Introduction
CHAPTER I

INTRODUCTION

"Investment in Child's Development is, 
An Investment in the Future of a Nation."

Happy child, Nation's pride, children are the world's greatest resource. Investment in child's development is an investment in the future of a nation. Today's children will be tomorrow's leaders and scientists. Yet children are still struggling to have their needs fulfilled. Because children are our future and our most precious resources, the quality of tomorrow's world, perhaps even its survival, will be determined by the well-being, safety and development of today's children.

Essentially, the nation is that these elements are learned in early life through the various activities performed (such as jumping, throwing, striking and the like), and then when a new act is to be learned in later life, the student can piece together these elements in a more efficient way to achieve the new motor goal. The assumption is that by jumping over objects of various sizes, shapes, heights, etc the student will have more effective "elements" for the performance of the next jumping tasks (e.g. the running long jump in high school)."
Movement is learning, movement is life. No matter how disabled a child, movement can make a difference in his/her life. Movement can help a child become oneself. If a child can move, he/she can become more a master of the environment rather then being controlled by it.²

Physical fitness, movement skills, concept and affective development should be emphasized throughout the curriculum. The greatest emphasis during the pre-school and early elementary grades should be upon movement skill acquisition.³

The physical education program in the elementary school curriculum represents a continuity of experiences, which will enable the child to acquire skills of movement, the understanding of the structure of human movement, the ability to utilize the processes of movement, and to enjoy and employ the products of movement. Through the media of play, exercise, games, sports, and dance the child learns about himself; what he is capable of doing; how he can control his body; how he can adapt and relate to the world around him (space, people, other animate and inanimate objects); how he can communicate his feelings and ideas; and how he can maintain his state of well-being, proficiency in a wide variety of movement skills which gives him

²Jane R. Evans, Children Moving Third Edition p.25
³Ibid.p.29
personal and social mobility in his work and play activities and helps set a foundation for present and future success in life.\(^4\)

Movement education stresses development of basic movement patterns, an understanding of movement elements or structure, learning how a recognition of the significance of movement to oneself. The elementary school physical education program is based on a vast knowledge of the values of a wide range of movement experiences, as evidenced by research in the fields of child development, medicine, psychology, sociology, education, and physical education.\(^5\)

Physical education is accepted as an integral part of the elementary school curriculum. It is acknowledged that most behaviour is movement of one kind or another; consequently learning usually has movement as its foundation.\(^6\)

Through movement the young child learns the difference between the "me" and the "not me" which is essential to the ability to integrate form. Form perception or his ability to assign meaning to form, is based upon his posture, laterality (map of inner space) and directionality (map of outer space). His space perception or awareness of the relationships between forms is even more obviously developed by movement. His motor behaviour is the primary channel through which cognitive and affective behaviour are evident

\(^5\) Ibid., p.39
\(^6\) Ibid., p.42
to others. Thus, motor behavior provides the observable products of learning.\(^7\)

The human body has an inherent urge and need for activity, Gardner Murphy stated that, "Activity needs are indeed as fundamental as the nutritive need. We are provided with a set of complex organic equipment and if it is not allowed to function something happens to us, just as in using it we find joy."\(^8\)

Lawrence Ratrick states that "observations of pre-adolescent school age children indicate that they need four to five hours of physical activity each day; adolescents need a minimum of one and one-half to two hours each day. Therefore, one can easily understand that children's natural activity must be supplemented in order to satisfy their normal urge and need for activity. A good physical education program will partially fulfill this need, it will also improve motor skills and promote a good attitude toward the necessity for and the enjoyment of physical activities in present and future leisure time."\(^9\)

Physical education is valuable in the intellectual development of the school child, usually measured by scholastic achievement. The child's level of achievement is primarily dependent upon his intellectual capacity, but

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whether or not his potential is realized depends a great deal upon his physical development.10

Recently, results of research and study on the relation of motor patterns and academic achievement have indicated that the type of movement experiences a young child has may influence his academic achievement. Ismail and Gruber, in an extensive series of sequential studies of children, found that measures of coordination and balance were good predictors of academic achievement. But, despite the empirical and observed evidence that perceptual-motor development of a child and his academic success is correlated, the evidence is not yet conclusive. Perceptual-motor development as a vital part of normal child development has long been considered a sequence of learning stages, however, and research indicates specific cases in which the correction of delayed motor patterns resulted in improved performance and apparently improved capacity for intellectual achievement.11

