



Physical Education In India And Its Impact Of Students Of Gujarat State.

Author¹: Jigar Narendrakumar Pancholi, research scholar at Department of Education at Kalinga University, Raipur-CG

Author²: Dr. Atul Shukla, Professor at Department of Education at Kalinga University, Raipur-CG

Abstract:

Academic performance depends on a complex interplay between intelligence and contextual variables, but health is a key factor in regulating a child's learning ability. The idea that healthy children learn better is empirically supported and widely accepted (Basch, 2010). Several studies have also confirmed that health benefits are associated with physical activity, including cardiovascular and muscle fitness, bone health, psychosocial outcomes, as well as cognitive and psychosocial outcomes. Brain Health (Strong et al., 2005; see Chapter 3). The relationships between physical activity and fitness, cognition and brain health, and academic performance are the subject of this chapter. Here in the present paper we shall discuss the importance of PE in student's overall performance and have an overview of the status of PE in the state of Gujarat-India.

Keywords: Physical Education, PE/PA, Physical activity and fitness

Physical Education in India

Clarke et al., 1989, reported that it was in 1820, when physical education was introduced as a subject in formal education. It was introduced to focus on cleanliness in schools, sanitation, and gymnastics and because of the concerns related to the human health and diseases.

“Slim Guide Skinfold Fat Caliper,” 1990 revealed that our country has been influenced by 3 main forces in the field of physical education. The first one is indigenous i.e. being Indian and the other two forces were foreign which includes British and American. In relation to the Indian heritage, a careful analysis of our culture reveals that, from the centuries Indian people lived a life which was adequate for physical growth and development. Physical education was not different from the life style, it was deeply rooted in the daily activities of the people and a good and healthy physical growth was the normal resultant of their natural life. The Aryan people fought wars and ploughed fields and later settled down in India. They developed the

meditation ways and philosophy. They performed vigorous physical exercises with normal and natural outdoor life where yogic exercises also found a significant place in their life. The ultimate goal of such exercises and yoga was Samadhi or oneness with God. Some of the features of yoga include self-discipline of mind and body, cleanliness and relaxation to life.

History and Background of Physical Education in India

From the ancient times till today the opinion of physical educators regarding yoga has changed. The ultimate goal of yoga, from religious belief has been changed to keep fit and healthy at all ages and for all sexes. Therefore yoga found a significant place in today's physical education programme.

T. Bmi, States, Bmi, States, & Edition, 1994 also remarked that the Indian breath-holding game Kabaddi, or Hu-tu-tu or Chedugudu which is played all over the country was originated from the yoga and our heritage exercises. One of the other team games of India is Kho-Kho. The great national sport of our country is wrestling, which we are playing from our ancient times. No specific equipment is required for all of these ancient games. Akhadas, Garadies, Talim-Khanas and Kalaries, were the gymnasias of India in past that promoted physical education.

Besides these games there are many other minor games which were suitable for both young and old. The rich Indian heritage also includes a number of rhythmic activities in classical forms. A variety of dances and folk dances of various cultures are a part of it. All these physical activities whether these are games or dances or yogic exercises are part of our rich heritage and physical education through which the countrymen can express themselves naturally by keeping them fit and healthy.

The British invaded and ruled India, and with their reign, their culture and heritage also entered in India. They established British sports and traditions in sports in the country. Their free institutions and the values like individualism, personal liberty, love for games and team spirit tended to create and foster the competitive environment in India like football, tennis, cricket, golf, athletics, swimming, boating, archery, etc. The British set their schools, colleges and universities where traditions in sportsmanship and fair play were established.

Britain had also introduced Gymnastics in India which they adopted from German, Swedish and Danish system. All these activities found their legitimate place in the comprehensive programme of physical education in India. America has influenced the whole world in the field of physical education. The influence has been developed and maintained by Young Men's Christian Association and its International Physical Education College at Springfield, Massachusetts, U.S.A. America has sent out a number of graduates to India for the cause of physical education and sports training in the last decades. A number of colleges have been established by the association across the country since 1920.

After independence, the country saw social, political and educational reforms to set up a new nation. In the field of education, innumerable schools opened where a provision of free and compulsory education was given under the directive principle enshrined in the Article 45 of the constitution. The article states that the children should be provided with free and compulsory education from the age group of 6-14. Physical

education was considered as a part of school education. A number of physical education institutions were also started to train the teachers.

PE and Schools in India

Some researchers also favoured physical education as a part of our curriculum, which has been discussed in “Final Report on Quality in School Education” prepared by ‘Quality Council of India’. Welfare & Sports, (1996) suggested that folk dance must be introduced as a means of physical education in the school curriculum. Balance, (1998) analysed that there is a need of physical education specifically for girls in India. Byberg, (1998) found that personal development of the students can be enhanced by participation and achievement in co-curricular activities. So the given studies authenticated that co-curricular activities have a great potential to train the students from all aspects in a cooperative group.

According to the Quality Council of India (2009) in their document “Quality in School Education” physical education was considered as the compulsory subject in the CBSE affiliated schools.

