



FORMALIZING THE ROLE & BENEFACATION OF PHYSICAL EDUCATION AND PHYSICAL EDUCATION TEACHERS TOWARDS THE SCHOOL

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ABSTRACT

Physical Education has a major role to play in the development of young people. It is an integral part of the total education of any child and is closely linked to other creative and learning experiences and skill acquisition. It makes a significant contribution to the all - round harmonious development of the mind and body. Physical education which is commonly a part of the curriculum at school level includes training in the development and care of the human body and maintaining physical fitness. Scientific evidence shows that loss of functional capacity and increased morbidity and mortality attributable to chronic disease and injury are associated with a sedentary lifestyle in students.

PETs play a big role in childhood, all the way from Kindergarten through 12th grade. PETs accomplish these both in and out of the classroom by a number of different approaches within the school community. Physical education not only gives children an opportunity to be active but it teaches them the skills they need to be active throughout their lifetime and develop wholesome personality. Physical education teachers try to stimulate and motivate interest in sport and help develop pupils' talents.

KEYWORDS : Mental efficiency, reduced risk of heart failure, good health promotion, Improved self – confidence, Development of lifetime skills and activities, Development of correct health habits, wise use of leisure time.

Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life. Physical education from long has been recognized as an integral part of the total education process. It is the process through which wholesome development of the child is ensured. Physical education is a vital element in a comprehensive, well-balanced curriculum and can be a major contributing factor in the development of an individual in all aspects of life. It is generally acknowledged that physical education helps in the development of physical, mental, emotional health and physical fitness. No one can deny the significance of games and sports in the development of neuromuscular and social skills, which aid in the making of a well adjusted and useful member of society. Physical Education has a major role to play in the development of young people. It is an integral part of the total education of any child and is closely linked to other creative and learning experiences and skill acquisition. It makes a significant contribution to the all - round harmonious development of the mind and body. The program also helps students develop the competencies and beliefs necessary for incorporating regular physical activities into their lives. Through involvement in a well-taught physical-education program, students can achieve physical and personal benefits. Therefore, the planning and management of the Physical-Education Curriculum in Schools should always have children as the focus of attention, with the overall purpose of providing rich and varied experiences. Physical Education also includes sport education. Physical Education is also the process through which sport, outdoor adventure activities, dance, gymnastics, aquatics and games are used by physical educators to help students learn motor skills and to learn about and achieve physical fitness where this is possible. Physical Education activities also assist the school to develop personal and social skill in students.

Physical education not only strengthens the body but also enhances our knowledge. There is a saying: Civilize the mind and make savage the body. This is an apt saying. In order to civilize the mind one must first make savage the body. If the body is made

savage, then the civilized mind will follow. *Knowledge consists in knowing the things in the world, and in discerning their laws. In this matter we must rely on our body, because direct observation depends on the ears and eyes, and reflection depends on the brain. The ears and eyes, as well as the brain, may be considered parts of the body. When the body is perfect, then knowledge is also perfect.* Hence one can say that knowledge is acquired indirectly through physical education.

Physical Education is lore through physical activities for the development of the total personality of the child, to its fullness and perfection in body, mind and spirit. Immediately it is concerned with the development of physical fitness. In striving for such fitness, however, physical education has to train the child's mental, moral and social qualities, arouse it awareness of environment and develop alertness, presence of mind, resourceful, discipline, co-operation and the spirit of respect, sympathy and generosity towards other- qualities that are essential for a happy and well adjusted life in a free and democratic world. Physical education can thus, make a very valuable contribution to our national life.

***A National Plan for Physical Education and Recreation
(A Report by Ministry of Education, Govt. of India)***

THE GOAL OF THE PHYSICAL EDUCATION CURRICULUM/ PROGRAM

The primary goal of the physical education program is to enable younger students to develop competence in fundamental movement skills through the provision of a wide variety of movement experiences and practice opportunities, which are develop mentally & appropriately. Physical education which is commonly a part of the curriculum at school level includes training in the development and care of the human body and maintaining physical fitness. Physical education is also about sharpening overall cognitive abilities and motor skills via athletics, exercise and various other physical activities like martial arts and dance. Scientific evidence shows that loss of functional capacity and increased morbidity and mortality attributable to chronic disease and injury are associated with a sedentary lifestyle in students.

