

**A**  
**PROJECT REPORT**  
**ON**  
**PHYSICAL EDUCATION**



**Submitted To Department of commerce**

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CERTIFICATE

This is to certify that the project entitled PHYSICAL EDUCATION  
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## **ABSTRACT**

Resistance training, Sports training, physical fitness, leg strength, back strength and Education. The development of physical education in India started at the beginning of the 20th century. The Young Men's Christian Association (YMCA) was set up in Calcutta in 1908. Indian society had constricted views about women's sports participation at that time. It took a long time to establish a broad perspective about this field. However, the number of women participating in physical fitness programmes has rapidly increased.

Physical activity has an important implication for all individuals' health and well-being. Easy Life has negatively influenced the development and maintenance of physical fitness. Barrett (1974) reported, "Evidence is mounting that physically fit persons lead longer lives, have better performance records and participate more fully in life than those who are unfit.

- Featherstone (1996) believes that Modern civilization has made life soft and luxurious. The diminished physical efforts' and artificial life are responsible for a physically vulnerable population. People today lack both strength and endurance; the average man spends more time attending to his automobiles than treating his body.

- M. Barrett; Health Education Guide: A Design for Teaching (Lea and Febiger, 1975), Featherstone, Donald F., Be Fit at 40, The mature man's Guide of Physical Fitness; London: Thorsons Publishers Ltd., (1980), 2Men's existence and effectiveness depend upon his physical fitness.

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# **CHAPTER- 1**

## **INTRODUCTION**

### **PHYSICAL EDUCATION**

#### INTRODUCTION TO PHYSICAL EDUCATION

We are investigating the role of the physical education curriculum in the effectiveness of physical fitness teaching in schools. Effects of aerobic capacity, muscular endurance and body mass index on learning abilities of young students.

Role of inclusive pedagogy in physical education and health of children in elementary schools.

Physical Education and Sports is one of the essential yardsticks and also an integral part of education for any country at any point in time. Thus each country should try to set out a framework of the action plan for the promotion and development of Physical Education and Sports Paradoxically; sports are witnessing a spectacular boom in the media spotlight worldwide, including in India, while it is being seriously neglected within the educational system.

Physical Education acts and the provision of resources for the nation and constructing an evaluation system in education developments. It promotes the development of physical education in a country.

Compared to earlier years and now, we can see the decline of physical education compared to the present. One needs to overcome the hurdles and battles to improve the structure and infrastructure status to develop the overall discipline in physical education and sports.

Physical Education & Sports form an essential part of the educational system even when they never receive the importance it deserves.

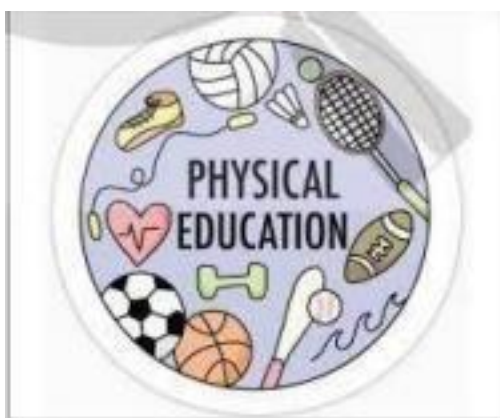
Even though it is included as part of the curriculum from the early stages of education, it has never been taken seriously by the educational administrators, the academicians and the students.

Physical Education is the only profession where you talk and play/perform. The concept of Physical Education in the general public's mind is big round, play & play and no work.

Abraham Lincoln said, "Sportsman is the best Ambassador of the Nation in one of his addresses." Hence, the Physical Education Director/Teacher can also be the best Ambassador of our Institution/ University. . At present, compared to earlier years. We can now see the decline of physical education compared to the present. One needs to overcome the hurdles and battles to improve the structure and infrastructure status to develop the overall discipline in physical education and sports.

Physical fitness implies more than the ability to do work without much effort. It affects, to some degree, all his life's mental effectiveness and personal social adjustment as well<sup>3</sup>. Fitness and health are inseparable parts of sports performance and achievements. The quality of an individual sportsman's fitness in conditions of its functional values is directly proportional to the amount of commission. In international competition, one can rarely differentiate the top step contenders from a single another in fitness conditions.

However, deciding factors sometimes remain with fitness in conditions of the finer aspects. The longer one stays at a high altitude, the better his performance will be, but it never entirely grows to the values obtained at sea level. It is also pointed out that the courses of eminence probably enhance performance at sea level, but only in unconditioned non- sports persons.



The training intensity required for the upkeep of a top performance cannot be achieved at high altitudes for highly trained athletes. Fitness improves vital organs for full and vigorous dwelling. The physically fit infant feels greater alert and keen

to do things. A weak baby is an exposed brick inside the wall of the country. The wealth of a country relies entirely upon the health of each citizen of the country. Hence fitness of students is a fundamental thing to be taken into consideration. The physical health of the human body is a first-class-tuning to

an engine. Fitness may be defined as a circumstance that allows us to appear, feel and do our H. Harrison Clarke.

Physical Fitness Research Digest (Washington D.C.) President's Council on Physical Fitness and Sports 1 (July 1971). More, in particular, is the capacity to carry out each day's tasks vigorously and alertly, with energy left over for taking part in enjoyment-time sports and family emergency needs. It is the capacity to bear, bear up, withstand pressure, hold on in occasions in which an undeserving character could not retain, and is a prime foundation for qualified health and nicely-being.

The study is to make a Comparative analysis of health-related physical fitness among Female and Male Students of Bethel Convent High School, As the world begins a new millennium, man's quest for physical fitness throughout prehistoric times for survival needs such as hunting and gathering has turned into a means of health enhancement, maintenance, and rehabilitation and its effects in conditioning for competitive sports. The health and fitness industry has come a long way worldwide.



