



## **Integration of Sports and Physical Education with the Education Curriculum**

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Sport:- In the light of an educational philosophy of sport, it is interesting to note that the Greeks provided civilization with two disciplines. The first described how sports could be most helpful in the training of a strong and graceful performance and body. The second, provided civilization with basics of philosophical thinking as the historian Isocrates said ..... Certain of our ancestors, long before our time, invented and bequeathed to us two

disciplines: physical training for the body, of which gymnastics is a part, and for the mind, philosophy. These twin acts are parallel and complementary, by which their master prepare the mind to become more intelligent and the body to become more serviceable, nor separating sharply, the two kinds of education, but using similar methods of instruction, exercise and discipline.

The above mentioned words of world famous historical are further explained that the every sports person regardless to the gender should develop a philosophy of that discipline. A philosophy will represent a guide to decision making, since it will clarify the worth of this field of endeavour in the human experience. Such a philosophy might include how sport should be conducted to make the greatest contribution to mankind. Philosophy helps to determine the parameters of educational sport as well as sport outside the formal domains of schools, colleges and other educational institutions. It should provide an understanding of the history of sport and contribution it has made over the years, as well as show how it has been detrimental to humankind. A philosophy will also helps to point the way to achieving excellence of performance on the sports field.

Sports is extensively popular and has a firm foot hold in the educational institutions and society of well developed countries. Therefore it is imperative to give direction to sport programmes in a way that will contribute, to the achievement of educational goals. Cognitive, psychomotor and affective learning **outcomes are worthy** goals for sport in educational institutions, if they are conducted in more worth while way. It has been demonstrated that **cognitive learning**, such as knowledge of rules, player assignments and the game strategies associated with the economic, political and other interrelationships that exist between sport, education and society, can be accomplished. It has also been observed that **psychomotor learning** in the form of physical skills that are acquired by the participant as a result of engaging in sports can be achieved. However, **affective learning** may not be accomplished in the light of the research that questions the role of sport in bringing about behavioral changes. Therefore some restructuring may need to take place as a means of using sport as a medium for learning social behaviour. Sport activities, if properly structured in the **educational curriculum** can provide the social environment whereby societal norms can be internalized by the participants and their social attitudes shaped in a positive manner through social situations.

Apart from achieving the objectives/goals of general education by participation in sport activities, it provides concrete highway to achieve the ultimate aim of education i.e. **wholesome development** of an individual through its following functions

1. **Emotional release:** It is way to express emotions and relieve tensions. It acts as a safety valve and catharsis to relieve aggressive tendencies.
2. **Affirmation of identity:** Sport offers opportunities to be recognized and to express one's individual qualities.
3. **Social control:** Sport serves as a means of control over people in the society where deviance is prevalent.
4. **Socialization:** Sport serves as a means of socializing those individuals who identify with it.
5. **Change agent:** Sport results in social change, new behavior pattern, and is a factor that changes the course of history. For instance, it allows for interaction of all kind of people and for upward mobility based on ability.
6. **Collective conscience:** Sport creates a communal spirit (Secularism) that brings people together in a cohesive manner in search of a common goal.
7. **Success:** Sport provides a feeling of success for the participants and the spectator when a player or a team with one who identifies achieves. To win in a sport is also a win in life.

It is evident that, especially in this age of increased participation, holds many meanings for its participants as well as having



a significant impact on our educational system in particular and on our society in general.

### **Physical Education**

The term physical education is much broader and much more meaningful for day to day living. It is more closely allied to the larger area of education, of which it is a vital part. It implies that its programme consists of something other than more exercises done at command. A physical education programme under qualified leadership aid in the enrichment of an individual's life. Physical education strives for **All round development of personality of an individual/ a child'**.

The definition suggested by Charles A. Bucher clearly states the integration of physical education with general education, that ..... “Physical Education, is an integral part of the total education process,

is a field of endeavour that has its aim, the development of physically, mentally emotionally and socially fit citizens (The development of body and improvement of human performance in toto) through the medium of physical activities that have been selected with a view to realizing these outcomes”.