- Enhance neuromuscular coordination of the students

- Enhance mental health/mental efficiency
- Reduced risk of heart failure
- Improved physical fitness
- Helps in weight reduction & good health promotion
- Self discipline & Improved self-confidence
- Develops skill for sports and recreation
- Helps in stress reduction
- Development of lifetime skills and activities
- Development of correct health habits
- Expand options for wise use of leisure time.

Physical education programs have the responsibility to teach skills that students will need to participate in physical activity outside of the physical education class and skills they will need for a lifetime of physical activity. Skills learned in physical education class transfer to skills used in a child's play. From the kindergarten-age child playing tag, to the second grade child jumping rope, to the older child playing a game of kickball, the skilled child is more likely to participate in physical activity. If a child is confident in his or her skills, there is typically no hesitation to play; however, the low-skilled child, especially in the upper grades, is less inclined to take part in group activities for fear of failure and peer ridicule. Students need skills to be participants in physical activity.

PHYSICAL EDUCATION TEACHERS (PETs)

PETs are an essential part of the school system in both primary and secondary educational institutions. They encourage students to be physically active and promote healthy eating habits. PETs are trained professionals that provide instruction to students to help them exercise properly and teach them to choose the right foods. PETs play a big role in childhood, all the way from Kindergarten through 12th grade. PETs accomplish these both in and out of the classroom by a number of different approaches within the school community. PETs instruct school-age students on healthy living, exercise and physical fitness. They organize and supervise athletic activity during class and instruct students on proper exercise routines and technique. *Sometimes Physical education teachers also referred to as gym teachers, health education teacher, games/sports teacher and P.T.I. which are totally wrong practice because as all other subjects' teacher PETs are also responsible for teach physical education subject.* Physical Education has been largely adopted as essential subject by almost state boards as well as CBSE, ICSE and many I.B. boards in their curriculum.

ROLE OF PETs IN SCHOOL

Schools can play a critical role in increasing physical activity by offering daily physical education programme and other opportunities to recreate. Physical education not only gives children an opportunity to be active but it teaches them the skills they need to be active throughout their lifetime and develop wholesome personality. Thus, investing in quality physical education in all schools for all grades is a logical and essential step toward improving the health of the students. The PETs role is to design a school environment and schedule that promotes play. PETs instruct students in sports, recreational activities and healthy lifestyle issues, in order to motivate, develop and enhance level of physical fitness and skills, self-esteem and interpersonal skills. Nearly all schools from first grade through the end of high school employ PETs. The first priority of PETs is to create a safe learning environment where children are free to explore and play without getting hurt. Next PETs use their knowledge about their student's development, interest and ideas to choose materials and arrange the classroom or playground in a way that invites children to engage in fun and meaningful learning experiences. Good PETs are intentional in guiding and extending children's play, they ask open ended productive questions that extend student's thinking. There are many different types of productive questions, like attention-focusing questions help children focus on important details of their play. Physical education isn't just about sports anymore. It's the physical education teacher's job to inspire and instruct students to stay fit, to challenge themselves to meet goals, and to begin a

lifelong commitment to health and good fitness habits. Physical education teachers try to stimulate and motivate interest in sport and help develop pupils' talents. The initial interest in sports is often at the hand of the PETs in schools and lecturer or coaches in the colleges. The fundamental objective of physical education is to manage to make pupils play sport outside school hours and throughout their life. To achieve this, the person teaching physical education must focus on effort and personal improvement and not so much on comparison.

At the moment, it looks like we're losing the fight against inactivity and obesity in our young people. We are raising the most sedentary and unhealthy generation in American history: Its members may have the dubious distinction of being the first generation not to outlive their parents.

Meaningful, high-quality health and physical education is one of the best strategies we have to reverse this trend. And, not only does good HPE increase the chances that our young people will live healthier, more productive life spans, it pays off in the classroom, as well.

Let's look at some of the reasons we're in our current physical condition, and how and why we can start changing attitudes, in both the younger and older populations, about healthy living and exercise.

