

# **INNOVATIVE APPROACHES TO PHYSICAL EDUCATION: A FUTURE DIRECTION**

**Rahul Kumar<sup>1</sup> & Kalpana Sharma<sup>2</sup>**

<sup>1</sup>Teaching Associate, ASPESS, Amity University, Noida, Uttar Pradesh (India)

<sup>2</sup>Dean of Education & Director, ASPESS, Amity University, Noida, Uttar Pradesh (India)

Received: 12 May 2020 Revised and Accepted: 09 July 2020

**ABSTRACT:** The objective of writing this research paper will highlight the latest teaching strategies, age appropriate equipment's, and health optimizing physical education curriculum used in the field of PE program for long life as well and good health. For establishing the relationship with today's demand gone through with meta-analysis of physical education programme, campaigning latest and advanced equipments, advertisement on news paper, social media, other online platform, TV ads, as well as the journal and article review, work in progress at ground level and different curriculum guideline used by Indian schools.

**Keywords:** Physical Education, Teaching, Curriculum, Age, Strategies and Equipment.

## **I. INTRODUCTION**

A physical educator has a great role to play at the grass root level to groom a child into making a potential and highly skilled professional. Olympians are not born, but they are made through hard work of Participant and their coach, researcher, family. Physical education is an integral part of student's academic education that teaches learners about movement. As a result of their learning in physical education, students can increase their enjoyment, confidence and competence in a range of physical activities. They can learn about health-related fitness and take responsibility for being physically active now and in the future. Physical education has the potential to help students develop the knowledge, attitude, skills, behaviour, and confidence needed to be physical active for life. It is possible only when we develop early stage education at elementary to secondary level. Nowadays we all know the kid's life style they are busier in playing video games and watching Television. We need to learn how we make healthy lifestyle with playing sports. (Sallis, J.F & McKenzie, T. L., 1991) Many countries implemented PE cards in their classes (I-V) in the school. The use of these cards has inculcated a sense of self discipline, team spirit and sharing among the students every class is assisted by a physical education instructor and the class teacher. The class is divided into groups depending on the activity. It is ensured that each child participates in every activity. The teacher ensures that the activity is carried out entirely by the students. Also incorporating these games in teaching new concepts of other subjects in more interesting and innovative ways. Physical and mental development is evident and for a change, they are also learning concepts of English, Science, Mathematics, Social Studies outside the classroom. We need to generate among students learn to give and receive respect enjoy a win and take defeat in a positive stride, thereby inculcating a sense of sportsmanship spirit in them. Every year to year, many researchers and educators have revised their PE curriculum, equipments and training technique under the guideline of NASPE (National Associated of Sport and Physical Education). In India, Central Board of School Education (CBSE) has made PE an elective subject in school curriculum. The idea of including PE class in school is to make the students healthy and teach them healthy life style. Understanding the value of Physical Education govt taken the latest strategies, age appropriate equipments, new curriculum, used in the field of PE Program.

Need to innovate physical Education through Movement Education: Physical education is a formal content area of study in Schools. Govt of India taken many several efforts and memorandum in School to achieved PE program as firm place in front of main stream subject. Physical Education programme has been generating awareness about knowledge, attitude, skills, behaviour and confidence among students. Despite of having equipmentbut it didn't enough to full fill the requirement of whole group. Each students had not gotten chance to play. According to Movement Education curriculum guideline equipment's areaccording to age, instruction patterns, Hiring New Researchers. New Researcher and Scholars are trying to follow all the standard guideline

given by NASPE (National Association of Sport and Physical Education). SPARK (Sports, Play, and Active Recreation for Kids). A inaugural organisation in United states, has continually developing PE education in among us since 1989 in India like Khelo India, FIT-KIDS, EDUSPORTS, KOOH SPORTS, SPORTS MENTOR, (PEFI), youth Affairs and Sports (YAS), are also taking to develop this Programme at globalized level Platform.

**II. METHODOLOGY**

Many ways to enhance the knowledge of PE education in society. New physical activities, equipment’s, need to be PE programme hoarding, poster, news paper, with making page of facebook, Social media account. We all know new generation getting knowledge at the social media platform other than books. So it’s easy way to approach million of the students who interested in PE programme. Physical education curriculum, physical education equipment’s, given little task activities, new strategies in PE programme, and curriculum guidelines for physical education; as well the experience researcher we needed.

**III. RESULT**

The collected or gathered data after done the meta-analysis of each and every component related to this study shown and drafted in tables below.