An active lifestyle during childhood and adolescence may influence amounts of physical fitness and body composition. Participating in physical activity, being physically fit and



retaining a sound body composition may be crucial

for better health. There is an emerging body of proof of the potential effects of these health-related factors on educational performance in children and adolescents.

Based on the evidence above, the current thesis provides new observations on the associations of physical activity, physical fitness and body composition with academic performance among children and adolescents. Physical Fitness and Health are assuming a crucial part of human life.



The advance of any Nation lies in its sound health and physically attacking the general population. Each individual should create physical fitness for an upbeat living. With four specific end goals to get fitness, one needs to include physical exercises. The improvement of the healthy identity of a tyke relies on the open doors accommodating the beneficial advancement of the material and social viewpoints. In this way, an efficient and appropriately controlled physical instruction program for schools and understudies is exceptionally fundamental.

Physical Education is a process through which an individual obtains perfect physical, mental and social capacities and wellness through physical activity (Lumpkin, 1990), Physical Education can be portrayed as "a critical and favorable experience that gave a past interest in physical activities that are physically sound reasonably bracing, satisfying and socially strong."

The physical wellness of the individual is the fundamental purpose of physical guidelines. The technique can be content in physical preparation to improve the physical health that will be imagined. experience got a past interest in physical activities that are physically sound reasonably bracing, satisfying and socially

strong." The physical wellness of the individual is the fundamental purpose of physical guidelines. The technique can be content in physical preparation to improve the physical health that will be imagined.

Health-related physical fitness, as such, is a much broader and more significant concept than the idea of mere physical fitness of the human body. All the sports programmes and physical fitness programmes designed for school students by the government authorities should, therefore, aim to achieve health-related physical fitness for young students and males and females.

Health and fitness afford the people an opportunity to live longer, and they add to the quality of each day of life. To enjoy optimum health and physical fitness, exercise is reasonably necessary. Routines help maintain an organically sound body from birth to death. Health and physical fitness are undoubtedly applicable to the old saying connected with exercise, "if you do not use it, you lose it".

Health-Related Physical Fitness is an arrangement of quantifiable parts, for example, Cardio-respiratory Fitness, Muscular Strength and Endurance, Flexibility and Body Composition. It is a roundabout connection between one's level of fitness and one's status of Health. It includes practice exercises that one can do, keeping in mind the end goal to attempt, to enhance physical health.

## **Present Status of Physical Education and Sports in New Era.**

Despite efforts by a member state to promote and develop Physical Education and Sports with international cooperation, its distinctive nature and importance to education remain a constant source of concern. Physical Education and Sports proved alarming (particularly within the educational system), given sports' social importance and media coverage. Its impact may be seen in the shift by Physical Education and Sport Public authorities toward high performance and high media-friendly marks (at a national level, across the public and private system).

A significant example is the absence of clear separation between the Ministries of Youth Affairs and Sports and the Ministries of Education. The Status of Physical Education and Sports convened the Physical Education World Summit in Berlin. This initiative was promoted by reports revealing the increasingly critical Physical Education and Sports situation in many countries. A worldwide comparative study collected data and literature from nearly 120 countries and significant findings.

- Reduced time devoted to Physical Education in Educational Programmed.
- Reduced budgets plus inadequate financial, material and staff resources.
  - The subject suffers from low status.
  - In many countries, teachers are not adequately trained.
  - Existing Physical Education guidelines are not correctly applied.

# **Creative Mind and Thoughts which bring out the Role of Physical Education and Sports in the Present**

## **Globalization:**

Physical Education and Sports preserve the vital clue between Physical Education and Sports. The reciprocal guarantee highlighted that it is necessary to consider Physical Education and Sports as an intrinsic part of education in all schools and colleges in a country where sports should be compulsory right from elementary school level to till college level. Quality education involves dispensing the essential requirements of life skills, i.e. learning to

- Self-motivation, creativity and problem-solving.
- Use interactive tools (communication, physical and IT).
  - To join and live within diverse groups. All these Board based life skills are precisely what Physical Education and Sports can develop.

Therefore, international organizations, state governments, and local authorities must actively promote Physical Education and Sports. The field of education must coordinate and streamline these efforts to defend the cause of Physical Education and Sports. This will include helping to redress the balance of Physical Education and sport in Education in its drive to improve the situation of Physical Education and Sports worldwide.

## **Physical Education & Sports in Indian society.**

Physical Education & Sports form an essential part of the educational system even when they never receive the importance it deserves. Even though it is included as part of the curriculum from the early stages of education, it has never been taken seriously by the educational administrators, the academicians and the students.

Physical Education is the only profession where you talk and play/perform. The concept of Physical Education in the general public's mind is big round, play & play, and no work.

**Abraham Lincoln** said, “Sportsman is the best Ambassador of the Nation in one of his addresses.” Hence, the Physical Education Director/Teacher can also be the best Ambassador of our Institution / University.



### **PHYSICAL EDUCATION DEFINED:**

The problem with defining Physical Education is that the term is broad-based and complex, including many phenomena. It also means different things to different people. Someone has suggested that Physical Education is whatever Physical Educators do. J P Thomas sums up that Physical Education is education through physical activities to develop the child's total personality and its fulfillment and perfection in body, mind, and spirit.

Even though these definitions differ significantly regarding emphasizing different aspects, they still have many common elements. Some of them may be noted as follows: Physical Education is a phase of the total Education process. It is the sum of experience and their related responses. Knowledge grew, and

responses developed out of participation in extensive muscular activities. All-round development of individuals – physical, mental, social, and moral is the real aim of Physical Education. It is the same as in General Education.