Efficiency of movement is the ultimate goal in all play and work skills. The mechanical principles of movement are learned by children, and the concepts are applied to the learning of new play or work skills. Prior to the complete understanding of principles and identification by definition, concepts or generalized applications of them can be made in the exploration and problem-solving phases with basic movement skills in the primary

10 Schurr, Experiences for Children, p. 88
11 H. Ismail and J.J. Gruber, Integrated Development: Motor Aptitude and Intellectual Performance (Columbus, Ohio: Charles E. Merrill, 1967), p. 54
grades. As the student matures intellectually, and physical law and principles are introduced in the classroom, direct analogies can be made as to how these operate in the body.\textsuperscript{12}

Havighurst, lists for middle childhood (age six to twelve) is that of learning physical skills necessary for ordinary games highly valued in childhood. The psychological basis for this is the fact that the peer group rewards a child for his successes and punishes him by indifference or disdain for failure. Motor skills are important for both boys and girls in obtaining wholesome self-attitudes, the second tasks for his age group. Five of his developmental tasks of infancy and early childhood clearly involve physical or motor variables.\textsuperscript{13}

Nelson, found that social status becomes greater as a function of athletic skill, as a child progresses from elementary school to secondary school. These and many more studies indicate that good level of motor skill is important to child's relationship and status in his peer group. The individual who is "accepted" has fewer emotional tensions and thus will function more efficiently both physically and mentally. It is apparent that the child who enters school with poor motor skills and little previous opportunity to learn

\textsuperscript{12} Schurr, Experiences for Children, p106.
\textsuperscript{13} Robert J. Havighurst, Developmental Tasks and Education (New York: Longmans, 1952), p.54.
games is at a serious disadvantage if he receives no instruction to help him improve his situation at school.\textsuperscript{14}

The child continually uses his own body in interacting with objects, persons, and processes in his own environment. Gradually he gains a measure of control over his body and learns its potentialities and limitations. Experiences with others also lead children to compare themselves with each other and to rate themselves as stronger or weaker, more skilled or less skilled, fully equipped or handicapped, attractive or ugly in comparison with others.\textsuperscript{15}

The degree to which an individual has met the physiological needs for movement directly influences the development of his self-concept. Physical education then is the subject in the elementary school curriculum in which learning of neuromuscular skills and understandings, intellectual skills and understandings, social skills and understandings, and value system are taught through the medium of movement. It must be remembered that it is the only subject in the curriculum, which is solely responsible for the child's physical development, and, as such, its greatest contribution and concentration is in this area.\textsuperscript{16}

The curriculum in elementary school physical education is a continuity of movement experiences designed to help the child gain movement skills and concepts that will enhance his ability to function effectively and happily in all his life experiences, whether they be social, mental or physical. These movement experiences are designed to help a child achieve self-fulfillment in respect to his specific needs, interests, and abilities.17

A child’s education in movement starts long before he comes to school. He has usually encountered and experienced all the fundamental motor skill patterns. He has gained some concepts and control of the natural forces in his environment as he copes with them through exploration, trial and error, and imitation of other people’s movements as he learns skill patterns out of necessity to move in and out concisely. The quality and extent of each child’s movement patterns and understandings are dependent upon his opportunities, freedom, and encouragement to move and explore. Obviously children arrive at the instructional physical education program in schools at all stages of proficiency, levels of understanding, application, and experiences in movement. Basic movement is not categorized as a specific activity area, but is the core content of the physical education program. The greatest percentage of time in the primary grades is spent on studying basic movement, with the specific areas as media through which concepts, skill and understanding of movement are learned and practiced. The various forms of activity are also

17 Schurr, Experiences for Children, p.120
learned and enjoyed in and of themselves through activities appropriate to the student's realness.

