



# Active Steps towards an Ennobling Physical Education: A Study

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## Abstract

This paper attempts to study how **physical education** leads to rationale. The whole purpose of sport is to pursue an artificial challenge that is outside the boundaries of real life, a challenge that is totally contrived. As a result, sport feels like a second or make-believe world. Both its nature and the attitude one needs to engage in it are deeply rooted in play. As a general rule, people do not pursue the goal of sport because they have to but rather because they want to. It is a fun, absorbing and exhilarating challenge. They choose to engage in sport for its own sake, as an end in itself. In these ways (among other ways, too), sport and play are closely related. In a world where boredom and monotony are not uncommon, people turn to sport as a way to invigorate, enliven and refresh themselves. Without question, people are interested in sport because — at its best — it is a form of play. Physical Education (PE) develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. In addition to sport's connection to play, there are a number of other “goods” that can be experienced or obtained as a result of sport participation and/or involvement. The quest to acquire these goods is also a key reason why people play sport. Philosophers differentiate between the goods of sport using the following two categories: external and internal goods. *The External Goods of Sport*. External goods are outcomes of sport participation such as better health or improved physical fitness, a sense of community by belonging to a team, making a living (or sometimes a fortune), becoming famous, and so on. These types of goods are not exclusive to sport. They can be realized or obtained through other means as well. For example, someone can improve health or physical fitness through exercise or eating better; a person can find community in a religious group or social club; people can become wealthy or famous via business, music, art, politics and so on. The point is that one does not have to participate in sport to achieve external goods. They can be secured in many other ways.

*Key words: Sports and exercise, medicine, Centrality, Physical activity, Physical skills.*

## Introduction

Some external goods found in sporting contexts are more easily obtained than others. Goods such as improved health and fitness, having fun, and making friends are accessible to anyone who participates in sport. These goods can (or should) happen for everyone. Other external goods, such as fame and fortune, are unattainable for most people who play sport because they are typically secured only by elite performers. Despite the low probability of obtaining fame and fortune through sport, the prospect of getting a college scholarship or becoming a professional athlete is very attractive to many. What should be clear from the discussion of external goods is that sport participation and involvement can lead to outcomes that people want. Sport is popular because it can be used as a tool to get some other real good. Who doesn't want better health, quality friendships, a college scholarship, fame and/or fortune? While the external goods of sport are important and highly desirable, they do not, however, tell the whole story about the appeal of sport.

## Objective:

This paper intends to explore and analyze significance of **sport as part of physical education**, vital to the developing bodies and minds of pupils, also emphasise that sport in schools/colleges has to go mainstream elucidating scientific evidence of the wholesome growth.

What should be readily apparent is that the internal goods of sport cannot be achieved in any way other than participating in a specific sport. In fact, these goods are meaningless anywhere and everywhere else in the world. Making a three-point shot in a close basketball game matters only in basketball, not in business or science or tennis. A person can obtain the internal goods of basketball on the basketball floor only by becoming a basketball player. Without question, people play sport to experience the unique joy and satisfaction that comes with playing a specific sport well. Such are the internal goods of sport. Some people may question whether the internal goods of sport can be secured by students in physical education. However, plenty of research and personal accounts show that it is possible (Johnson, 2016; Sinelnikov & Hastie, 2010; Wessinger, 1994). Students love to “score goals,” “make baskets,” “intercept passes,” “win points,” and so on. The prospect of experiencing the internal goods of sport, even in physical education, is very appealing to students. Therefore, both teachers and students are responsible for manufacturing legitimate opportunities for *all* students to experience and achieve the internal goods of sport. While the popularity of sport is indisputable, this does not mean that *all* students in physical education will be naturally or immediately drawn to or have an interest in sport. Initial reluctance or disinterest from some students should not deter teachers from including sport in physical education programs. After all, not all students are immediately interested in math or Shakespeare or science either. If sport is important, and it is, a love for it needs to be nurtured in all students, even the most reluctant or skeptical. Here are a few recommendations to guide this process.

Sport-based projects can contribute to the fulfillment of the right of the child to the enjoyment of the highest attainable standards of health. With the enactment of the Right of Children to Free and Compulsory Education Act 2009 (RTE Act) all schools (private, Government and aided) are mandated to provide free and compulsory child-friendly education to all 6-14 year olds across India. The importance of health and physical development has been emphasized in the National Curriculum Framework as: 'Physical development supports mental and cognitive development especially in young children. The curriculum must have a holistic approach to learning and development that is able to see the interconnections and transcend divisions between physical and mental development'. Most schools have put in place physical education teachers/coaches in upper primary school as mandated in the schedule of the RTE Act but a huge gap that needs to be addressed is to build on the experiences of the work in primary schools to ensure a robust sports and physical education programme in upper primary and secondary schools.