**Table 1: Shows the result of meta-analysis of different continent curriculum with their direction and standards.**

Continent	Direction	International Standards	Review
Asia-Specific Curriculum	<ol style="list-style-type: none"> <li>1. Advocate the importance of sports education.</li> <li>2. Encourage sports participation in schools.</li> <li>3. Increase sporting opportunities for the young.</li> <li>4. Enable students to master basic movements and basic games skills based on their individual capabilities.</li> <li>5. Develop personality and self-discipline.</li> </ol>	<ol style="list-style-type: none"> <li>1. Movement capability and proficient</li> <li>2. Knowledge and application of movement thought</li> <li>3. Health-boost fitness</li> <li>4. Physically progressive behaviour</li> <li>5. Personal and communal behaviour</li> <li>6. Insightful and respect for individual changes</li> <li>7. Personal meaning derived from physical activity</li> </ol>	McNeill, Michael & Lim, B.s.C. & Wang, John & Keat Clara Tan, Wee & Macphail, Ann. (2009). Moving towards quality physical education: Physical education provision in Singapore. European Physical Education Review. 15. 201-223. 10.1177/1356336X09345224 .

<b>American Curriculum</b>	<ol style="list-style-type: none"> <li>1. Clearly articulated plan for how standards and education outcomes will be attained in a school district or school.</li> <li>2. To benchmark and implement its own design and schedule.</li> <li>3. Curriculum serves the purpose of standardizing: equitable education for all students.</li> <li>4. It also results in improved teacher quality and increased consistency in instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1: Display proficiency in a variety of basic skills and movement behavior.</li> <li>2: Administer awareness of concepts, principles, blueprint and approach related to action and performance.</li> <li>3: Display the awareness and skills to accomplish and maintain a health – boosting level of physical activity and fitness.</li> <li>4: Displayed answerable personal and communal attitude that respects self and others.</li> <li>5: Admit the cost of physical activity for health, fun, challenge, self-expression and communal behavior.</li> </ol>	<p>Adapted from NAPE (2004). Moving into the future: National standards for physical education (2nd ed.) Reston, VA: Author.</p> <p>Mandigo, J., Francis, N., Lodewyk, K., &amp; Lopez, R. (2012). Physical literacy for physical educators. <i>Physical Education and Health Journal</i>, 75 (3), 27- 30.</p>
<b>Australian Curriculum</b>	<ol style="list-style-type: none"> <li>1. National standards to improve learning outcomes for all young Australians.</li> <li>2. Develop and administers national curriculum and national assessments.</li> <li>3. Collect and publishes school performance data.</li> <li>4. Provide school curriculum services.</li> <li>5. Provide support teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1: Display proficiency in a variety of basic skills and movement behavior.</li> <li>2: Administer awareness of concepts, principles, blueprint and approach related to action and performance.</li> <li>3: Display the awareness and skills to accomplish and maintain a health – boosting level of physical activity and fitness.</li> <li>4: Displayed answerable personal and communal attitude that respects self and others.</li> <li>5: Admit the cost of physical activity for health, fun, challenge, self-expression and communal behavior.</li> </ol>	<p>Doune Macdonald (2013) The new Australian Health and Physical Education Curriculum: a case of/for gradualism in curriculum reform?, <i>Asia-Pacific Journal of Health, Sport and Physical Education</i>, 4:2, 95108, DOI: <a href="https://doi.org/10.1080/18377122.2013.801104">10.1080/18377122.2013.801104</a></p>
<b>European Curriculum</b>	<ol style="list-style-type: none"> <li>1. Perspectives to expand on strategies to further assist in physical education and related activities.</li> <li>2. Strategies primarily focus on activities of physical education in schools and target population, with evaluation specifically aimed at schoolchildren.</li> <li>3. An approach often provides a comprehensive foundational scheme to develop physical education pertaining to physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1: Display proficiency in a variety of basic skills and movement behavior.</li> <li>2: Administer awareness of concepts, principles, blueprint and approach related to action and performance.</li> <li>3: Display the awareness and skills to accomplish and maintain a health – boosting level of physical activity and fitness.</li> <li>4: Displayed answerable personal and communal attitude that respects self and others.</li> <li>5: Admit the cost of physical activity for health, fun, challenge, self-expression and communal behavior.</li> </ol>	<p>European Commission/EACEA/Eurydice, 2013. <i>Physical Education and Sport at School in Europe</i>, Eurydice Report. Luxembourg: Publications Office of the European Union.</p>