Movement is essential to one's ability to cope with the world about him. Movement stimulates perception and perception directs one's movements: one perceives through his sensory mechanisms. Therefore, we must provide the young child with a rich sensor motor environment and give him the opportunity to explore and experiment with movement using the perceptual cues he does receive.\textsuperscript{18}

Movement as therapy, it was the first tentative venture of that versatile group into the area of therapy. This was followed four years later by a conference in Edinburgn that was concerned with "communication without words." People from therapeutic and from educational disciplines took part.\textsuperscript{19}

Laban tended to divide action movements into the groups locomotory, those that take you from place to place, and gestures, where the body may stay in one area of space, but the upper part particularly, the arms, eyes and face, are used to express a meaning. What Laben was trying to do in his physical education work was to extend the range of movement capacities in people. He found that people were usually very restricted in their movements, their, bodies limited them. And his aim was to extend these limits.\textsuperscript{20}

\textsuperscript{18} Ibid. p.135
\textsuperscript{19} Ww.w.movement.edu.com
\textsuperscript{20} Ibid.
Movement education in the Waldorf curriculum provides children with physical activities appropriate to their stage of development. Children need to move they need to sense themselves and others in their environment. They are developing their bones, muscles, and organs for their lives of physical activity. The child's movements in the lower grades are meant to be more unconscious, imbued with imaginative play. Teaching movement through games successfully engages children in grades one through four and provides the appropriate vehicles for developing balance, coordination, and directed movement.

In a traditional physical education class, the activity itself (volleyball, track and field, or folk dance) provides the structural basis for developing a curriculum. Skills within each area are arranged from simple to complex and presented to children according to their maturity and readiness. Movement education utilizes the media of games, gymnastics, and dance to foster the child's physical and emotional development through the movement concepts described as body awareness, space, qualities, and relationship. These categories of movement become the framework of a movement education curriculum.\textsuperscript{21}

Movement education works directly with the body and mind as one, known as "psycho physicality" to free up movement and therefore free up feeling. By changing body movement patterns, opening up blocked

\textsuperscript{21} B. Nichols, \textit{Moving and Learning} 2nd Ed. (St. Louis: Mosby College Publishing Co., 1990), p.69
movement and perceptions, by experiencing one's own flow of feeling. This process is about learning to release what is old and distorted energy and discovering our own life, force and creativity.\textsuperscript{22}

The theory suggests that the motor programs we store in memory are not specific records of the movements to be performed; rather they are a set of general rules (schemes) to guide performance.\textsuperscript{23}

In order to facilitate growth through play, the teacher must understand the basic skills involved in psychomotor coordination as well as how each of these skills is developed. These basic skills encompass activities germane to stability, which in essence is a gross motor skill called locomotion, a skill that includes such movements as walking and skipping, and manipulation, activities in this category can be either gross or fine motor.\textsuperscript{24}

Movement can transpire in a structured environment, for instance manipulating such variables as equipment or boundaries, or in an open non-restrictive setting. The final area is the instructional component.\textsuperscript{25}

Early childhood educators need to be teachers not supervisors of young children during their physical activity exertions. Teachers, interact with children, stay close to them, listen to what they say, what they ask, what they need. Whatever objectives are deemed appropriate during the time children

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\textsuperscript{22} Roger Easter books, \textit{What is Movement Education} 1998.
\textsuperscript{25} S. Curtis, \textit{The Jour of Movement in Early Childhood} (New York: Teachers College, Columbia University, 1982), p.67
\end{flushleft}
play, early childhood educators need to understand how guidance, either direct or indirect, can enhance a child’s learning as well as enabling that child to have fun in a relayed environment.  

Physical education is one of the most important mediums by which young children form impressions about themselves as well as their surrounding milieu. Furthermore, physical activity is so important to young children because active learning means interpretation through movement. Physical activity enables children to progress along the developmental sequence from the sensioromotor intelligence of infancy, to pre-operational thought in the preschool years, to the concrete operational thinking exhibited by primary children.

Movement is one of the most utilized vehicles of non-verbal interaction and expression used by a child. All children enjoy physical activity. Playing makes a child happy (Eastern 1992). The strongest practical implication for a wide variety of movement experiences for young children is that it is at this age that basic motor skills are being established, by age five all the fundamental movement patterns have emerged. If one was to extrapolate the preceding statements into a motor framework, it becomes

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evident that young children require ample opportunities to pursue daily physical activities.28

"Movement Education" started with Laben in England and was carried on with changes by Meredith Jones. At first it involved quite free and individual exploratory movements particularly pertinent to the dance. But it has since been extended to cover movement exploration and experimentation by the nursery school, kindergarten and even primary school child who is encouraged to be active and to tryout all kinds of movement on its own impulse or idea so as to create an awareness of it's body and of it's place in space.29

Movement education is such a term. The term has been so widely used in the professional literature, at professional meetings, and in educational institutions that it has become familiar, popular, and desirable.30

