
Relevance of Swami Vivekananda's Idea of Physical Education in Present Day context

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ABSTRACT:

Swami Vivekananda was a great thinker and reformer of India. Vivekananda pointed out that the defect of the present-day education is that it has no definite goal. He was against the contemporary educational system; it turned men into slaves. He emphasized that the aim of education should be man-making and character-building. His educational ideas have touched every aspect of Indian social life. Now-a-days, physical education has become a key issue of many social clubs and educational organizations. By realizing this situation, researcher presenting this paper which aims to find the opinion of Swami Vivekananda about physical education in contemporary era. So, the major objectives have selected to identify the life philosophy of Vivekananda in present day of physical education and relevance of physical education in present day. Documentary analysis methodology has used for this study. This study will help to analyse and evaluate the importance of Vivekananda's idea of physical education.

Key Words : Physical Education, Present Day.

1.0 INTRODUCTION:

Swami Vivekananda stated, “Education is the manifestation of the perfection already in men”. It means, everyone is inherently perfect. All knowledge pre-exists in the mind. Manifestation means to discover. Education is a process by which the highest truth of man's oneness with God can be discovered. His views on education are constructive, practical and comprehensive approach to education. Everyone has to grow according to his nature. One should not copy others. He said, “We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet. What we want are Western science coupled with Vedanta and also *Shraddha* and faith in one's own self”. Swamiji believed that “A sound mind in a sound body”. He had a strong desire to the children and the youth to be physically fit. Only a physically fit person can recognized his one self. The Planning Commission (1st five year plan, GOI) stated that “Health is a positive state of well-being in which harmonious development of mental and physical capacities of the individuals lead to the enjoyment of a rich and full life. It implies adjustment of the individual to his total environment- physical and social.”

2.0 OBJECTIVES:

Following are the objectives of the present study-

- To study the life philosophy of Swami Vivekananda in respect of physical education.

- To analyse the relevance of Vivekananda's idea of physical education in present day context.

3.0 RESEARCH QUESTIONS: Considering the above objectives the following research questions were framed-

- What are the life philosophies of Swami Vivekananda in respect of physical education?
- What are the situations of physical education in present day context?

4.0 METHODOLOGY: The approach in the present study and the approach was qualitative in nature. This work has been conducted in the following ways-

- Collection of data from primary and secondary sources
- Detailed study of the reliable and valid sources
- Making generalization from the sources.

4.1 Sources used:

1. Primary source:

- Compositions of Swami Vivekananda.

2. Secondary source:

- Books of Vivekananda, written by several authors.
- Data sources taken by Internet

5.0 LIFE PHILOSOPHY OF VIVEKANANDA:

Swami Vivekananda was a great philosopher. He presented a philosophy of education for man-making. Among the contemporary Indian philosophers, he was one of those who revolted against the British system of education in India. He was against the pattern of education introduced by the British in India. He observed that such an education only bring about an external change without any inner force. According to him contemporary education system turned men into slaves. The main objective of British Govt. was to convert educated men as an efficient clerk. He stated that, "It is not a man-making education. It is merely and entirely a negative education. A negative education or any training that is based on negation, is worse than death."

5.1 Objectives of Physical Education according to Vivekananda:

Vivekananda said, "Make your nerves strong. What we want is muscles of iron and nerves of steel." Health is fundamental priority of our life. In terms of resources for social, political, economical development; nothing can be considered of higher importance than the health of the people which is a measure of their energy and capacity. Physical education must be a dynamic process. Vivekananda wanted men and women to develop equally according to their particular sex.

Vivekananda stated, "You will be nearer to Heaven through football than through the study of Gita. You will understand Gita better by your biceps, your muscles a little stronger. You

will understand the Upanishads better and the glory of the Atman, when your body stands firm on your feet and you feel yourself as man.” Character building is impossible in the absence of physical education. Human being must know the importance of making the body strong through physical education. For all round development it is necessary to develop both mind and body. It is hence that he so much emphasized the importance of physical education particularly for youth.