	<b>Boards</b>	<b>Classes &amp; Ages</b>	<b>Curriculum</b>	<b>Assessment Key</b>	<b>Subjects Taught</b>
<b>NATIONAL BOARDS</b>	CBSE	1–8 (ages 6–14)	No prescribed syllabus from board, but recommends syllabus laid down by NCERT	Internal assessment conducted by the teachers (no formal periodic tests, no awarding of grades or marks for primary levels; no detention till	Languages, Env. Studies (Science and Social Science integrated), Mathematics

<b>INDIA</b>	<ol style="list-style-type: none"> <li>1. Activities are crucial for development of physical aspects and key psycho-social elements in school children.</li> <li>2. Need to be provided adequate opportunities.</li> <li>3. Children are not provided with enough opportunities to stretch and play as per set schedules in school and older children are usually denied of play/sports.</li> </ol>	<ul style="list-style-type: none"> <li>• At present there are no defined standards of curriculum for sports and physical education in India. There are broad level guidelines and policy papers which indicate what needs to be done.</li> <li>• No prescribed syllabus from board, but recommends syllabus laid down by NCERT</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf">http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf</a></li> <li>• White-Paper_CII-Sportseed_Establishing-National-Curriculum-Standards-for-Sports-Education-in-India_June2017</li> </ul>
--------------	---	---	--

**Table 2: Shows the result of different curriculum with their direction and standards.**

				class 8)	
	CISCE	1–8 (ages 6–14)	No prescribed syllabus from board, but recommends the Inter State Board for Anglo Indian Education	Internal assessment with annual examinations conducted at the school level	English, Env.Edu, Maths, Science (Physics, Chemistry, Biology)
<b>INTERNATIONAL BOARDS</b>	INTERNATIONAL BACCALAUREATE ORGANISATION	PYP (ages 3–12)	Curriculum prescribed by IBO	Internal assessment with a continuous evaluation and conducted by the teachers based on certain pre-decided criterion (by the IB)	Language; Mathematics; Science; Social Studies; Arts; Personal, Social and Physical Education
	CAMBRIDGE INTERNATIONAL EXAMINATIONS	Primary (ages 5–11)	Curriculum prescribed by CIE	Cambridge Primary Progression Tests (marked in school) Cambridge Primary Checkpoint (marked by Cambridge examiners)	Mathematics, English and Science

Nowadays Many current scenarios running in whole world. Where lots of technology came in forefront in the PE Programme. If you show these PE education on Internet platform you must seen many website, apps, guiding apps other you can see like Khelo India fitness programme, SBSB Assessment programme of KVS, HPE PROGRAM of CBSE and PEC Programme of British Council. Due to the PE programme many adult’s can reflect back on their childhoods. Adventure-based learning is the deliberate use of experimental learning activities for social and emotional growth,” it’s challenging and it’s emotionally safe way to experience relationship skills in a cooperative setting.” Many agencies, Private Institute and organisation came in front to promoting health and fitness programme. The popular name is PEFI, SAI and lots of Private and govt colleges have successful in creating awareness about Physical education and health.

**Latest Equipments:**

If you are PE teacher you know the importance of PE equipment essential. Ensure every student has the opportunity to stay active during physical education classes. Equipment must be age appropriate and safe usable. Students doesn’t harm himself/herself. Bevans K.B. et al., (2010) suggested that age-appropriate equipment increases pain free practice, increases students’ chances for active participation in the PE classes and maximize the effort devoted career in this field.

**IV. CONCLUSION**

The overarching goal of promoting physically active lifestyles should permeate everything that is taught in physically education. Physical education will help to teach students how to live actively and eat healthy. With rising health issues, physical education can be step in the right direction to help eliminate them. Physical activity can decrease the incidence of obesity and therefore decrease the incident of heart disease. Early physical activity habits are more likely to carry on into adult’s life. This signifies the importance of early education and physical activity programs.

1. Revised Curriculum with benchmark and outcomes,
2. Age appropriate equipments, teaching techniques,
3. Physical activity for at least 60 minutes per day.

However, the use of innovative equipments, strategies and curriculum in PE classes must be research-based and need for the children.

**Future Directions:**

1. To inculcate the modern technology into the field of Physical Education and Sports.
2. Need to create a “Web Portal” for detailed, informed & structured data base or available recourses.
3. There is a gap between the syllabus for PE and the actual execution of it during the games period. We need to develop a robust sports curriculum with grade-wise lesson plans for every proficiency level.
4. To inculcate an experience based sports habit which leads to creation of lifelong sports enthusiast right from a young age.
5. Creation of a national sports structure is more vital than creating sports infrastructure. It is widely observed that schools (particularly private schools) consider promoting sports through creation of world class infrastructure. While it is important to have good quality grounds, turfs, pitches, courts and arenas, it is equally critical to have a supporting curriculum to complement such facilities.
6. There is a need of one for all curriculums because in this research we find that schools have different types of Curriculum with their own personalized goal and objectives.