Movement education was a very influential movement throughout the 60's and early 70's. School programs became more creative and self-development oriented. Values in general changed and there was a degree of anti-competitiveness. There had been criticisms of this change of philosophy and recently there are signs that the aims of physical education are becoming more instrumental and traditional regarding the teaching of skills. Health

related fitness and competition are now accepted as elements of the program.\textsuperscript{31}

In the initial stages of a movement program, the teacher sets tasks, which channel the ideas of the child. Eventually, the child will reach a stage of awareness and be able to recognize the value of movement.\textsuperscript{32}

The aim of a basic movement program is to build a foundation as well as a vocabulary of movement experiences. The child needs to understand total body management in space. This knowledge of body management is built around the concept of (1) the where-space, directions and levels, (2) the what - body awareness, (3) the how time or speed (quick or slow), (4) weight light or heavy and (5) flow-free or bound. These are all factors of movement as formulated by Laban.\textsuperscript{33}

Elementary age children have large muscle movement and Physical education at the elementary school level should stress the enjoyment of large muscle movement along with the mastery of basic principles, which contribute toward success for the individual. Aside from the natural predilection of these children toward activity, other reasons exist for interest in physical education to peak during the elementary school years, which does not happen by chance. These elements are teacher-imposed components,

\textsuperscript{31} Andrew Petherick, (Personal Communication, April 25, 1985), JOPERD - Oct. 1986.
which should be incorporated into an elementary school physical education program for it to be successful.  

Movement awareness base, the acquisition of fundamental skills forms the movement foundation upon which more complex game, dance, and gymnastic activities can be performed. The three categories of fundamental movement are (1) Loco motor Skills - Movements that propel the individual through space (e.g., run, jump, skip), (2) Non Loco motor Skills - Movements are executed with minimal or no movement of one's base of support, sometimes described as skills of stability (e.g., twist (turn, swing, sway) and (3) Manipulative Skills - Movements that focus upon the control of objects primarily with use of the hands and feet. Two classifications of manipulative behavior are used, propulsive (e.g., throw, kick, strike and receptive catch, trap).  

Early motivation and stimulation have a dramatic effect upon the skill development and fitness of young children three to eight years of age. Physical educationists and parents should help young children become aware of their bodies and their relationship to space and objects. They should realize that children develop from head to trunk, and control progresses from general to specific. Beginning at an early age, variety of regular activities aimed at health related fitness components and motor skills development should be

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presented in a fun environment. Movement (physical education helps children move more efficiently, use objects, establish health exercise habits, and develop motor skills). Evidence is increasing daily that the physical and fitness education of young children contributes greatly to the quality of life in all its dimensions.  

Movement and play are important for total development. We should include it in the training of all child care workers, preschool teachers in training should study a program of physical development as part of the early learning curriculum, motor activities for young children with basic motor learning content activities, teaching strategies, environmental conditions, and evaluative measures for working with young children through a movement and play medium should be included.

During the last 10 years a considerable amount of attention has been focused on physical activity programs for children three to five years of age (traditionally designated as pre-schoolers). Much of the support for this interest is a result of several factors, including research findings that suggest early intervention with health-related fitness and motor development programs as an appropriate means of enhancing children's academic development and physical wellness. Several educators and researchers contend that intervention during this phase of child development is crucial in

developing a foundation that may be a significant influence on the quality of life and intellectual productivity in a child's later years. Another significant factor in the popularity of early childhood programs is the concern for improving the quality of day care.\textsuperscript{38}

Fundamental movement abilities are basic movement patterns that begin developing around the same time that the child is able to walk independently and move freely through his or her environment. These basic loco motor, manipulative, and stability abilities go through a definite, observable, process from immaturity to maturity. A variety of stages within this phase have been identified for a number of fundamental movements, these are initial, elementary and nature stages.\textsuperscript{39}

The English movement education approach is centered around concepts in three areas, the use of the body (what moves), the use of space (where you move), and the quality of the movement (How you move). Themes to develop concepts of body awareness include transfer of weight, reception of weight, and shaping movements by such means as curling, stretching and twisting. In addition to individual work, body use is developed through partner and group work in problems involving matching movements, contrasting movement, meeting and parting, and passing around, over, and under. Ability to use a variety of directions and levels serves as the core for

\textsuperscript{38} Carl Gabbard, "Early Childhood Physical Education. The Essential Elements." \textit{JOPERD} (Sept. 1988).