In the Indian context, Physical Education is perhaps the only aspect of education which has not been given due attention. That is probably because we have remained satisfied with what the British have handed over to us, with no sincere efforts to prepare any concrete and far reaching program for Physical Education especially suited to our conditions. We have ever-stressed the academic aspects, the physical one being relatively untouched. This has resulted in an increasingly large number of Indians neglecting their bodies.

Physical Education is similar to physical training, whose physical fitness is not what it should be; they are getting ‘soft’. One of the main objectives of any Physical Education activity is to maintain and improve the health of the youngsters in our schools and colleges. And the School has the responsibility to see that all students achieve and maintain optimum health, not only from a moral point of view but from the standard point of view that educational experience will be much more meaningful if optimum health exists.

A child learns easier and better when he is in good health. Even one’s values have much to do with health building and destroying activities. Unfortunately, many people suffer from ‘value illnesses’, i.e. they know what they are supposed to do to keep well, yet they fail to do so. They know that tobacco smoking can cause death from Lung Cancer; they do not give up smoking even then. They understand how alcohol affects their driving ability, yet they drive in a state of drunkenness. They appreciate the role of regular exercise in weight control, yet they do little to alter their sedentary way of living. Therefore, education and health & medical authorities have long recognized the need for a program of director Physical Education activities in the school curriculum. It is during the formative and rapidly growing period of elementary school-age that the foundation of proper habits,

attitudes and appreciation toward all physical activities, including play, are lies and desirable citizenship traits acquired so that in adulthood he will be equipped with the knowledge, sound thinking processes, physical stamina and emotional maturity to live effectively in an ever-changing and highly complex society. In that respect, teachers bear a significant responsibility in answering that challenge effectively.

It is said, “An idle mind is the devil’s workshop”.

## **WHY STUDY PHYSICAL EDUCATION AND SPORTS?**

To study Physical Education and sports is not merely to discuss performance, technique or records journalistic-ally but to look at some of the implicit assumptions held by the general population about Physical Education and Sports. Despite the significance of sports, it has been primarily a vehicle of ‘escape’ more than an avenue of education. A sport has been viewed as a distraction from the trials of everyday life. Ask some friends why they are involved in sports. The response will probably have something to do with “fun” or “enjoyment

### **Objectives of Physical Education;**

As discussed above, it may be clear to you that physical education aims not only at physical development but also to equip learners with the knowledge, skills, capacities, values, and the enthusiasm to maintain and carry on a healthy lifestyle. It promotes physical fitness and develops motor skills and understanding of rules, concepts, and strategies for playing games and sports. Students learn to work as part of a team or as individuals in various competitive activities. The main objectives of physical education are to:

- Develop motor abilities like strength, speed, endurance, coordination, flexibility, agility and balance, as they are essential for exemplary performance in different games and sports.
- Develop techniques and tactics involved in organized physical activities, games and sports.
- Acquire knowledge about the human body as physical activities influence its functioning.
- Understand the process of growth and development as participation in physical activities has a positive relationship with it.
- Develop socio-psychological aspects like control of emotions, balanced behavior, development of leadership and followership qualities and team spirit through participation in games and sports.

### **Scope of Physical Education**

Physical education has evolved as a multi-disciplinary subject over time, and its scope is not confined to physical fitness and knowing the rules of games and sports. It includes many topics which belong to other issues like science, biology, genetics, psychology and sociology. It is possible that all the contents that constitute the scope of physical education may not find a place in the syllabus meant for school education. However, it contains all the content areas as stated below.

### **Games and Sports as a Cultural Heritage**

The games and sports activities that you play today strongly link to our culture. Sports activities which dominate any region are embedded in the cultural milieu. Some of the sports that reflect the culture of a part of our country are Kho-Kho, Kabbadi, Archery, Lezim, Wrestling and so on. Our ancestors survived by hunting by throwing stones and bow and arrows, running, jumping, etc. were used for survival and recreation. Later, when man became more civilized, it took the shape of competitive sports like athletics, wrestling, archery, etc. So, we can see a strong bonding of our culture in the present



evolution of games and sports.

### **Mechanical Aspects in Physical Education**

Physical education considers the mechanical aspects of various physical activities being performed. You are aware that the concepts regarding laws of motion, lever, force and its generation, maintenance of equilibrium, the center of gravity and its impact on movements, the direction of acceleration, speed, and development form essential content areas of physical education. You will also study these aspects in your science textbook.

### **Biological Contents in Physical Education**

The contents are drawn from the biological sciences, considering the areas of heredity and environment, growth and development, organs and systems, understanding of joint classification, and possible movements around these joints. In addition, muscles and their properties and the effect of exercise on various body systems (like circulatory, respiratory, muscular, digestive and skeletal systems) are also linked to physical activities.

### **Health Education and Wellness Contents in Physical Education**

Physical education includes content related to health education through understanding the concept of hygiene, knowledge about various communicable and non-communicable diseases, problems relating to health and their prevention, proper nutrition, and a balanced diet. Community health, school health service programmes, assessment of health status, prevention, safety and first aid for common injuries are also included in physical education.

### **Psycho-social Content of Physical Education**

The psycho-social aspect of physical education extends to studying individual differences, personality development, learning of various skills, motivation and techniques, anxiety management, ethical and social values, group dynamics,

cooperation, cohesiveness, and understanding. It also focuses on emotional development, relationships with peers/parents and others, self concept and self- esteem.

## **Talent Identification and Training Content in Physical Education**

Physical education includes content regarding talent identification, development of components about a specific sport, and understanding of various activities like aerobic, anaerobic, rhythmic and calisthenics. Training programmes, learning and perfection of multiple movements, sports skills, techniques and tactical patterns, warming up, load adaptation, recovery and cooling down are also a part of physical education.



## **Teaching-Learning Approach**

We have, so far, discussed the importance of physical education as a subject area in the school curriculum. It is an integral part of Health and Physical Education which is prescribed as a compulsory subject at the Primary (Classes/Grades I-V), Upper Primary (Classes/Grades VI-VIII) and Secondary stages (Classes/Grades IX-X) and as an optional subject at Higher Secondary stage (Classes/Grades XI-XII).