Two key factors that will strengthen this area in schools are (i) development of aids/ resources in line with the curriculum and (ii) capacity development of teachers to use the resources in classroom teaching. The PEC –India programme uses the power of inclusive physical education and sport to develop fundamental skills in a progressive manner for children across all abilities. Skills are based on Agility, Balance and Coordination, Speed and Strength. These skills when developed in an appropriate manner equip the child to choose their own sport and the level to which they would like to be involved besides social, mental and cognitive skills. Children not interested in sports develop a healthy attitude towards fitness as a way of life. The programme is focused on building personal attributes such as confidence, self esteem, ambition, high aspiration, good behavior, understanding and respect of rules, health and well being, good relationships with others, appreciation of ethics and fair play and ability to cope with winning and losing experiences.

The PEC strategy is based on the premise that every child matters and also that physical education, games and sport can develop skills like observation skills, analytical skills, evaluation, leadership and team work skills, communication skills, emotional and intrapersonal intelligence and motor skills that are relevant in other areas of the curriculum for holistic development.

The PEC resources have been designed to be used by non specialist primary teachers, with the support of specialist physical education teachers during the PE periods. They are designed to inspire teachers to join in with the children and have fun with them while helping them to learn and become physically confident and socially competent. PEC is a progressive set of teaching resources outlining physical activities and challenges that are suitable for the different ages and stages of children's physical development and cognitive understanding.

The programme developed by International and Indian experts has been endorsed by the Ministry of Human Resource Development, Ministry of Youth Affairs and Sport, National Council for Education Research and Training and Central Board of Secondary Education.

## PEC Resources

1. Physical Education Cards– a set of colorful cards with instructions for delivering fun, safe and inclusive organized physical education sessions. The cards focus on providing activities that are easy to organize with large groups of children hence engaging every child in the class.
2. PEC Kit Sets of various sport equipment that can be used with the cards targeting different age groups and levels of difficulty.
3. PEC Primary and PE Teacher Training Programme For the schools integrating PEC in their curriculum, it is essential to undergo a mandatory training to understand the PEC philosophy and the mechanism to use the PEC resources.

## PEC Advantage

The use of the PEC resources will

- Empower the primary and physical education teachers to transact the Physical Education Curriculum in schools and raise their confidence levels.
- Provide students access to quality physical education and school sport across all abilities thereby ensuring participation of all students in physical activities, games and sports.
- Enable all students to develop motor and cognitive skills, fundamental movement skills of Agility, Balance and Coordination (ABC of Sport).
- Provide opportunities to develop responsible, personal and social behavior by working in groups and independently of the teacher.
- Provide suggestions to teachers of ways in which language, mathematical and scientific learning can be included and reinforced in meaningful contexts during the physical education lessons
- Provide opportunity to the young people to realize their areas of strengths in sports and if they would like to participate beyond school or develop a healthy attitude towards physical fitness.
- Provide schools an extra advantage. Attaining higher levels of overall achievement by developing skills through physical education and sport.

## Conclusion

Child friendly schools have the potential to improve student attendance and retention which in turn has a direct correlation with the learning levels, completion of elementary cycle, transition to secondary schools, particularly of girls. This will help in advocating for mainstreaming physical education with dedicated time in the regular

school routine Physical Education and sport are global phenomena that transcend language, religion and culture. The PEC programmes focus is on creating a leading PE and sport system that reaches, inspires and engages all young people to raise standards, achievement and attainment across all subjects irrespective of age, abilities, gender, religion or culture. PEC India trainings have been carried across more than 1500 schools and 20, 000 teachers. The promotion and implementation of the programme needs to be stepped up. The Shipley Foundation for Social Impact along with partners Special Olympics Bharat are providing Inclusive PEC training in schools. Motivational sessions on power of play and school sport for School Development, Leadership development through Sport, Removing gender discrimination using Sport and Skill Development through Sport in an inclusive manner are part of the services on offer. Sport is popular across the world. While the appeal of sport may vary across cultures and individuals, there are clear reasons why sport is interesting to so many people. Ideas from the philosophy of sport, such as the connection between sport and play and the external and internal goods of sport, offer insights into the allure of sport.

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