\textsuperscript{39} David L. Gallahue, \textit{Understanding Motor Development in Children} (Indiana University). p.83
spatial concepts. The quality of movement is described in terms of three factors, the "Strength" of the movement as characterized by strong or light, the "time" characterized by quick, slow, acceleration or declaration, and "flow" characterized by continuous, broken, successive, or simultaneous movement.\textsuperscript{40}

Physical activity is important for children's growth and development. Regular physical activity, started early in childhood, can enhance bone development and delay osteoporosis, reduce the risk of heart disease, inhibit childhood obesity, and provide a beneficial challenge to the developing bodies of all school-aged children. Furthermore, there is strong evidence that regular physical activity improves self-concept and confidence, assist children in coping activity and participation in adult years. In addition, much unhealthy behaviour, such as smoking and drinking, has been less prevalent among highly fit young people.\textsuperscript{41}

After basic movement skills are learned, each child must have the opportunity to refine specific skills, advancing individually at his or her own rate.

\textsuperscript{40} Sherley Howard, "The Movement Education Approach to Teaching in English Elementary Schools." Department of Physical Education University of Michigan. Served as the American Coordinator for the Workshop, held Last Summer JOHPERD (Jan. 1967).

\textsuperscript{41} University of Alberta. "Position Statement on School-Based Physical Education and Sport." AHPERD Journal 60,(1993)
Children must be allowed to mature and develop to higher levels of proficiency without being thrust into a competitive environment.\textsuperscript{42}

The young child is ever in motion. The medium serves the child well. Through movement the child engages in self-discovery and explores, extends, categorizes, and manipulates physical and social environments. The moving child provides for his own safety, experiences freedom, achieves communication, derives pleasure and enjoyment and gains acceptance through mastery.\textsuperscript{43}

Young children must have the opportunity to learn in environments and discoverers as well as eager responders.\textsuperscript{44}

Movement education for very young children can consist of free play in a guided, environmentally designed play area and planned activities in a learning setting.\textsuperscript{45}

Each child must become proficient in all the skills of basic movement since these skills have a direct relationship to everyday tasks and to life itself. Some children have on easily acquired rhythm of movement and coordination, others lack proficiency in correct walking, running, jumping, dodging, kicking, lifting, throwing, catching and gauging moving objects.

Each child should also understand and build sound habits of effective postures, since these basic movement and posture skills are important in daily tasks.\textsuperscript{46}

We have all learned that the early years of our lives are most important, in that we form all our basic habits, establish our motor skills, and receive our character and personality foundation. A child receives his first stimuli from home, but it is in the school elementary school that these develop into a social pattern and become an established part of the individual.\textsuperscript{47}

Elementary education provides for the optimum physical, social, emotional, and intellectual growth of children through a series of planned learning experiences closely geared to their individual and group needs.

Education, today must be concerned with the well-balanced development of the whole child, not just mental growth.\textsuperscript{48}

The physical education programme in the elementary school curriculum represents a continuity of experiences, which will enable the child to acquire movement, the understanding of the structure of human movement, the ability to utilize the processes of movements. Through the medium of play, exercise, games, sports and dance the child learns about himself, what

\textsuperscript{46} Louis E. Means and Harry A. Applequist, \textit{Dynamic Movement Experiences for Elementary School Children}.


he is capable of doing how he can control his body, how he can adopt and relate to the world around him (space, people, other animate and inanimate objects), how he can share his feelings and ideas, and how he can maintain his state of well-being.49

Movement education is a way of learning, exploring ideas, forming concepts and of solving problems. Through movement each human being makes many discoveries. He explores elements in his environment and adapts his energy patterns. It is through movement that physical education proceeds and it is through movement education that physical education seek to ensure the fullest development in their students.50

In elementary schools, movement education is important not only for its unique contributions to the total life of the child but also for the part it plays in establishing a foundation of good health, sports skills and wholesome interests for their future lives. The elementary school child requires a wide variety of experiences in basic movement and movement patterns. They enjoy the variety of equipment, steps and passages. Common movement elements help the educator to devise a movement education programme that moves towards its objectives.51

Thomas has stated that elementary school children of age group six to

ten gain fundamental knowledge, skills, habits and ideals of thought, feelings
and actions which are necessary for all regardless of social status, vocation
and sex. The individual slowly acquires physical co-ordination through a
wide range of activities. This is a vital stage of education through movement.
A child should develop mastery over basic skills, because this is the age when
the foundation of movement education should be laid.52

