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Implementation of CBSE and specific model physical education curriculum on flexibility and co-ordination of adolescence boys

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Abstract

The purpose of the study is to find out the implementation of CBSE and specific model physical education curriculum on flexibility and co-ordination of adolescence boys. To achieve the purpose of the study, Fifteen adolescence boys selected from each schools GK Shetty Vivekananda Vidyalaya and Sethu Baskara Matriculation school Chennai district, Tamil Nadu. Their age ranged between 9-16 years. GK Shetty Vivekananda Vidyalaya is consider as group – I (n = 15) to assess the implementation of CBSE Physical education curriculum. Sethu Baskara matriculation school is consider as group – II (n = 15) to assess the implementation of specific model Physical education curriculum. The study was delimited to assess flexibility and co-ordination. The selected criterion variables flexibility was measured by sit and reach test and co-ordination was measured by alternate wall toss test. Since no effort was taken to pair the groups in any way and therefore to eliminate the variation in pre-test mean. Analysis of Covariance (ANCOVA) was applied as statistical tool for the present study. Significant at 0.05 level of significance. The data were examined by applying SPSS measurable package in the computer. The results of the study shows that CBSE Physical education curriculum group have improved their flexibility and co-ordination compared with specific model physical education curriculum group.

Keywords: CBSE and specific model physical education program, flexibility and co-ordination

Introduction

According to (Ajisafe, 1997) ^[1], there is a lot of setback to implementing PE in schools. The difficulties involved in providing PE included pressure for excellent academic results, insufficient allocation of time, insufficient & deprived educational facilities, absence of properly qualified educators & bad attitudes towards PE from educators, students & guardians. PE is marginalized in many schools in India because it is not a topic that can be examined and because of an absence of norms and the Ministry of Education's powerful strategy of execution (Wanyama, 2011) ^[9].

Physical Education and Sports is an intentional try to encourage health-related learning. This involves a relatively permanent change in capabilities or disposition and comprises the acquisition of knowledge and understanding; the clarification of values, a development of believes; the achievement of competence in psychomotor or social interaction skill. This is primarily about individual learning, whether it is about lifestyle modification, decision-making facilitation or more radical socio-political purpose.

Studies of variables influencing outdoor play for kids and PE programs for primary school in the Langat division in Nairobi and Sagana district in Kirinyaga district disclosed that teaching facilities and PE equipment were insufficient, time allocated was insufficient, and PE lessons were scheduled but not taught in some main schools. In main and secondary schools in Kenya, this situation was comparable (Muindi, 1998) ^[6]. PE learning was impacted by insufficient time allocation & resources. Physical inactivity, according to Sallis and McKenzie (1991) ^[8] has deep impacts on young children's healthiness, while absence of physical literacy at college can have health consequences throughout their lives.

Flexibility is the capacity of an individual to move the body and/or his/her parts through a wide range of motion at maximum without strain to the articulation and muscle attachment".

Coordination is the ability to select the right muscle at the right time with proper intensity to

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achieve proper action.

Methodology

To achieve the purpose of the study, Fifteen adolescence boys selected from each schools GK Shetty Vivekananda Vidyalaya and Sethu Baskara Matriculation school Chennai district, Tamil Nadu. Their age ranged between 9-16 years. GK Shetty Vivekananda Vidyalaya is consider as group – I (n = 15) to assess the implementation of CBSE Physical education curriculum. Sethu Baskara matriculation school is consider as group – II (n = 15) to assess the implementation of specific model Physical education curriculum. The study

was delimited to assess flexibility and strength. The selected criterion variables flexibility was measured by sit and reach test and co-ordination was measured by alternate wall toss test. Analysis of Covariance (ANCOVA) was applied as statistical tool for the present study. Significant at 0.05 level of significance.

Analysis of Data

The data collected prior to and after the experimental periods on flexibility and co-ordination on CBSE and specific model physical education curriculum group were analyzed and presented in the following table -I.

Table I: Analysis of Covariance on Flexibility and Co-Ordination for Cbse and Specific Model Physical Education Curriculum Group

Variable Name	Group Name	CBSE Curriculum group	Specific Model Curriculum group	F ratio
Flexibility	Pre-test Mean \pm S.D	7.763 \pm 0.025	7.773 \pm 0.021	1.324
	Post-test Mean \pm S.D.	7.824 \pm 0.037	7.794 \pm 0.022	6.810*
	Adj. Post-test Mean \pm S.D.	7.829	7.782	34.920*
Co-ordination	Pre-test Mean \pm S.D	12.359 \pm 0.013	12.360 \pm 0.016	0.015
	Post-test Mean \pm S.D.	12.246 \pm 0.020	12.356 \pm 0.011	31.435*
	Adj. Post-test Mean \pm S.D.	12.247	12.357	330.934*

* Significant at 0.05 level of significance.

(The table value required for significance at 0.05 level of significance with df 1 and 28 and 1 and 27 were 4.196 and 4.210 respectively).

Results

The “F” ratio was used to find out the significant difference if any, among the CBSE and specific model physical education curriculum group on selected criterion variables separately. In all the cases, .05 level of confidence was fixed to test the significance, which was considered as an appropriate.

Table - I showed that the results of the study there was a significant difference between CBSE and specific model physical education curriculum group on flexibility and co-ordination. Further the results of the study also shows that CBSE Physical education curriculum group have improved their flexibility and co-ordination compared with specific model physical education curriculum group.

Conclusions

Within the limitations and delimitations of this study the following conclusions were drawn from the result.

1. It was found from the implementation of CBSE Physical education curriculum group had enhanced flexibility when compared with the specific model physical education curriculum group. Dar., *et al.* (2015) ^[2], Honer and Demetriou (2014) and Kim., *et al.* (2015) ^[4] found that significant improvement on flexibility after physical activity.
2. The present study an outcome shows that there was critical improvement in co-ordination for CBSE Physical education curriculum group when compared with specific model physical education curriculum group. Maniazhagu., *et al.* (2018) ^[5] and Reena Rani (2008) ^[7] found that significant improvement on co-ordination after physical education programme.

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