**Acknowledgements**

Authors acknowledge the immense help received from the scholars whose articles are cited and included in references of this manuscript. The authors are also grateful to authors / editors / publishers of all those articles, journals and books from where the literature for this article has been reviewed and discussed.

**V. REFERENCES**

- [1]. Bevans, K. B., Fitzpatrick, L.-A., Sanchez, B. M., Riley, A. W., & Forrest, C. (2010). Physical Education Resources, Class Management, and Student Physical Activity Levels: A Structure- Process-Outcome Approach to Evaluating Physical Education Effectiveness. *The Journal of School Health*, 80(12), 573–580. <http://doi.org/10.1111/j.1746-1561.2010.00544.x>
- [2]. Doune Macdonald (2013) The new Australian Health and Physical Education Curriculum: a case of/for gradualism in curriculum reform?, *Asia-Pacific Journal of Health, Sport and Physical Education*, 4:2, 95108, DOI: 10.1080/18377122.2013.801104
- [3]. European Commission/EACEA/Eurydice, 2013. Physical Education and Sport at School in Europe, Eurydice Report. Luxembourg: Publications Office of the European Union.
- [4]. <http://www.sparkpe.org/physical-education-resources/academics-physical-activity/#sthash.iz3305Xg.dpuf> Accessed on 21th February, 2017
- [5]. <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>
- [6]. Indiatoday (PTI). Grukul trust launches school sports promotion foundation. <http://indiatoday.intoday.in/story/grukul-trust-launches-school-sports-promotion-foundation/1/469116.html>. Accessed on 15th February, 2017
- [7]. Judith E. Rink, Tina Hall, Lori Williams (2010). Schoolwide physical activity: A comprehensive guide to designing and conduction programs. *Human Kinetics News and Excerpts*. <http://www.humankinetics.com/excerpts/excerpts/the-role-and-responsibilities-of-the-physical-education-teacher-in-the-school-physical-activity-program>.
- [8]. Kumar, R., & Sharma, K. (2018). OUTCOME BASED PHYSICAL EDUCATION STANDARDS: A META ANALYSIS. *European Journal of Physical Education and Sport Science*.
- [9]. Kumar, R., & Sharma, K.(2019) Development of Physical Education in India: A Life Long Perspective Future Directions toward its Standardization. Volume 4 Issue 2, 136-139.
- [10]. Linda Griffin, Joy Butler (2005) Teaching Games for Understanding. Saskatchewan Physical Education Association.
- [11]. Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012) Physical literacy for educators. *Physical education and Health Journal*, 75(3), 27-30.

- [12]. McNeill, Michael & Lim, B.s.C. & Wang, John & Keat Clara Tan, Wee & Macphail, Ann. (2009). Moving towards quality physical education: Physical education provision in Singapore. *European Physical Education Review*. 15. 201-223. 10.1177/1356336X09345224.
- [13]. Mike Metzler, Thomas McKenzie, Rebecca Ellis, et al., (2013). Health Optimizing Physical Education (HOPE): A New Curriculum Model. *Journal of Physical Education, Recreation & Dance*, Volume 84, Issue 4, 2013 pages 41-47, DOI:10.1080/07303084.2013.773826
- [14]. Naomi Hart (2010), *Teaching Games for Understanding*. [www.naomihartl.weebly.com/blog/archives](http://www.naomihartl.weebly.com/blog/archives). Accessed on 20th April, 2017
- [15]. Sallis, J. F., & McKenzie, T. L. (1991). Physical education's role in public health. *Research Quarterly for Exercise and Sport*, 62,124–137.
- [16]. SPARK. How SPARK Aligns with NASPE's National Standards for Physical Education. <mailto:http://www.sparkpe.org/standardsNASPE.pdf>. Accessed on 15th February, 2017
- [17]. Steven Stolz, Shane Pill (2014) *Teaching games and sport for understanding*. *European Physical Education Review*; Vol 20, Issue 1, pp. 36 - 71. doi: 10.1177/1356336X13496001
- [18]. Stewart G. Trost, Hans van der Mars (2009), *Why We Should Not Cut P.E.* *Health and Learning* Pages 60-65 Volume 67 | Number 4
- [19]. *White-Paper\_CII-Sportseed\_Establishing-National-Curriculum-Standards-for-Sports-Education-in-India\_June2017*