In the primary years a child enjoys discovering what his body


can do. He tries out the normal range of bodily actions and with an inventive
mind and mobile joints are eager to discover his conventional actions to
extend his range. He becomes deeply absorbed in routines and rituals that
may seem pointless to adults but are full of meaning for him. He tests himself
out in movement.53

Movement themes from the foundation of movement experiences
necessary for developing more specific fundamental skills. Through this
process, children develop an increased awareness and understanding of the
body as a vehicle for movement, and for the acquisition of a personal
vocabulary of movement themes are categorized according to the movement

53 Movement Physical Education In the Primary Years, Department of Education and Science (London: Her
concept classifications of space awareness body awareness, qualities of movement and relationship.\textsuperscript{54}

\textbf{Statement of the Problem}

The purpose of the study is "Development of a movement education programme and its impact on children of elementary school.

\textbf{Delimitation}

The study will be delimited to the boys and girls in the age group of five to eight years, studying in elementary schools in greater Ajmer.

\textbf{Limitations}

1. The differences that exist among children due to varied social cultural, economic and religious factors will be recognized as limitations for this study.

2. The hereditary and family traits acquired, which vary considerable were also accepted as limitations for this study.

3. The variations in mental development affecting physical growth and development, including motor skills especially at the pre-school stage, Cannot be assessed or controlled. This will be also be recognised as a limitation.

\textsuperscript{54} Larry Kehres, "Maslow's Hierarchy of Needs Applied to physical education and Athletic," The physical education, vol 30, No 1 (1973), P. 25
**Hypothesis**

On the basis of knowledge gained from literature and researcher's own understanding of problem, it is hypothesized that:

There could be significant difference of movement education programme on physical fitness and academic achievement of elementary school children.

**Definition and Explanation of the Terms**

**Physical Fitness**

Physical fitness is the capacity to carry out reasonably well various forms of physical activities without being unduly tired and includes qualities important to the individual health and well-being.\(^5\)

Fitness is that state which characterizes the degree to which the person is able to function. Fitness is an individual matter. It implies that ability of each person to live most effectively with his potential. Ability to function depends upon the (physical, mental, emotional, social and spiritual components of fitness, all of which are related to each other and are mutually interdependent).\(^6\)

**Curriculum**

Good has defined curriculum as, "A body of prescribed educative experiences under school supervision, designed to provide an individual with

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the best possible training and experience to fit him for the society of which he
is a part or to qualify him for a trade or profession.57

Curriculum in its broad sense means the total of all experiences in
which the learner participates under school auspices. It includes both the
formal and informal curriculum.58

All activities deliberately planned and guided by the school or local
education authority to bring about changes in the pupils is curriculum.59

A systematic group of courses of sequences of subjects required for
graduation or certification in a major field of study e.g. social studies
curriculum, physical education curriculum.60

Movement Education

Burton defined the area as movement education with exploration the
technique employed to develop the basic skills, self and body involvement in
the learning experience. The children are participating in movement
education, which involves a problem solving explanatory approach to
developing efficient motor development through body awareness and an
understanding of the basic principles of body motion.61

p.24.
59 John Kane, Curriculum Development in Physical Education (London: Crosby Lockwood Staples,
1926), p.145.
61 Elsie Curic Burton, The New Physical Education for Elementary School Children (Boston: Houghton
Movement education places emphasis on skill development in the elementary school years. It is important to learn fundamental skills in the early years because they are the building blocks for more sophisticated skills. There are two major parts of motor skill development: learning the various skills and learning the concept of movement. It is helpful to treat each area separately for the purpose of Instruction.62

The movement concept categories of body awareness, space awareness, qualities of movement and relationship offer structure and direction for planning new movement experiences. As youngsters experience movement, they also learn the vocabulary of movement in order to increase their understanding of the diversity and openness of movement possibilities.

Movement educations is individual exploration. The individual exploration is concerned with the natural movements of childhood. Children enjoy running, jumping, climbing, leaping and other physical movements and they tend to perform these movements63

Movement education encourages an analysis of movement. It provides an opportunity for students to observe and analyze them selves and other in

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63 Bucher, Foundation of Physical Education P. 143
the process of movement. They understand better as what needs to be done to achieve the best performance.\textsuperscript{64}

**Fundamental Skills**

Fundamental skills are those utilitarian skills children need for living and being. The designation fundamental skills are used because the skills are necessary for children to function effectively in the environment. Fundamental skills are divided into three categories—Locomotor, Nonlocomotor, and Manipulative.

