.C., N.C.C. and so forth.
- In 1963 Dr. C.D. Deshmukh council was additionally designated for the improvement of schools and colleges sports.
- In 1968 the Public Strategy on Schooling declared by the Public authority with the object of improving, Actual wellness and sportsmanship.
- In 1980 the All India Committee of Sports was outlined, which prescribed sports and actual training to be a necessary subject in school sand universities.

- In 1982 the Public authority of Indian made a different Service of Sports and Youth Undertakings to understanding the significance of actual schooling and sports as a country building movement.
- The Games Authority of India (SAI) set up in 1984 to care for all things connecting with actual training, sports, undertakings sports and other youth improvement programs.
- In 1986 the Public Approach of Training has been brought up that, Mix of sports and actual schooling to gigantic contribution of youth in public and social turn of events.
- 1986-87 'Help to youth club' Plan began.
- In 1991-92 - Rajiv Gandhi Khel Ratan Grant plot sent off.

Current Situation :-

The ongoing situation of actual training in India is given independently under three regions for example 1) Actual training in grade schools 2) actual training in high/higher auxiliary schools and 3) actual training in college universities.

India became free in 1947. The India government could never have overlooked actual training. The public authority has effectively run its five years plan and today the nation is well en route to on tremendous advancement. In the ongoing situation actual schooling has presented in India pretty much every school in each corner into its educational program. By and by different colleges have recommended actual schooling as liable to review. The understudies are concentrating on actual training energetically in all schools and universities. Actual instruction of our nation is a deep rooted calling , presently actual schooling instructor are not any more called 'drill expert' or 'ability ace', the educator is viewed with due regard since we have different expert instructional classes from testament level to D.Litt level. Today Public and Worldwide meetings, courses, symposia and so on offer open doors to the actual educationists to have extremely warm logical and proficient reconciliation at any level. Presumably ,in current situation, our actual training field has acquired public and global status, an ever increasing number of assets are being distributed to the advancement of infrastructural offices at school, school, college through the different plans of focal and state legislatures. Today sports rivalry have gigantically expanded in part.

Progressive Advancement of actual schooling in india:

Through the public authority of India different long term plans has creating offices for instructing, advancement of actual schooling and work out schedules, advancement provincial games, improvement of sports foundation and preparing focuses, advancement of native games, supporting games ability, including unique plans for ancestral, seaside regions and so on. The lakshmbai Public Organization of actual Schooling (LNIP) at Gwalior and Public Establishment of sports (NIS), Patiala, sports offices like arena, Pools and so forth were laid out in the second five years plan. The Public training plan and the rustic games program were begun in third Five years plan, while portion for actual schooling, games and sports were expanded during the fourth arrangement. The fifth arrangement saw the extension of instructing offices. The 6th arrangement laid ability donning and sustaining was accentuate. During the seventh arrangement zeroed in on the making of sports framework. The Public games strategy outlined during seventh arrangement. The improvement of Country sports, numerous provincial schools were helped for creating play grounds and purchasing sports supplies of the long term plan. The 10th long term plan underscores the need of present day sports foundation and logical offices including sports brain science and sports medication and so forth. The 10th arrangement tried to advance both the expansive basing of ports and the advancement of greatness in sports. The 11th arrangement, which incorporate production of foundation , outlining offices, advancement of exploration and logical emotionally supportive networks, holding of Public or Worldwide games, plans connecting with grants, Plan connected with establishment, conspire connecting with motivators for advancement of sports exercises and improvement of sports culture in India. The twelfth and Thirteen arrangement government need to play field improvement, Local area instructing created, state level Khelo India focus, yearly games contest, ability search and advancement , Use and creation and upgradation of sports foundation, Actual wellness of younger students, sports for ladies, advancement of

sports among individuals with disabilities, sports for harmony and improvement and advancement of rustic and native and ancestral game. In India the mix of actual schooling and sports with formal training was stress in five years plan.

Actual Schooling Instructor Preparing and NCTE :

In current situation of India is the huge number of actual schooling course showing to the heading of NCTE in different actual instruction trade schools in each side of India. The Public Board of Educator schooling (NCTE) is a public - level legal body of the Public authority of India, laid out in 1995. Its goals is to design co-ordinated improvement of educator school system, manage, keep up with and screen standards and guidelines in instructor training. The NCTE is partnered to Division of Advanced education, Service of Human Response Improvement, which central command is in new Delhi.

NCTE revamping of actual instruction program :

In current circumstance following developer are perceived by NCTE as under:-

- 1) Certificate in actual training (D.P.Ed) long term course, which is an expert program for grade school stage from the class I to VIII.
- 2) The Lone wolf of actual instruction (B.P.Ed) program, which is two years prepared, educators getting ready alumni program for optional/meeting auxiliary schools.
- 3) The expert of actual training (M.P.Ed) program, which is two years length post graduate program in actual schooling it's for senior auxiliary level as well as educator teachers in school of actual training and college branch of actual training.

CONCLUSION:

On the basis of the aforesaid study it has been concluded that physical education and sports should be made an integral part of the curriculum as a regular subject in school, college and other educational institutions. In current scenario, physical education is broad-based and becomes a way of life for the Indian Society, Today in our country, physical education is a well- established profession and various scope to career development through physical education.

REFERENCES :

- 1) Ali Jawaid (2003), Readings in sports science, Aligarh : Aligarh Muslim University Press.
- 2) Gangopadhyay S.R. (1993,2002) Physical Education Today & Tomorrow, New- Delhi : Friends publications (India), PP.-94-100
- 3) Kansal & Atwal, History of Physical Education, Jalandhar: AP Publishers.
- 4) Jain Deepak (2001), Physical Education Hand book, Delhi: Khel Sahitya Kendra.
- 5) University News a Weekly Journal of Higher Education, New- Delhi, Association of Indian Universities AIU Horse, VOL.48 No.05, February 1-7-2010, ISSN No. 0566-0057, PP.-9-10.

Websites :

- a) <https://www.enrasiareview.com>>25
- b) <https://Kheloindia.gov.in>>about
- c) www.allindiannewspapers.com>dep
- d) www.ncte-india.org>english



Dr. Mahavirsinh Banesangbhai Dabhi
Shri S. R. Bhabhor Arts College, Singved.