



ORIGINAL RESEARCH PAPER

Physical Education

“PRIMARY SCHOOL CURRICULUM FOR PHYSICAL EDUCATION: CHALLENGE”

KEY WORDS:

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ABSTRACT

The Physical Education curriculum provides opportunities for children to learn through the medium of movement. The primary focus is on the body and on physical experience, enabling child to develop physical skills and co-ordination. It contributes to their social and personal development and helps them to lead full, active and healthy lives. The physical education curriculum seeks to satisfy the physical needs of the child through a consistent and comprehensive experience of movement and play that challenges the child to realise his or her individual physical potential. It provides for a wide range of physical experiences appropriate to the developmental needs of each individual child in Athletics, Dance, Gymnastics, Games, Outdoor and adventure activities, and Aquatics. Within each of these, a variety of activities is provided that can enable the school to plan a balanced physical experience appropriate to the needs and abilities of each child and to the circumstances and environment of the school.

INTRODUCTION:

Physical education has a particular contribution to make to the child's personal and social development. It promotes diversity of experience rather than specialization and provides a wide range of activities and games that help develop the child's co-operative skills and his or her appreciation of the value of co-operative activity. It also fosters the concept of fair play and a balanced perspective on, and acceptance of, success and failure.

The concern of physical education for the emotional development of the child is met in a number of ways, not least of which is the emphasis it places on encouraging the child to focus on the achievement of his or her personal physical goals. This engenders positive attitudes and contributes to the enhancement of the girl's self-esteem.

Physical education also contributes to the child's cognitive development. It helps, for example, to develop the girl's estimation skills when judging time, speed and distance in athletics. It assists in the development of the child's mapping skills in outdoor and adventure activities. More generally, it develops an understanding of physical movement as the child is engaged in a variety of activities.

- Strands
- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and adventure activities
- Aquatics

Dance gives the child opportunities to explore the potential of movement in order to express ideas, emotions, and imaginative insights. Dance education involves the child in exploring, creating, performing and appreciating movement as a form of expression and communication. It includes creative dance, Dancing, and folk dancing from other cultures. Dance differs from other aspects of the physical education curriculum in that its primary concern is with the expressive dimension of movement and with the enjoyment and appreciation of the artistic qualities of physical expression.

Through dance, concepts that relate to the body in space, to the changing dynamics of movement and to the implications of moving in relation to other people and the environment are explored. Children are encouraged to dance in response to different stimuli and accompaniments and to view dance as performance. Their appreciation of dance and its possibilities is enriched when they are given opportunities to see the more accomplished work and performance of others.

RTE (Right to Education):

The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions, such as Operation Black Board, Shiksha Karmi Project, LokJumbish Programme, Mahila Samakhya, District Primary Education Programme etc.

Currently, SarvaShiksha Abhiyan (SSA) is implemented as India's main programme for universalising elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement. These provisions need to be aligned with the legally mandated norms and standards and free entitlements mandated by the RTE Act.

The new law provides a justiciable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

CONCLUSION

The overall purpose of the Primary School Curriculum is to enhance the quality of children's learning and to provide them with a developmental experience that is relevant to their present and future needs. These goals will only be achieved if the philosophy, aims and objectives of the curriculum are realised in its implementation. Achieving this presents a significant challenge to everyone involved in primary education. Open-mindedness, a commitment to curriculum change and the most effective deployment of all the resources of primary education will be required if the educational potential the curriculum has to offer is to be reflected in girl's lives and learning. The success of implementation depends on the use of effective existing resources and the addition of a varied range of additional human and physical supports. Such an infrastructure can help and sustain parents, teachers and schools in maximising girl's learning experience.

The advent of the Primary School Curriculum, therefore, presents an exciting challenge to everyone in the learning community. It is a reflection of the cultural, social and economic aspirations and ideals of Irish society and provides an opportunity to incorporate the fruits of the most modern research and thinking in the theory and practice of primary education in India. It envisages primary education as an experience that is an integral part of the child's life in general and as a crucial component in a continuum of lifelong learning. Above all, it incorporates an educational philosophy that cherishes every child and provides an educational framework that is dedicated to serving his or her particular needs. In valuing the heritage of the past, in embracing the highest ideals and aspirations of the present, and in seeking to equip the child to adjust successfully to and avail fully of future change, it can truly serve the children of India in the new millennium.

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