But as you may be experiencing in actual practice, this subject has not been treated at par with other core subjects. It is not transacted satisfactorily in the majority of schools. And wherever it is transacted, either some knowledge about games and sports is imparted, or only a selected group of students are engaged in games and sports as extracurricular activities.

Arguments like lack of the needed infrastructure and equipment, absence of trained teachers and lack of time in schools are given as reasons for the indifferent transaction of physical education. The most significant reason is the lack of appreciation of the relevance of this area for the holistic development of children by school authorities, teachers and parents.

## **Methodology of Teaching-learning**

It is generally believed that teaching-learning methodology is the concern of teachers only. Learners have little or nothing to do with it. But this is not true. The teaching- learning methods are the concern of learners as well. Knowing and understanding how different subjects are taught is essential for the learners of all issues, but it has more relevance for the learners of physical education. When we talk about you as learners of physical education, we mean that you have participated in the subject area rather than merely studied it. It needs a suitable learning environment and a positive will for participation. As you now know, physical education does not mean organizing a few sports and games activities involving only a selected number of students, and that too occasionally. The following points are significant for the appreciation of this subject and the need for adopting an appropriate teaching- learning methodology:

- Physical education is necessary to ensure the participation of all children in free play, informal and formal games and sports activities. All students must be involved in health and physical education activities. Those who choose to excel in games and sports need to be provided adequate opportunities.
- Involvement of all learners means that even students at risk of marginalization need to be involved, for instance, who are differently abled. Such involvement will empower them to overcome the sense of helplessness, inferiority and stigma. Differences between students must be viewed as a resource for supporting learning rather than a problem. Inclusion in education is one of the components of inclusion in society.

### **Physical Education Cards (PEC) Methodology**

Various methodologies are being employed, and efforts are to develop innovative teaching-learning methods; one such process, known as PEC-India Methodology, has been created. It is the outcome of a joint initiative of the British Council and the Ministry of Human Resource Development, Government of India. Other international organizations, United Nations International Children Emergency Fund (UNICEF) and U.K. Sports were also involved. To begin with, this was developed for the primary stage and was scientifically tried out in schools. The tryout has proved its effectiveness. Based on this experience, the Physical Education Cards (PEC) and Teachers' Manual have been developed for the upper primary and secondary stages. Moreover, this methodology has also taken care of the needs of differently-abled children. They should also be involved in physical education. The notable features of this methodology are as follows:

- It ensures that every student participates in physical education activities equally. Each card provides essential information needed for engaging all students of a class in the selected game or activity, even though the type has a more significant number of students; Teachers and students have the material in cards that can be conveniently handled and used for a longer time and better.

- The cards will not only facilitate the organization of activities but also make it more convenient for the teacher as well as students to comprehend the concerned vocabulary as well as pedagogical tools to organize games, sports and activities and provide equal opportunity to every student to participate in these; and
- Each card mentions how the impact of activities conducted according to the process explained in it will attain the objectives of Health and Physical Education and how students' achievements may be evaluated.





## **RESEARCH METHODOLOGY**

Research is a systematic inquiry to describe, explain, predict and control the observed phenomenon. Research methodology means the ways, the sample and the sample size is selected for data analysis and various tools are used to analyze data which has been collected

To study how the students are aware of physical education and fitness. For this analysis, a survey was conducted and collected primary data by using questionnaires with 5 questions to find the awareness of physical education and fitness. A simple random survey was performed . Quantitative analysis has been used to analyze the research data. All the questions were close ended questions with all possible options given to students.

To address the mentioned objectives, data has been collected from students using a questionnaire. The following gives the details of the survey.

### **Research Design**

Research design is a plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and to control variance.

These are classified under three broader categories they are:

1. Exploratory
2. Descriptive
3. Casual

2. The research includes the study which was descriptive in nature. Here I have used empirical and descriptive research to complete my project.

Research Empirical and descriptive

study Primary data, Secondary

data Research Method -Survey

method Research Instrument-

Questionnaire Types of

Questionnaire- Structured

Sampling Method- Convenience

sampling

### **Data Collection Method:**

As a part of data analysis both primary and secondary data has been collected.

- Primary data: Here the data is being collected to obtain desired information through structured questionnaires and personal interaction.
- Secondary data: Secondary data are those that are already available, it is compiled through books, journals, articles, magazines, newspaper and internet and also by interacting with my mentor for the literature review and for references.

## **CHAPTER-2**

### **REVIEW OF LITERATURE**

Before proceeding with research work, the researcher must know something about the previous research related to their problem. This chapter will include the research associated with health-related physical fitness. After going through these researches, the researcher can decide easily to which extent the research work can supplement this work. In this chapter, forty-three reviews of related literature are presented.

Haskin The President's Council of Physical Fitness and Sports Test Battery was used to measure the physical fitness levels.

The statistics analyzed indicated that the home school students were significantly more physically fit than the public school students in terms of upper body strength and endurance, flexibility and cardiovascular endurance. There was no significant difference in abdominal strength and endurance between home and public school students. Comparison with the State Scores revealed that the students from South Alabama scored higher than the public school students across the State of Alabama, except for upper body strength and endurance for male students and cardiovascular endurance for female public school students. When data from this research were compared to the national norms, 56% of the female home school students, 48% of the male home school students, 39% of the male public school students, and 35% of the female public school students scored above the 50<sup>th</sup> percentiles. Since physical fitness assessment of home school students is a new field of research, there is no empirical evidence to support or reject these findings.

