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PRESENT AND FUTURE OUTCOME &CHALLENGES IN PHYSICAL EDUCATION & SPORTS

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Abstract-

The aim of this paper is to identify the present and future outcome and challenges in physical education and sports and based on these current challenges, future trends and challenges would be discussed. There are various factors which are diminishing the interest of students in physical education activities. Although the physical education is being taught as a part of curriculum in all the schools but lack of adequate time and trained teachers, good facilities are responsible for little interest in this field. The future challenges to make this field interesting involves an adequate curriculum, sufficient funds allotment for holding various competitions and role of technology to create awareness about the importance of physical activities and sports in our daily life. All these issues have been discussed in the present study.

Keywords- Physical Education, sports.

Introduction

Pupils from primary schools to secondary schools are expected to do 2 periods or 1 hour of PE throughout the year except a week before examination. In most secondary schools, games like badminton, football, basketball and tennis are available. Pupils are allowed to bring their own sports equipment to the school with the authorization of the teacher. In most secondary schools, physical exams are rarely done, but schools record pupils' height, weight and number of push-ups they can do.

Present situation in school PE and sports-

PE find its place in extracurricular forms, where students can specialize themselves in one kind of sports they choose. Sport Festival can be held during vacuum period, usually after examination. At this time students can compete each other by bringing own class' flag. Some universities such as ITB include PE in curriculum for freshmen. Many games such as

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Basketball, volleyball, cricket, tennis, badminton, kho-kho, kabaddi etc are played. Several drills and physical training are taught.

Physical education trends have developed recently to incorporate a greater variety of activities besides typical sports. Introducing students to activities like bowling, walking or hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga, deep –breathing.

Studies have shown that tai chi enhances muscular strength and endurance, cardiovascular endurance, and provides many other physical benefits. It also provides psychological benefits such as improving general mental health, concentration, awareness and positive mood. It can be taught to any age student with little or no equipment making it ideal for mixed ability and age classes. Tai chi can easily be incorporated into a holistic learning body and mind unit.

Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures. For example, while teaching a unit about lacrosse in, for example, the South western United States, students can also learn about the Native American cultures of the North eastern United States and Eastern Canada, where lacrosse originated. Teaching non-traditional (or non-native) sports provides a great opportunity to integrate academic concepts from other subjects as well (social studies from the example above), which may now be required of many P.E. teachers. The four aspects of P.E. are physical, mental, social, and emotional.

Another trend is the incorporation of health and nutrition to the physical education curriculum. The Child Nutrition and WIC Reauthorization Act of 2004 required that all school districts with a federally funded school meal program develop wellness policies that address nutrition and physical activity. While teaching students sports and movement skills, P.E. teachers are now incorporating short health and nutrition lessons into the curriculum. This is more prevalent at the elementary school level, where students do not have a specific Health class. Recently most elementary schools have specific health classes for students as well as physical education class. With the recent outbreaks of diseases such as swine flu, school districts are making it mandatory for students to learn about practicing good hygiene along with other health topics. Today many states require Physical Education teachers to be certified to teach Health courses. Many colleges and Universities offer both Physical Education and Health as one certification. This push towards health education is beginning

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in the intermediate level, including lessons on bullying, self-esteem and stress and anger management.

Future for physical education

Physical education should be individualized. One size does not fit all. This is extremely challenging, but with creative tools like PhysicalBest, Fitnessfor Life, and Fitness gram, physicaleducators are becoming more like personal trainers than coaches. We should focus on activity and nutrition leading to good health and wellness. If we can't do everything, we need to at least do this.

Therefore, while playing age appropriate games is important, our emphasis needs to be on building lifelong skills and attitudes. Being active and eating well is vital at any age, but it becomes a matter of life or death as we get older. We can't put fitness in the bank and use it later; we have to keep active and eating well to maintain the benefits.

We also need to emphasize participation and stop the trend toward becoming a nation of spectators, with a few highly skilled athletes playing and everyone else watching. All students should be provided opportunities to both cooperate and compete in physical activities. Both are important life skills, and both can be fun. Our students should graduate with an understanding of the key principles of fitness and nutrition. They should be informed consumers of activity, nutrition, and wellness and be ready to assume self-responsibility for their own health through prevention.

The future of physical education: we must change now-

1. We must adopt that physical education is- for all people, regardless of ability. We must recognize that skills and fitness are important only as they help students to become fully functioning healthy individuals.
2. We must put every effort into requiring elementary school physical education in every school (with a qualified physical education teacher). If physical education is important at any level it is most important here. The 1990 goals for the nation support this contention. We must become activists on this issue.
3. We must modify middle, junior, and senior high school programs to allow students to make personal choices of skills and activities. For too long our students have been turned off to activities which they know they will never do after they get out of school. We need to ask students what they want to learn.
4. We must modify classes so that longer periods allow longer dressing time to allow students to have time to dry their hair and get ready for the remainder of the school day. We

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must put an end to the military type locker room. Many locker room experiences are what produce feelings about physical education. As adults we would not put up with common dress codes and locker room policies. Why should we ask kids to? Would you join a health club which was run like many physical education classes?

If we are to succeed in the future we must adopt the "new wisdom" of the animal school. Every person can benefit from physical education if we accept the fact that each person can be no better than his or her potential will allow. Physical education can help each of us look our best, feel good, enjoy life, and be healthy. It can only do this, however, if we recognize that we can't all be champions, but we can each be the best we can be. The time to change is NOW!

Conclusion-

A conclusion drawn from all the evidence thus far is that, perhaps along with music, a subject specialist should be introduced into primary schools nationally. It is therefore suggested that specialist primary PE teachers are trained, and that this be introduced as a national strategy (Blair and Capel, 2008; Carney and Howells, 2008). These should still be primary teachers with the knowledge and understanding of the holistic nature of this profession, not 're-badged' secondary teachers. As such, the HE sector needs to embrace this vision and perhaps, a) create a structure where there are appropriate, and specific, undergraduate programmes in primary PE which feed into an existing PGCE route, GTP or SCITT, and b) create better cross subject links between the subjects of primary education and PE provision to enable this creation. This may also help to alleviate the problems created by the governments current drive away from the traditional college based undergraduate teaching degrees towards the more post graduate, classroom based education being mooted by Gove (2010).

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