



AFFECT OF MODERN ERA IN SPORTS

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ABSTRACT :

Physical Education is the most vital part of our education in the world of Globalization. It is presented in the nineteenth century. We can't complete our life without physical education. It is the obligatory part of our life. With the dawn of the twentieth century, the first rays of light shone upon this continent of enlighten people of the importance of physical fitness and a scientific physical education. It was the YMCA in India which played a major role in spreading the new concept. We know the importance of the physical education like the following proves: 'Health is the key of successes and health is wealth.' It goes to the credit of America which produced great physical educational missionaries and the United Kingdom which sent great educationists to India.



KEYWORDS : Physical Education , physical fitness , Globalization.

INTRODUCTION

In this paper, I try to attempt impact of Globalization on physical educations which influent the human life. We have done pioneering work in the field of physical education in India and other countries in the East. A young American, H.C. Buck then doing physical education work at Wichita, Kansas, came to India in Sept. 1918 to take service as physical director at the central YMCA, Madras, like that all over in India the physical education rapidly spread. The great scholar of physical education is known as H.C. Buck says, "He found in physical education a field where all the races and creeds of the world can come together and meet in the worship of those qualities of love and forgiveness, beauty and splendor, truth and justice, equanimity and kindness which are essential for a good life." The instructors were ignorant and ill-paid. There was no attempt to provide for much less to teach games to pupils. In fact, even in this country it was a common belief that the battle of Waterloo was won on the playfields of Eton and Harrow. No serious effort was, however, made to give thought to the questions of the health and efficiency of the school child.

The paper is presented the importance of the basic goals of physical education which should aim to provide skilled leadership, adequate facilities and ample time for affording full opportunity for individuals and groups to participate in situation that are physically wholesome, mentally stimulating and satisfying and socially sound. This implies a thorough understanding of the nature and needs of the participants and the implementation of a program utilizing activities and facilities catering to these interests and needs. There are various fundamental objects of physical education like protection and improvement of health and the development of organic fitness. Increase in strength and neuron-muscular control. Development of desirable social attitudes and standards of conduct. Acquisition of skills, habits and attitudes in a variety of physical

activities which will contribute to whole some and enjoyable leisure puisure pursuits. Its aims are manifold. The emphasis is generally laid o its preventive medical aspect: physical training should promote health and develop-physical strength and endurance. It also has subsidiary aims the importance of which varies from one country to another.

I am trying to find out the popular forms of games in physical education from all over the world gymnastics from the monasteries of china; Indian breathing and concentration exercises ball games from the Indians and from the middle ages in Europe, the tournaments of chivalry; the swimming sports of the south sea Islanders; skiing from the la;;s and Scandinavians; canoering from the Eskimds. In this globalization world, the latest evidence for this observation comes from the soviet vnion and Bharat. We can see today that the form of English sport, with its contests and games and its spirit of "fairness" has spread to nearly every country I the world probably as one manifestation of a uniform and universal culture. Throughout the world, however, discussion takes place on the influence of sport on physical training and a modern physical training without sport is today in conceivable. Every child, says gessell," sits before he stands; he babbles before he talks, he fabricates before he tells the truth; he draws a circle before he draws a square, he is selfish before he is altruistic, he is dependent on others before he achieves dependence self".

Physical Education is needful to the every child and girls in school as well as colleges. It increases the power of mind and power of health soon. In this globalization world people became lazy and dull, so they need to maintain their good health. That is possible only for physical Education and training of education. From then on, his education, his vocation, his marriage even, and much if not all, of his moral and emotional life were determined for him by a series of rules and by a continuous social conditioning that allowed little possibility of emerging from" the station to which god had called him". Thus one finds much discussion of vocational to fit in to the world of work and of selection or allocation to various forms of secondary studies considered mainly as a more or less efficient process of enabling the schools to receive the kind of pupils which they can educate in a pre determine d way. "Child guidance too has become almost synonymous with the treatment of problem children. As is perhaps natural in such circumstances, the various kinds of services of guidance and those who staff them have tended more and more to become specialized and to be separated from the schools and form responsibility for the growth of society itself.

In Europe and North America, for example, the need of easing the transition from home to school and college have been recognized. Tests of school and college readiness of reading readiness reception classes, nursery schools and classes all exist and are becoming more and more widely used. Many schools, in America, Austria, Canada, Britain, France and India soon, make use of cumulative record cars which serve as a means of recording the observations of different teachers upon the growth of their pupils and which may be the basis of curricular or methodological modifications. Communities change, for good or for ill, they offer more or fewer possibilities to individual participants. We in Europe and probably in the world generally, are committed to rapid change and to the humanistic concept that all human being are of equal value though of different capacities. This implies that guidance's services must also be concerned with the situation towards which the individual is guided. There could even be a longer school year. Summers could be utilized for work experience in factory, shop and farm, or in well organized private and school camps. Boys and girls could get experience in censer vat ion, in preserving and replanting national and state forests and in working on public lands. These areas of educational could be as valuable as those in the class rooms. The result is that they do not flock with enthusiasm to the fields nor do they stick to physical education activities for a long time. We cannot blame the students for their lack of ability or interest. The under lying reason for this is the present status of physical education. There is a great need therefore to put physical education. There is a great need therefore, to put physical education or par with other subjects. In this age physical educations is essential and integral part and aspect of human education. We can't fulfill our dreams in our life without this education. The following proverb has rightly apt –"Physical Education I the integrate mandatory part of our Education in the Globalization World'

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