Howard conducted a study of the Physical Abilities of academically high achieving children. The purpose of this study was to compare academically high achieving and average boys and girls in grades 4 and 5 on accepted tests of balance, coordination, strength, endurance, and flexibility, as well as measures of age, height, and weight, to see if, as some researchers have found, high achieving children are taller, heavier, stronger, more flexible, exhibit better balance, and are better coordinated than their non-gifted classmates. Grades earned in physical



education classes were compared to see if high achieving children performed better in physical education than average children. All boys and girls in grades 4 and 5 in an upper- middle-class school district were tested on balance, coordination, physical education grade, pull-ups, push-ups, sit- and reach, sit-ups, and the 600-yard run. In addition, age, height and weight were compared to national norms. Only students completing all tests were used in the study of 949 children. A 2 x 2 Factorial Design was used with gender and IQ group as independent variables. Multiple covariance analyses were used on the independent variables of balance, coordination, physical education grade, pull ups, push-ups, sit- and-reach, sit-ups, and the 600-yard run.

It was found that academically high achieving girls performed best in balance, physical education grade, push-ups, and sit- and-reach. Academically high achieving boys were best in coordination, pull-ups, sit-ups, and running. High achieving girls were the youngest and the shortest and lightest of the four groups. High achieving boys were the tallest. Average boys were the oldest and heaviest. As groups, academically high achieving students were significantly better than middle children in balance, coordination, P.E grade pull-ups, push ups, sit-and-reach, sit-ups and the 600- yard run. There were not many differences in height or weight. High achieving children were also significantly younger than their average classmates.

Erdmann and Millan conducted a study on tracking Health- Related Physical Fitness of kindergartners to fifth grade. This study aimed to track multiple health-related fitness components in children from kindergarten to fifth grade. Tracking physical fitness, beginning in childhood, is essential to determine its relevance to long-range health outcomes. A battery of fitness tests was used to measure 1,018 kindergartners, of which 272 boys and 261 girls completed a 5- years follow-up. Only fitness test data paired at kindergarten and fifth grade were used to find gender-specific analysis.

Kindergarten and fifth-grade fitness components were compared using t-tests for paired samples. Kindergarten scores were correlated (Pearson) with fifth-grade values to determine fitness components. Comparing boys' results in kindergarten and fifth grades, all test components were significantly different ( $P < .001$ ). For boys, a 5- year correlation of weight (.82), height (.80), body mass index (.66), and body fat (.63) indicated high levels of tracking. Sit-and-reach (.57), pull-ups (.49), one-minute sit- up (.41), and one- mile run/walk (.38) tests tracked moderately. Comparing girls' results in kindergarten and fifth grade, except for the pull-ups test ( $P = .17$ ), all other test components were significantly different ( $P < .001$ ). For girls, a 5-years correlation of

weight (83), height (.74), body mass index (70), and body fat - (66) indicated high levels of tracking. Sit-ups (37), pull-ups (.33), one mile run/walk (.31), and sit-and-reach (.30) tests tracked moderately.

The result suggests that body composition measurements are more likely to track through elementary school for boys and girls. Although measures of cardiorespiratory fitness, muscular strength and endurance, and flexibility may be less likely to follow these health-related physical fitness components, tracks moderately for boys and girls.

**Mooney Han** conducted a study on the effects of frequency and duration of physical education programs on the Health- Related Fitness of Sixth-Graders. This investigation aimed to determine the effect that the number of weekly physical education lessons and the number of minutes of physical education per week had upon the health-related fitness of sixth-grade children. Seven hundred eighty-nine sixth-grade children (boys = 409, girls = 380) participated in the study. All were participants in the Fit for Life (Brynteson, Barber, Gaines, and Adams, 1991) project that includes fitness testing at the beginning and end of the students' sixth- grade year. The fitness levels of each child were determined using the procedures and criteria established by the Physical Best Health Assessment (McSwegin, Pemberton, Petray, and Going, 1989). Fitness items included; cardiovascular fitness (1-mile walk/run test), Body composition (skinfold test), muscular strength (pull- ups test), muscular endurance (sit-ups test), and flexibility (sit-and-reach test). Additionally, height, weight, the number of sit- ups and pull-ups and blood pressure were determined. Using Walks' criterion, multivariate analysis of covariance indicated significant differences in both frequency and duration of physical education programs. Subsequent univariate analyses based on frequency revealed substantial differences in flexibility, aerobic capacity, muscular strength, muscular endurance, and body composition. In addition, univariate analyses based on duration indicated significant differences in aerobic capacity, body composition, muscular endurance, but not flexibility, and muscular strength. Post hoc analysis of simple contrasts using the Bonferroni technique determined that the five days week and 30 min/ class groups had significantly greater aerobic capacity and muscular endurance than the other comparison groups. However, no significant practical or genderdifferenceswerenoted on the other health-related fitness parameters. It was

concluded, in general, that the more days a physical education class meets per week, the greater the level of health-related fitness, thus greater the aerobic capacity and muscular endurance.

**Anthony** conducted a study on the effects of a physical fitness concept curriculum on attitude, knowledge, and fitness levels of fifth-grade physical education students. The present study involved 424 ninth-grade physical education students in Albuquerque, NM, enrolled in either a traditional physical education curriculum (n = 204) or a physical fitness concepts curriculum. The hypotheses of the present study were that involvement in a physical concepts curriculum regarding three objectives:

- (1) attitude toward physical education,
- (2) conceptual knowledge of physical fitness concepts, and
- (3) physical fitness level attained.

The result was obtained through MANCOVA with attendance as the covariant. The dependent variables were assessed by attitude scale, a written test of conceptual knowledge, and AAHPERD Physical Best.

