Summary, Conclusions & Recommendations
CHAPTER- V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

We have not yet realized the need for physical education at the lower level of education and have not introduced physical education as a compulsory subject in order to build a strong foundation at the kindergarten, primary and elementary level of education. The recommendation of the Esvarbhai Patel Commission states that twenty percent of the total time of the school curriculum should be allotted for physical education and creative art, dance and music, realizing the need and importance of the programme of physical education in school education. The negligence of foundation programmes of physical education at the lower level of education may be one of the important reasons for the failure to achieve our objectives laid down in the sports policy by AICS as (1) National Fitness, (2) Achieving excellence in the international sports and games. These objectives will become ambitious and remote if we fail to bestow our attention to strengthen grass-root level of education.

Movement education is that area of the curriculum in which learning experiences are provided through the medium of motor movement.
The movement education of a child is achieved through his participation in physical education. Good movement education is the result of a good programme, based on a thorough knowledge of how it contributes to the growth and development of children at each age level.

The successful movement education programme is one which provides the kinds of activities that children need to ensure their continued physical, mental and emotional growth and development, in order to help each child to meet his challenge of developing his optimum through movement education.

Movement education provides the foundation of movement patterns, which include the basic locomotor, non-locomotor and manipulative movements. Since many of these movements are essential for existence and since they are a provision of movement education, this indicates a basic need for movement education. Another primarily provision of movement education is the foundation for motor skills, here motor skills refer to a movement or limited series of movements performed with degrees of precision for the accomplishment of a specific end.

Exculpation of spiritual, moral and ethical values through participation is more emphasized in the kotthari commission report. Development of patriotism, spirit of sportsmanship, loyalty, perseverance are some of the ethical and moral obligations that are the prime concern of physical education besides skills and fitness. If India is to develop into a strong and
healthy nation and also achieve high degree of success in the international sports arena, it is essential that a strong foundation is laid in the early years of each child since it has been evident that top sportsmen in world class competition have usually begun their training from very young ages and in many cases as early as three to five years.

Childhood is the ideal stage for learning motor skills for several reasons as children are more pliable, adventurous and enjoy repeating satisfying activities.

The purpose of the study was to develop a movement education programme and its impact on children of elementary school.

After review of the available literature observation of elementary school children made by the research scholar, discussions with colleagues and consideration of specific factors, a movement education programme was developed for elementary school children.

The programme developed did not demand much space, finances or highly trained personnel. The movement education programme for elementary school children was based on general and specific objectives
General Objectives

Educators have classified the general objectives of movement education at pre-school level as indicated below:

1. Providing fun and enjoyment.
2. Development of movement.
3. Development of rhythmic expression.
4. Development of the spirit of unity and cooperation.
5. Developing a sense of responsibility.
6. Developing protection and improvement of health.
7. Help in the proper growth of all body parts.

Specific Objectives

1. Developing basic fundamental skills such as walking, running, catching, holding and balance.
2. Developing the ability to perform stunts.
3. Development of Physical fitness.
4. Development of Mental ability.
5. Developing the ability to perform original patterns of rhythmic movement.

6. Developing the ability to play more vigorous games, stunts and relays.

7. Developing the ability to learn fundamentals of throwing and catching.

8. Contributing to the social development of children by providing them opportunities to play and mix with other children. Learn techniques of social interaction, which help in getting positive responses from others.


8. Development of cooperation and competition.

The subjects for this study 504 boys and girls were selected. These subjects, between ages of three to eight years were studying in five selected private primary schools in Greater Ajmer (Raj.). From each school 168 boys and girls were randomly selected for the equal ratio of all three age groups. From the attendance register of first, second, third grade classes the age was calculated separately for the boys and girls. On the basis of calculated age,
groups were formed. These were the age, in the range of 5-6, 6-7, 7-8. The range of 5-6 years treated as a six year, the range of 6-7 years treated as a seven year, the range of 7-8 years treated as eight year for both boys and girls. On the random basis from the groups of girls/boys for each age level 17 boys and 17 girls were selected.

A pre-test was conducted for the boys and girls for each age level. In this pre-test for the physical fitness side following test items were conducted (1) shuttle run-it measures agility and speed. (2) 30 mts. run-measures speed. (3) standing broad jump- measures muscular coordination and leg strength. (4) hopping- measures balance (5) Target hitting which measured accuracy and throwing ability. And for the mental ability, the marks of first terminal exams of all five subjects (Hindi, English. Mathematics. Science. General Knowledge) were collected. After a pre-test, movement education programme was conducted for three months.

In this movement education programme for the age group of five to eight years students, following activities were conducted- Fundamental Motor Movements Body Management Movements. Manipulative Movements. Rhythmic Movements. Gymnastic Movements. Personal Challenge Movements. Game Movements

After conducting the movement education programme, a post test (physical and academic) was conducted for collecting data.
In this study, a paired T-test was employed to know the impact of Movement Education programme on the Physical Fitness for each test battery (Shuttle run, Standing Broad jump, Thirty meters run, Hopping, Target Hitting) and on the academic achievement for each subject (Hindi, English, Mathematics, Science, and General Knowledge) which were conducted on the different age groups which are 5-6 years, 6-7 years and 7-8 years. To analyse the collected data score were converted into standard scores and a single composite score was obtained. In this study level of significance was set at 0.05.

This study was restricted to curricular organization of movement education for elementary grades I, II, III of Ajmer’s schools. The study was confined to the information available from the books and journals mainly published abroad as very little material has been published in India.

The material from the libraries of the Lakshmibai National College of Physical Education, Gwalior, The British Council Library, New Delhi served as the reference centers for the research.

The investigator planned a curriculum of movement education for the children of elementary levels. The programme developed is mainly based on the conditions prevailing in India.
CONCLUSIONS

With in the limitation of the present study the following conclusions may be made:

1. The improvement was found in all the components of physical fitness in both boys and girls of 5-8 age groups while this improvement is greater in boys than girls. The boys are superior to girls in the items like shuttle run, 30 mts. run, standing broad jump, hopping and target hitting.

2. Movement education programme improves academic achievement in both boys and girls. There is statistically significant difference between boys and girls of pre and post test of the school children in the academic achievement.

3. The three months participation in movement education programme seems to have a beneficial effect on physical fitness and academic achievement.

4. Students in corporate physical activity in their life style.

5. Students acquired competence in physical education

6. Students developed an understanding of personal fitness and wellness.
7. Students reached a desirable level of physical fitness through participation in the programme.

8. Students passed the requisite knowledge required to participate in a variety of sports, game and exercises.

9. Students acquired the social and emotional skills necessary for productive participation in school and society.

10. The curriculum of movement education programme leave Students with a broad understanding of the wealth of physical activities available to them.

11. The child learned by doing but if he/she is to really learn in this complex society, he/she must learn through purposeful activity and experiences directly and progressively aligned with goals and objectives.

**RECOMMENDATIONS**

Based on the results of the study, the following recommendation are made:

1. The present study will be recommended for the elementary school level based on their needs, interests and age characteristics.
2. In every school where there is an elementary section the movement education programme be introduced.

3. The movement education programme be used for evaluating the performance of the children.

4. Studies of curriculum development may be taken at higher levels of education so as to have a sequential programme continuing right from kindergarten through elementary, higher secondary and higher secondary to college and university level.

5. Similar study can be conducted in different states and Zone of India.

6. More studies can be conducted on different sex and age groups.

7. Further studies can be done by involving large number of sample size.

8. Studies can be done by involving other fundamental movements, body management movements, manipulative movements, rhythmic movements, gymnastic movements, personal challenge movements and game movements which were not used in this study.