In a larger sense, this definition of physical education means that leaders in this field must develop a programme of activities in such away, in which participants will develop body awareness and realize results beneficial to their growth and development; that they will develop through participation such physical characteristics as endurance, strength, and the ability to resist and recover from fatigue; that neuromuscular skill will become a part of their motor mechanism, so that they may have proficiency in performing physical acts; that socially they will become educated to play an effective part in democratic group living; and that they will be better able to interpret new situations in a more meaningful and purposeful manner as a result of these physical experiences.

American Association of Health, Physical Education and Recreation, states that “Physical Education is the way of education through physical activities which are selected and carried on with regard to values in human growth, development and behavior”

**J.B Nash**, advocates that “Physical Education is that phase of the whole field of education that deals with big muscle activities and their related responses”

**J.P. Thomans**, an Indian Physical Educationist sums up that “physical education is an education through physical activities for the development of total personality of the child and its fulfilment and perfection in body, mind and spirit”.

All the definitions of physical education stated above are eye opener in the light of the fact that body and mind are inseparable and that the existence of mind and body is interdependent. It has certainly raised the status of physical education in the eyes of those who favoured “**Education to be a medium of mental growth**”. Physical education which includes big muscle activities (sport) has been accepted as an instrument/ a tool to achieve the aim and objectives of education by influencing three learning domains of education through which education takes place (**The cognitive, The affective and the psychomotor**) .

The afore mentioned definitions have many common elements, such as-

1. Physical education is an integral part of total educational process.
2. Movement or activity is the means of wholesome experience
3. Without individual's participation in big muscle activity (physical activity), objectives of education cannot be realized.
4. Physical and mental learnings are interdependent.
5. Aim of education and that of physical education and sports are not at logger heads, rather coincides with each other.

### **Education**

In simple words education has been defined as "A change, modification of behaviour or an adjustment on the part of the student/the child as a result of experiences". Experiences lead to some ends and when ends are sought they become goals. Physical education and sport are rich fields to provide variety of experiences to achieve the ultimate aim of education through the achievement of goals/ objection of physical education such as **physical development, motor development, mental development**



**and social development.** Through the accomplishment of these objectives of physical education, the objectives of education given below are realized:

**Objective of Self-realization** includes (An inquiring mind, knowledge of diseases and health. Family and community health. Skill as a participant and spectator using leisure hours in mental pursuit. Appreciation of beauty);

**Objectives of Human relationship:** It includes human welfare and that of participants, rich social experience, cooperation, courtesy, fair play and sport- manship, family welfare and home living.

**Objectives of Economic Efficiency:** It envisages good work manship, vocational placement, successful work, professional growth, wise consumption of goods and services.

**Objectives of Civic Responsibility:** It includes humanitarianism, Tolerance, conformance with laws, civic responsibility and democratic living.

The achievement of above mention goals/ objectives of education lead us to the destination of achievement of 'An Aim of Education' i.e. **"wholesome development of the child"**. "All round development of personality of an individual child".

At present, a new name for physical education is widely used as physical education and sports which incorporates the traditional emphasis on physical education and at the same time stresses the area of sport with which physical education is vitally concerned and involved to achieve the objectives of education.

At the last it can be concluded that philosophy of physical education and sport will help in the development in the rationale showing that the field has objectives that are closely related/integrated to the objectives of general education. In the aforementioned definitions of physical education, the importance of education "of and through the physical activities" is stressed. The aim, as in general education, is to develop the "whole" student. As the body, mind and spirit can not be separated, in the same way Physical education , sport and general education cannot be isolated from each other. Both are two sides of the same coin. The most important point which must be kept in mind is that careful development of physical education curriculum by the professional leadership to meet the needs of education of a child according to the prevailing needs. Finally, it is summed up that sport and physical education are well integrated, and interwoven with the curriculum of education. In the absence of any one of them, the education, physical education and sport at their own become meaningless, purposeless and directionless and do not help us to reach at our destination. Therefore, a well developed physical education and sport programme must be provided in the educational institutions along with the classroom teaching for the **"All round development of personality of an individual"**.

#### References:

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