The first two objects were significantly affected by the physical fitness concepts curriculum. A considerably greater post-test flexibility was found for the concepts group. At the same time, there were no significant differences between the groups and the other fitness variables measured (cardiorespiratory endurance, body composition, muscular endurance); the overall results are essential in that students reported more positive attitude and more excellent conceptual knowledge from The first two objects were significantly affected by the physical fitness concepts curriculum. A considerably greater post-test flexibility was found for the concepts group. At the same time, there were no significant differences between the groups and the other fitness variables measured (cardiorespiratory endurance, body composition, muscular endurance); the overall results are essential in that students reported more positive attitudes and more excellent conceptual knowledge from involvement in the curriculum. There is an increased likelihood that the affected students will become active.

**Sirijaruwonga and Kosa (2014) constructed Health- Related Physical Fitness Norms for Students of Rajamangala University of Technology Thanyaburi.**

This research aimed to build health-related physical fitness norms for students of the Rajamangala University of Technology Thanyaburi. The sample used in this research was 410 male and 460 female students studying in the first semester of the academic year 2006 at Rajamangala University of Technology Thanyaburi. The instrument was the AAHPERD Health-Related Physical Fitness Test which consisted of three items: sit and reach one-minute sit-up, 1.5-mile run/walk, and the ACSM Fitness Test consisting of body mass index. The data were analyzed using raw scores by mean, standard deviation, percentage, and norms. The norms were divided into five levels: excellent, good, moderate, low and poor. It was found that the health-related physical fitness norms for male and female students of the Rajamangala University of Technology Thanyaburi by using physical fitness tests: body mass index, sit and reach, one- minute sit-up and 1.5-mile run/walk were at a moderate level.

The research provided health-related physical fitness norms for Rajamangala University of Technology students, Thanyaburi.



### CHAPTER-3 ABOUT SCHOOL



Bethel Convent in Jadcherla, Mahabubnagar

Bethel Convent in Mahabubnagar. Bethel Convent with Address, Contact Number, Photos, Maps. View Bethel Convent, Mahabubnagar on Justdial.

This School takes pride in the holistic and innovative learning methods which have helped them raise the bar in the field of education. The center follows a well-researched curriculum that is based on the play way method of learning. This school offers education for children in different age groups. There are a host of other supplementary activities that children can enroll in to enhance their skill set. In a populous suburb of Mahabubnagar, this center is situated near Badepally of Jadcherla. Undoubtedly it is one of the best Schools in Jadcherla, Mahabubnagar.

#### Infrastructure and other Facilities at Bethel Convent

Bethel Convent in Jadcherla has an environment which is not only child-friendly but engaging for children to learn and have fun at the same time. It has spacious classrooms that are well- appointed with various amenities and facilities. This center employs caring and involved certified teachers that play an instrumental role in the learning and development of the kids. Pay with Cash, Cheques. Contact this center anytime between 09:30 - 18:30. This Bethel Convent is also listed in Schools

## CHAPTER-4

### DATA ANALYSIS & INTERPRETATION

1. Does the school follow the standard physical education standards.?

Yes.....

No.....

**TABLE-1**

STANDARD S	IN NUMBERS	PERCENTAGE
YES	86	86
NO	14	14
TOTAL	100	100

**Chart-1**



#### **Interpretation:**

From the above chart it is interpreted that the school is following most of the physical standards.

2. Are these physical education standards based on national standards for physical education ?

YES.....

NO.....

**TABLE-2**

STANDARDS	IN NUMBERS	PERCENTAGE
YES	86	86
NO	14	14
TOTAL	100	100

**CHART-2**



**INTERPRETATION:**

From the above chart we can know that the school follows most of the national physical standards.



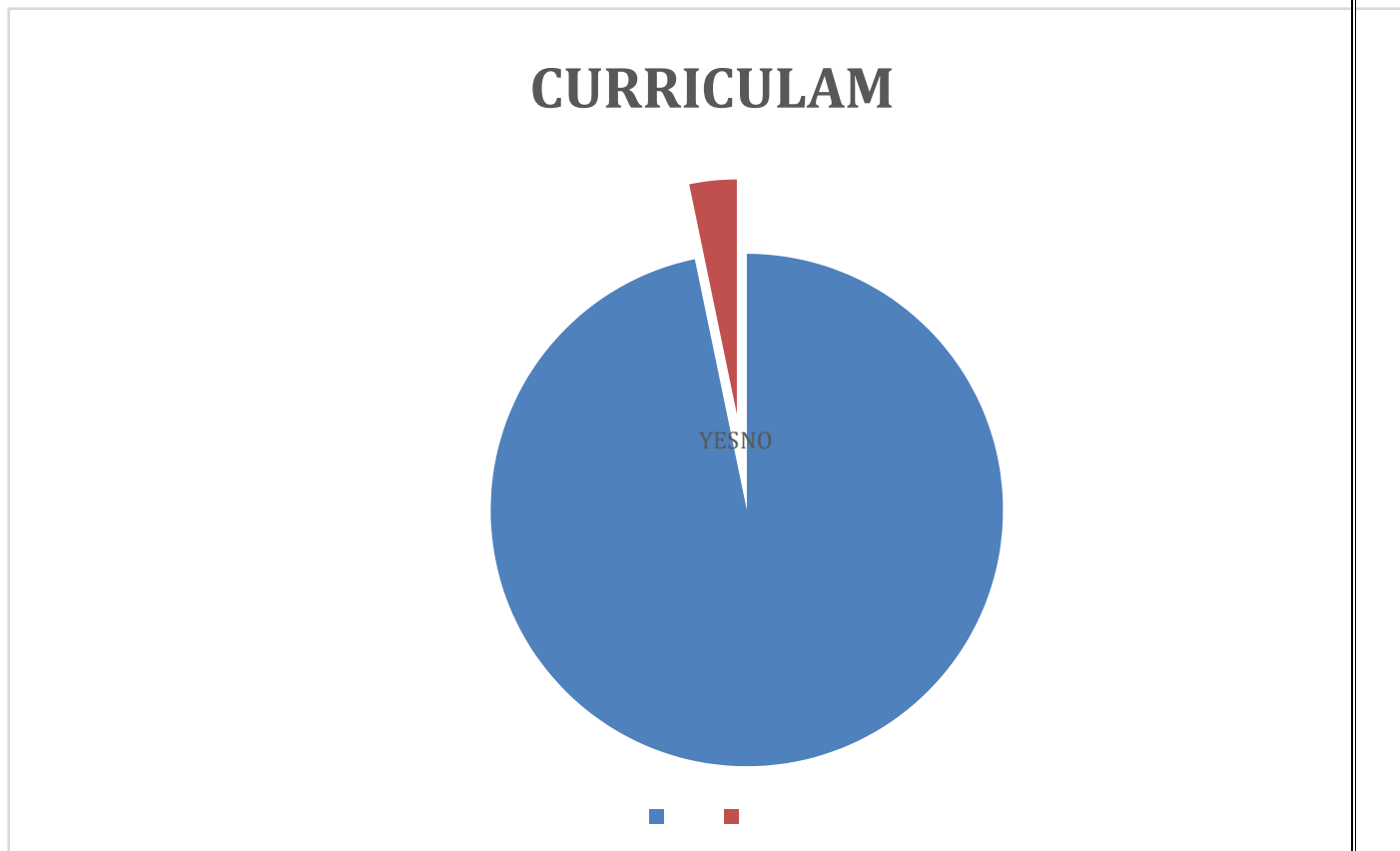
3. Do the PEd teachers at the school have their own copy of the curriculum ?