“First of all young men must be strong.” He believed on physical power and opposed weakness in any form. Physical fitness is the foundation for self-development. Unwise lifestyles pose the biggest threats to students’ health. He believes yoga is an exact science. It aims at the harmonious development of the body, the mind and the soul. Yoga is the turning away of the senses from the objective universe and the concentrations of the mind within. The practice of Yoga will help people to control the emotions and passions and resistance power increases and removes the disturbing elements from mind. Physical education and the formal education system will lead to the twin objectives of swami Vivekananda --Man-making and Nation- building.

6.0 PHYSICAL EDUCATION IN PRE-INDEPENDENCE INDIA:

Physical education has existed since the earliest stages of human society, in the forms of basic survival skills. In ancient period physical development is the aim of human development. In British rule, Indian System of physical education got deteriorated. In 1920, the development of scientific Physical Education in Pre-Independence days goes to the Y.M.C.A. college of Physical Education in Madras. This college has been working tirelessly and selflessly to promote and systematize Physical Education in India. The Sargent report (1944) suggested that health committee should be set up in school for school children. Every student should be medically checked up in regular basis. If any defect is found appropriate action to be followed. Minor treatment can be provided in school health clinics. Physical training should be compulsory for school students. This report puts lot of emphasis on physical education, moral education, religious education etc. Outdoor games, drill became more popular during this period. But practically the efforts of govt. to promote physical education were insufficient.

6.1 Ideas of Physical education in school according to Vivekananda: Without the knowledge of physical education, the self-realization or character building or man-making is not possible. He was in favour of *Gurukul* system. He advised us how to keep our body and mind disciplined by observing *brahmacharya*. Pupil must be taught how to control the movement of body parts and mind. The teacher’s should teach the students to use their hands, muscles, legs, ears, eyes properly. Learning can possible with meditation and concentration. For a scientific education system it is necessary to develop both mind and body. Swami Vivekananda took yoga as physical exercise every day.

7.0 PRESENT SITUATION OF PHYSICAL EDUCATION:

According to the second research objective now the researcher have wanted to discuss the present condition of physical education. Inspired by ideology of Swami Vivekananda,

UNESCO gave some suggestion. Getting inspirations from Vivekananda Ramakrishna Mission Vivekananda University (2012) was established in India.

Objectives of physical education of UNESCO are:

- carry out research in inclusive physical education and disseminate research results widely,
- provide training to the teaching staff of schools and colleges through design and disseminate an orientation programme of physical education.
- organize seminars, workshops and conferences to facilitate networking and the sharing of knowledge and good practices ,
- to generate consciousness about the importance of physical education in student life.
- strengthen links and cooperation with local and international institutions active in the field of physical education, to achieve the above objectives,

Main aim of National Council Of Educational Research and Training is to provide the required theoretical and practical inputs in order to provide an integrated and holistic understanding and developing positive attitudes, values, skills and behaviour related to health and physical education.

7.1 National Council of Educational Research and Training suggested some objectives for primary, secondary and senior secondary levels for effective implementation of the subject of Health and Physical Education.

Specific objectives:

- ❖ To help the children to know and accept individual and collective responsibility for healthy living at home, school and in the community.
- ❖ To help those children who are excellent in games and sports.
- ❖ To help the children to know their health status, identify health problems and be informed for taking appropriate remedies.
- ❖ To create awareness among children about rules of safety in appropriate way to avoid accidents and injuries. To help them with first-aid measures about common sickness and injuries.
- ❖ To help the children to learn correct postural habits of standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities.
- ❖ To help the children to improve their neuromuscular coordination through participation in a variety of physical activities in order to increase physical fitness.
- ❖ 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.
- ❖ To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life.
- ❖ To help those children who have physical, psycho-social needs .

7.2 Role of UGC: The UGC initiated a scheme in 1993 for promoting of Yoga Education. This scheme aims at assisting universities in setting up Yoga Education and practice center. UGC decided to support at least ten universities for establishing or strengthening of Dept. of Human consciousness and Yogic Science. UGC identified ten universities out of the fifty universities for creating an independent dept of Human Consciousness and Yogic Science. A grant of Rs. 10,000 lakhs to all these ten universities was also released during the financial year 2000-2001 for starting the dept. of Human consciousness and Yogic Science.

7.3 Role of West Bengal Govt. : Physical Education was compulsory from class VI to X since 1972 to 1995. After 30 th April 1995 Physical Education was stopped down as additional subject in class IX and X and it remained compulsory only in class VI, VII and VIII. In 1996 it is considered as additional subject in Madhyamik Education.