**Locomotor Skills**

Locomotor skills are used to move the body from one place to another or to project the body upward. They include Walking, Running, Skipping, Galloping, Leaping, Sliding, Jumping and hopping. They form the foundation of gross motor coordination and involve muscle movement.

**Non Locomotor Skills**

Non locomotor skills are performed without appreciable movement from place to place. These skills are not as well defined as locomotor skills. They include bending and stretching, pushing and pulling, twisting and turning, rocking, swaying and balancing, among others.

\textsuperscript{64} Brown, *Movement education; Its evaluation and modern approach* P.P. 19-20
Manipulative Skills

Manipulative skills come in to play when children handle an object. Most of these skills involve the hands and feet, but other part of the body can also be used. The manipulation of objects leads to better hand-eye and foot-eye coordination, which are particularly important for tracking items in space. Manipulative skills form the foundation for many game skills. Propulsion (throwing, batting, kicking) and receipt (catching) of objects are important skills that can be taught by using beanbags and various balls. Rebounding or redirecting an object in flight (such as a volleyball) is another useful manipulative skill. Continuous control of an object, such as a wand or hoops, is also a manipulative activity.

Body Management Skills

Body management skills are an important component of movement competency. Efficient movement demands integration of a number of physical traits, including agility, balance, flexibility and coordination. In addition, youngsters must develop an understanding of how to control their bodies while on large apparatus, such as beams, benches, and jumping boxes. A basic understanding of movement concept and mechanical principles used in skill performance is necessary for quality movement.
Rhythmic Movement Skills

Rhythmic is the basis of music and dance. Rhythm in dance is simply expressive movement made with or without music. All body movement tends to be rhythmic—the beating of the heart, swinging a tennis racket, wielding a hammer, throwing a ball. Most movement that take place in physical education class contain element of rhythm. Rhythmic activities offer opportunity for broad participation and personal satisfaction for all, as children personalize their responses within the framework of the ideas.

Gymnastics Skills

Gymnastic activities are an important part of every child's overall experience in physical education and they can make a significant contribution to the goals of physical education. Through the gymnastics program, such personal characteristics as dedication and perseverance can be furthered, for stunts are seldom mastered quickly. Because much of the work is individual, children face challenges and have the opportunity to develop resourcefulness, self-confidence and courage.

Game Skills

Games are excellent activities for developing social skills. Students can be taught to display appropriate interactive skills, such as leading, following and marking decisions. Games are a laboratory in which children can apply newly learned skills in a meaningful way.
Many game help develop large muscle group and enhance the child's ability to run, dodge, start and stop under control while sharing space with others. Cognitive development is also enhanced as children learn to understand and follow rules. By applying strategy in game, children learn the importance of alertness and the mental aspect of participation.

**Skilled Movements**

A skilled movement requires having the ability to perform a complex action or movement pattern with high degree of proficiency. It usually combines several movement elements and incorporates the entire motor development factor previously learned.

**Creative Movements**

Communication through movement makes up this motor development category. Planning creative movements for children environment stimulants such as design art and music are good motivators for the development of creative motor responses. This is an important area for young children and should be accentuated in the curriculum.
Significance of the Study

1. The study is significance for the development of fundamental physical skills so that each student may become competent in the use of these skills.

2. To provide each student the opportunity to develop and maintain a level of physical fitness in relation to his other individual ability.

3. The results of the present study will also help in conducting future research in the development of and formation of a curriculum for the school education programme.

4. A scientific movement education curriculum for the children at the elementary school level will contribute to a fitter generation of children with better skills coordination, motor ability beside health and happiness.

5. If the foundation is strong the structure will be a lasting one, so, if the children during the pre-school level are gives proper guidance in motor skill the outcomes will be excellent during the adolescent period.

6. To place greater stress on pre-school and primary school programmes.

7. To keep the element of competition away from the joy of activity which the slow developing child needs.
8. The development of positive self-concept through physical education experiences.

9. To instill the concept of good sportsmanship and cooperation with others.

10. To develop a positive attitude towards physical activity so that each student might seek and enjoy recreation during his or her leisure time.

11. The development of a movement education programme will serve as a motivational force to the school children to improve the physical fitness and academic achievement.