YES.....

NO.....

**Table-3**

<b>CURRICULUM</b>	<b>IN NUMBERS</b>	<b>PERCENTAGE</b>
<b>YES</b>	<b>95</b>	<b>95</b>
<b>NO</b>	<b>5</b>	<b>5</b>
<b>TOTAL</b>	<b>100</b>	<b>100</b>



**INTERPRETATION:**

From the above chart it is interpreted that the school PEd teacher has his own curriculum

**4. Does the school encourage sports or games ?**

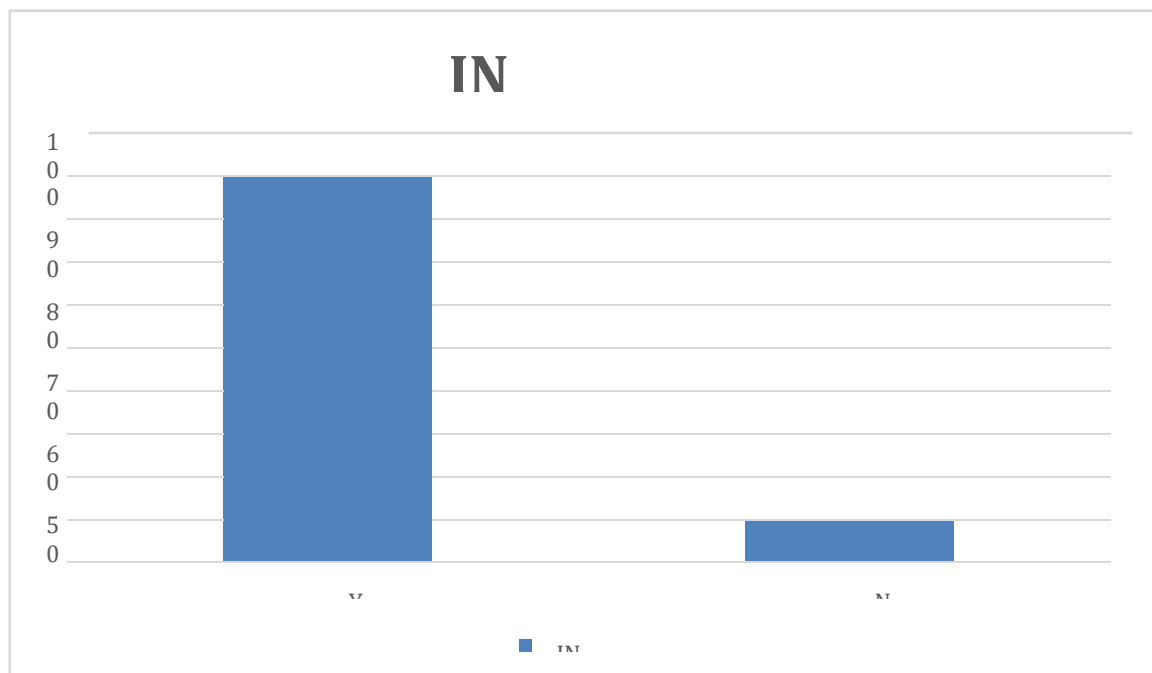
**YES.....**

**NO.....**

**Table-4**

ENCOURAGE	IN NUMBERS	PERCENTAGE
YES	90	90
NO	10	10
TOTAL	100	100

**Chart-4**



**Interpretation:**

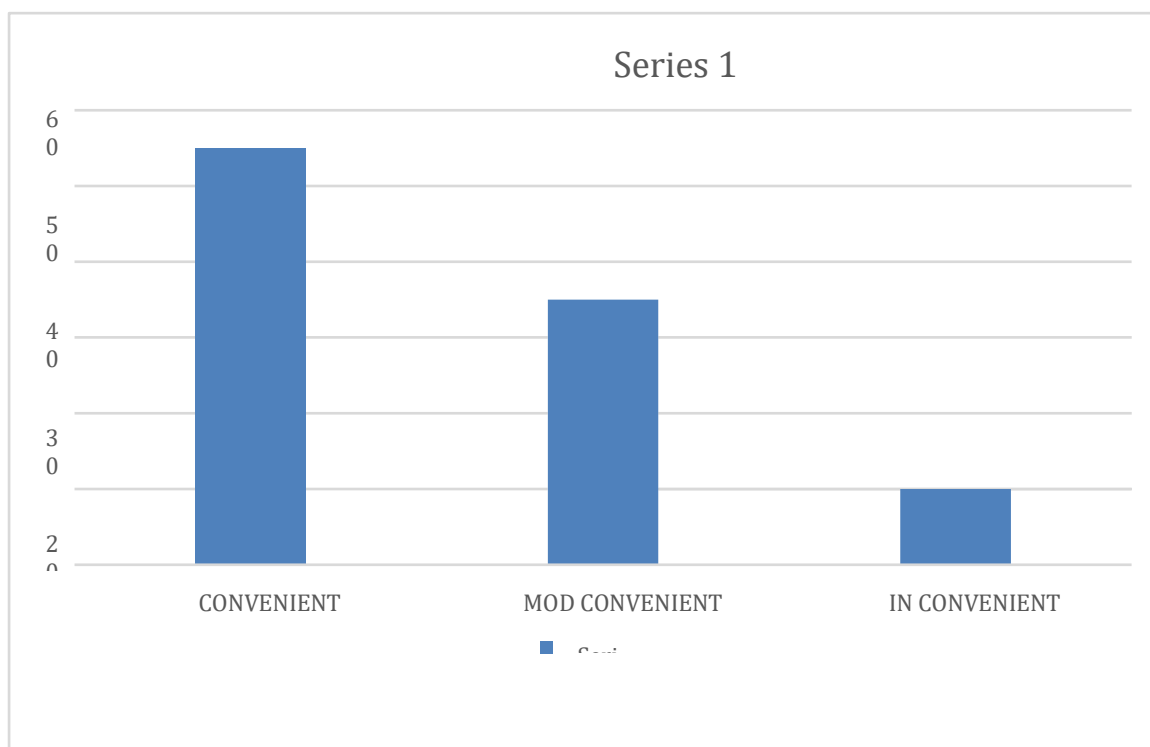
From the above information we can interpret that the school encourages the students most of the time I.e, 95%.

## 5. How was the faculty response towards the sports?

**Table-5**

Response	IN NUMBERS	PERCENTAGE
Convenient	55	55
Mod convenient	35	35
Inconvenient	10	10

**Chart-5**



### **INTERPRETATION:**

From the above chart we can interpret that the school faculty encourages sports or games in a Convenient manner with the percentage of 55%, some of the rest were moderate, and the very few were Inconvenient.

## **CHAPTER-5**

### **FINDINGS, SUGGESTIONS & CONCLUSION**

#### **FINDINGS:**

Every school / College / University should have an Elective Subject of Physical Education, if not compulsory, where 60% of stress should be given to theory and 40% to practical. Another viewpoint is that all the first- year students should undergo a minimum Physical Education program like the National Physical Fitness Test. Otherwise, they will not be given the degree. We should have colleges of Physical Education with 4 to 5 years of the degree course, like the Indian Institute of Physical Education and Sports Science (IPESS).

Physical Education and Sports are seen not merely as a playground but also as a laboratory in which the theories of each discipline may be tested and as a phenomenon whose worthiness, value, and effect on people and society must be continually scrutinized.

## **Suggestions & Recommendation;**

- Revision & Reconstruction of Physical Education syllabus in context with the need of Society.
- Periodical Refresher course for Physical Educational personnel by a unified agency.
- Updating and Upgrading the subject and related areas in collaboration with top Educational & Physical Education bodies. Strict implementation and follow-up of the prescribed Physical Education standard.
- A simple and sincere appraisal system for total evaluation and feedback.
- The academic study of Physical Education and Sports may be as stimulating and fun as experience as one's actual participation in sports.