Clearly, we have a problem with childhood obesity in India. According to the Centers for Disease Control and Prevention, over the past three decades the childhood obesity rate has more than doubled for preschool children (ages 2-5) and adolescents (ages 12-19), and it has more than tripled for children ages 6-11. Our young people are spending way too many hours in front of computer and television screens and way too few hours engaged in heart-pumping physical activity

A lot of parents, including myself, question why PE class isn't every day, or at least a lot more frequent than some schools currently have.

That's partly the emphasis for this paper. We wanted to show that neurocognitive development is associated with exercise and can benefit from exercise. We're really going backwards. Not only are we cutting PE from course work and cutting PE teachers, but there are a lot of schools that are trying to integrate the core courses into all other courses. So if you have PE, they want you to have some writing or mathematics integrated into physical education. We're going all one direction where we are not integrating movements into other classes. I'm telling you, that kid who's been up texting all night and is half asleep, if we made him get up and do five minutes of activity before he sat down at that desk for the next hour, you're probably going to get 15 to 20 more minutes of focused attention out of him. That five minutes is going to be well spent. Let's make this go both ways and get kids active during other classes. Let's give them activities during the day every day. That's where we are really missing the mark.

RESPONSIBILITIES OF PHYSICAL EDUCATION TEACHERS (PETs)

A physical education teacher addresses health education in a variety of ways. They work in various educational settings, such as a gym and classroom areas. A coach will lead students into activities and sports in order to help them learn life-long skills, promote fitness and healthy lifestyle choices. They provide both basic skill instructions and techniques to their students. Physical education teachers in secondary schools may perform the following tasks:

- To teach Physical Education Subject in a school.
- To prepare an annual program of learning experiences that link physical activities with issues related to health and wellbeing.
- To teach the basic techniques, skills and strategies of all kind of sports.

- To plan and deliver activities that will assist in the skill progression of their students.
- To teach students about community and personal health issues including nutrition, postural deformities sexuality, drug use, and HIV/AIDS.
- To instruct students in the safety practices associated with different environments including swimming pools, gymnasiums and playing fields.
- To co-ordinate special events such as Intramurals or Extramural and annual sports day.
- To arrange seminar and workshop for students on various topics such as physical fitness, stress management, study skills and sexually transmitted diseases.
- Career counseling to students.

QUALITIES OF PHYSICAL EDUCATION TEACHERS (PETS)

Teachers play a central role in the education of students. For promotion of learning teachers have to display a sense of responsibility and must be in possession of qualities of leadership that are essential for motivation of students. It falls upon the teachers to create a friendly environment in the institution free of coercion. Following are the essential qualities of PETS:

- Physically and Mentally fit
- Love towards sports and physical activity
- Enthusiastic, patient and tactful
- Extrovert personality
- Enjoy working with people
- Positive motivation provider
- Good communication skill
- High-level organizational skill
- Quick decision maker
- Good demonstrator
- Emotionally sound
- A spirit of co-operation

EDUCATIONAL REQUIREMENTS FOR PHYSICAL EDUCATION TEACHERS (PETS)

- B.A. in Physical Education **or** BSc. in Physical Education, Health Education & Sports **or** Bachelor in Physical Education {BPE-3 years} **or** Bachelor in Physical Education {Integrated BPEd-4 years} **or** Bachelor in Physical Education {BPEd}, Diploma in Physical Education {DPEd}& Certificate in Physical Education {CPEd}
- Masters in Physical Education {MPEd or MPE}

RECOMMENDATIONS

1. Physical education is a basic human right. It should be conducted while taking into account the needs and interests of all children. Physical education should focus on both preparing for physical activity and healthy living, as well as for developing motor skills and literacy. These benefits apply only for children.

2. The quality of physical education depends mainly on the level of qualifications and the knowledge, skills, and abilities of physical education teachers. Special attention should be paid to the preparation of teachers charged with carrying out physical education classes in kindergarten and primary schools.