Physical education is treated as '*Ability in Mental and Physical Coordination*' in class I and II as fifty (50) marks exam. In class III and IV physical education and work education both subjects treated as '*Health and Physical Education and Art Education*' as eighty (80) marks exam. From class V to VIII this subject contain only fifty (50) marks. But in class IX and X physical education is not compulsory subject. It is an additional subject.

8.0 PROBLEMS OF PHYSICAL EDUCATION IN PRESENT DAYS:

The situation of physical education of present time differs from the ideologies of Swami Vivekananda. The problems of physical education are follows:

- Physical education is not getting the same status as other subjects. Head teachers do not accept physical education as a priority, which has a direct impact on physical education provision.
- Societal prejudices towards the children who have special need can lead to reduced participation in physical education classes.
- Research programmes, workshops are poorly funded and are not focused on the key priorities within physical education.
- Curriculum are rigid and non-flexible for physical education and do not enable adaption to suit specific, individual needs.
- Lack of sufficient aids, equipments materials is also a barrier.
- Policy does not make this subject mandatory.
- There are not enough specialist in physical education teachers at all levels, leading to physical education being delivered by inadequately trained personnel.

9.0 RECOMMENDATIONS:

According to Vivekananda's philosophy "man-making education" is possible by physical fitness. At present, Vivekananda's ideology of physical education should be adopted on the basis of few fundamental principles:

- Physical activities should be selected for the pupils who are physically and mentally capable for those activities.

- Govt. should formulate some policies for physical education.
- Traditional sports should be given an important role in this subject.
- Adequate incentives should be provided to the students who will participate in those activities.
- While preparing the programmes; economical and geographical conditions should be taken into account.
- Physical education should be planned for those students who are differently capable.
- Physical education must be accorded to the same status as other subjects. The priority of physical education should be equal to the other subjects in curriculum and the head teachers have to take a leading role to maintain this.
- Social consciousness has to be generated to stop or change societal prejudices towards disability, otherwise participation in physical education classes can not be increased.
- Research programmes, focused on the key priorities of physical education have to be arranged.
- Curriculum must be flexible, lucid in order to be acceptable to all.
- New policy on physical education must be developed to make mandatory the provision of physical education for all pupils including persons with disabilities, girls and those from minority groups.
- Requirement of adequate specialist physical education teachers at all the levels must be fulfilled. In West Bengal the situation is more painful. Though in secondary level there is at least a physical education teacher in schools, in primary level the teachers have not sufficient training to deliver physical education.
- Physical education is to be considered a priority for allocating sufficient resources.
- Many schools have inadequate and insufficient facilities and equipments. They have no adequate technical support and maintenance which can lead to unsafe and inaccessible facilities and resources. So sufficient equipment and other facilities must be provided to develop the physical education in schools.

10.0 DISCUSSION:

The Central Govt. continuously plays a leading role to promote physical education. All Indian Council of Technical Education always encourage Physical education, Yoga and adopt an effective evaluation method. The proposed National Commission for Human Resources and Health (NCHRH) would also constitute a National Board for Health Education (NBHE) and a National Evaluation and Assessment Committee (NEAC) with a mandate to prescribe minimum standards for health education, and developing and maintaining a system of accreditation of health educational institutes respectively. Eleventh Five Year Plan (2007-2012) emphasized on School Health Programme. Its objective was to help the children in attaining maximum potential for growth in physical development. The programme should provide health knowledge. It was include school health services and health education curriculum. In Twelfth Five Year Plan (2012–2017) emphasize is given on leadership role of headmasters of schools in training and health education. But in West Bengal the progress of physical Education is not satisfactory at all. No importance has been given to the curriculum of physical education in West Bengal. It is treated as additional subject in Madhyamik Examination.

11.0 CONCLUSION:

Central Govt. time to time frames the rules and regulations for development of physical education by supporting financial administrative level. But actually no improvement has since being made in this subject. Before 1995 no importance was given to the curriculum of Physical Education. After 1995 this subject treated as additional subject. The teachers of physical education under took their duties most neglected. Most of the teachers even the head examiners did not follow the rules sincerely laid down by Board. The present position differs from the ideology of Swami Vivekananda.

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