- Once both games' rules, subject matter, and 'spirit' are understood, they may be equally rewarding. General Education is for the masses, and so also Physical Education.
- 'Recreation' is as vital as 'reading', 'writing' and 'arithmetic' in the commoner's life. Physical activities do the garb of 'Physical Education' when the focus is on the means used. Namely, big muscles, 'Recreation' when the focus is on 'life is worth living' (joyful) attitude or using our leisure time.

## **Conclusions:**

We should follow the concept of 3 'D' Discipline, Dedication & Determination in our profession. Young people are the real wealth of the nation. No program is successful without the participation of youth. Therefore, to enable an individual to lead a happy, enjoyable and healthy life as a member of society, he should regularly engage in games and sports and different exercise programmers to ensure the

development of Physical Fitness and learn skills in sports and games, which have a carryover value.

On the other hand, society should provide enough opportunities to its members so that they may engage themselves in activities of their own choice and thus develop or maintain their level of Physical Fitness. Unless there is improvement in the 'General Standard of Health', excellence in sports cannot improve. Physical Education and Sports activities in an educational institution should aim at 'Health Related' and 'Performance Related' areas to ensure 'enhancement of performance in competitive sports. Physical Education thus consists in promoting systematic all-round development of the human body by scientific technique and thereby maintaining great Physical Fitness to achieve one's cherished goals in life. Hence, any Physical Education organization should start with developing a positive attitude and self-confidence among Physical Educators themselves and make them feel that Physical Education does not exist in the periphery of the schools/colleges but should extend itself to the classrooms and become the focus or central point of the Educational System.

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the Physical Abilities academically Howard [www.physical  
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## **APPENDIX**

### **QUESTIONNAIRE**

#### **Questionnaire:**

1. Does the school follow the standard physical education standards.?

Yes.....

No.....

2. Are these physical education standards based on national standards for physical education ?

Yes.....

No.....

3. Do the PEd teachers at the school have their own copy of the curriculum ?

Yes.....

No.....

4. Does the school encourage sports or games ?

Yes.....

No.....

5. How was the faculty response towards the sports?

Convenient

Mod.convenient

Inconvenient