3. It is necessary to guarantee a proper place for physical education in school curricula and provide children and teenagers with wider access to sports equipment and facilities outside of school. In this way, governments and local communities can demonstrate their understanding for the need for physical education and health and emphasize the educational role of frequent participation in physical activity in and outside of the school setting.

4. The development of contemporary school sport, intensive training and increasing financial and other pressures require the application of state-of-the-art advances in social, psychological, biological, and medical sciences in order to safeguard the health

and well-being of athletes.

5. The popularity of school sport provides us with an opportunity to shape the patterns of social behavior and demonstrate real authority and moral values. The greatest efforts should be undertaken to eliminating the use of illegal substances, and towards implementing rules of fair play for all. We should re-emphasize the integrative, aesthetic and spiritual value of sporting events. Without these factors sport is dehumanized, it loses its moral and social value.

6. The school boards support policies and programs which provide opportunities for physical activity participation for persons of all ages. These opportunities should include regular physical education classes for children, as well as increased programs and facilities for middle-aged and older adults.

7. Universities and colleges should place greater emphasis on educating students about the importance of physical activity for persons of all ages and abilities. Particular attention should be paid to preparing future generations of researchers and health professionals to help meet the needs of all citizens.

CONCLUSION

Physical education and sport are an important part of the tradition and cultural heritage of every country. The needs related to promoting and creating conditions for undertaking physical activity by the elderly and people of advanced age constitute medical, economic and social challenges of recent years and foreseeable future. Not only do people want to live longer, but they also want to maintain independence and high quality of life. Despite the fact that many years ago (1978) UNESCO identified physical education as one of the basic human rights, in some countries physical education is under challenge. It is sometimes suggested by authorities to reduce or even eliminate physical education classes in order to realize cost savings or to focus on other subjects considered to be more "academic". In many countries, physical education teachers are afforded low status within society. Furthermore, there is often a lack of sports equipment and facilities. The awareness of the significance of physical education for the physical, emotional, social and cognitive development of children and teenagers is very low, not only in India, but also worldwide.

Traditional "gym" classes used to be all about calisthenics and sports competition. The sport emphasized was usually one in the teacher's comfort zone, and it would often be introduced with a demonstration by a student the teacher had coached or knew from the community. After that brief intro, students were often allowed to play freely, without much focus on skill practice or rules.

Later, gym classes began to shift to an emphasis on physical fitness, as fewer students came from families where agriculture or manual laborers were a way of life. In the 1980s, group activities became the focus. In the 1990s, HPE moved into a more intramural-like curriculum, largely because soccer had become very popular and all age groups were playing it.

Today, we are all about motion. We're getting students up off the couch and emphasizing lifelong fitness activities, such as walking and dancing. The "lifelong" part of this approach is the key: I want my students to leave my HPE classes having had structured fun and having learned enough about themselves physically to go on to have full, healthy lives. I want them to be able to make positive lifestyle choices that will give them the opportunity to enjoy being active well into old age. Physical fitness is a discipline; students must choose their own path. But I want to equip them with the experiences and information that will help them make wise choices. I want them to feel empowered to believe that they can make a difference, and that contributing to the community and helping others makes the world a better place. Finally, I want my students to take away from my instruction the love of activity and develop the discipline to live a healthy and long life.

One very serious obstacle to accomplishing all this is the competition health and fitness activities face in the lives of young people. Getting youngsters to move away from a shoot-'em-up video game in favor of riding a bicycle or shooting a basketball is a challenge. Seeing active adults engaged in these kinds of activities would sure help. Sedentary kids need good fitness role models. Once young people are exposed to fun and successful activities, their health improves, health care costs go down, and they live longer.

HPE programs, while often overlooked and sometimes shunted aside during times of economic difficulty, actually hold an important key to life and school success for students of all ages. We all need for such programs to remain a priority in our public schools.

Quality health and physical education programs can be life-changing for today's young people and, in many cases, already are. Such programs offer students a well-rounded opportunity to develop their bodies and minds to gain skills that will propel them to success in both the physical and academic aspects of education—and life. Good HPE programs provide the structure and discipline that young people need to perform in school effectively, make positive choices in their lives, persevere to see a project through to the end, and earn the respect of their peers. Our society seems to be struggling with these things.

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