Issues and Challenges for running PE programs in Indian schools

There are various health related issues which the childhood of India is facing since decades. Usmani and Ahmad (2018) revealed that India has almost 13.1% of child population (0-6 years of age) of which 43% are underweight. The lowest percentage of underweight children was reported in the states of Punjab followed by Haryana. On the other side, underweight children are quite high in the states of Bihar, Madhya Pradesh, Uttar Pradesh and Gujarat. Ministry of Women and Child Development conducted a survey named “Rapid Survey on Children” (RSOC) which revealed that the percentage of stunted children was 38.7% in 2013-2014. Child Mortality Rate (CMR) was found to be 11.5% in 2012. The highest child mortality rate was observed in Madhya Pradesh, Uttar Pradesh and Assam. Lower rate of child mortality has been observed in Kerala, Tamil Nadu, Maharashtra, Punjab, West Bengal and Karnataka.

Goud, Kumar & Ramesh (2014), found that 40% of the adolescents were found with inadequate physical activity. Nearly 9% of adolescents were also found with stress. About 6% adolescents were found to be involved in alcohol consumption and tobacco related intakes. Mohan (1981), found that 2.8% of adolescents of age group of 12-18 were prevalent of tobacco in the high schools of New Delhi, Similarly in Trivandrum, George et al. (1994), found that that 3% of adolescents were found to be positive with alcohol drinking habits. A negative relationship was also found between habit pattern and education. Mohan, Sarma & Thankappan (2005), revealed that the tobacco usage among adolescent boys in Kerala was 11.3%.

From the above studies and discussions, it is clear that physical education may be considered as a subject in the formal education system of our schools and the scope of it is quite wider. Every aspect of our life is related to the health and physical education, which have a number of areas associated with it.

Some of the issues that have been discussed above include:

- Underweight children
- .Child mortality rate
- . Malnutrition
- .Vaccination
- . Disorders and diseases among children
- . Reproductive health
- .AIDS
- . Personal hygiene
- .Stress
- . Drugs and alcohol
- .Inadequate physical activity
- . Body mass index and obesity
- .Total disease burden

Objective:

To study the prevalence of Physical education in school going children and its effects with the help of past studies and review of literature.

Related reviews

Here in this section we shall have a look on reviews related to PE in the state of Gujarat and its issues and the impact on students thereof.

Delivering quality PES to school-aged children is, at the same time, delivering an active lifestyle to the entire community throughout the life course.

Cherubal, et.al (2019). The review literature shows promising results on the effects of physical activity on mental disorders. However, further studies are needed to evaluate physical activity and physical activity interventions suitable for Indian conditions. The researchers further mentioned that exercise and yoga may be effective in lowering mean scores for both severe and common mental disorders. For people with schizophrenia, yoga had a greater impact than exercise or no intervention. Further research is needed to confirm that exercise is an effective add-on treatment.

P.K. et al. (2018) tried to found out the impact of programme of physical activities on the self-esteem and body mass index of overweight adolescent girls. A total of 140 girls students were selected and divided into experimental and control group. Data was collected through the scales, including carriage scale and tape measure. Physical educational programme was carried out for 6 sessions, each of which was of 60 minutes.

The sessions were concentrated on diet with an objective of weight reduction for the overweight and at-risk adolescents. After the intervention period of two months, scores were compared. The results depicted that there exists no significant difference in model structures and self-esteem in both controlled and experimental group at baseline, whereas after intervention, experimental group was found to be higher on scores than the other. Body mass index score differ significantly in experimental group at different times. From the findings, it was clear that the physical activity programme was very helpful in increasing sensitivity, severity and knowledge that ultimately lead to an increased self esteem among the students and also increased interest towards physical activities.

Rabiei, Heydarabadi, Tavassoli, & Abbasi, (2018) The study showed results that there was no significant difference between high intensity interval training and moderate intensity continuous training in relation to the composition of the body. It was found that high intensity interval training required approximately 40% less training time. Further, it was revealed that running training showed higher significant effects on whole body fat mass for both the training schedules, whereas cycling training did not results in fat loss. It was concluded that both the training schedules showed similar effect on the measures of body composition.

Arora, B (2017) conducted a study on school students and tried to establish a relationship between body mass index with hypertension and associated risk factors, belonging to all socio-economic groups in Ahmedabad. It was a cross sectional study conducted on the 373 school going children of age group 12-17 years. The subjects were selected from the four schools of Ahmedabad using stratified random sampling. Body Mass Index (BMI) and blood pressure were measured with the various correlates regarding socio-demographic characteristics. The results revealed that 2.9% of school students were found to be obese whereas 8.8% were overweight. Girls were more obese and overweight as compared to boys. Hypertension was prevalent among 5.8% of the children. Obesity was prevalent among the students related to higher and upper middle socio-economic classes as compared to the middle and low socioeconomic class. Diabetes was found to be positively related to obesity. The research concluded that childhood obesity and hypertension were common in Ahmedabad city and suggested the need of public awareness programs on obesity, overweight and hypertension.

Hoor (2016) studied the effects of aerobic and resistance training on body composition and iris in levels among obese and overweight adults. Both the training programmes of 8 weeks were implemented on 28 obese/overweight adults, with 5 days per week schedule and with a duration of 60 minutes per day. Pre tests were applied before the training programmes and after period of 8 weeks post test were applied. The comparisons of pre-test and post-test disclosed that both the training programmes viz. aerobic and resistance training significantly improved anthropometric parameters and capacity in exercising. Resistance training significantly increased iris in circulation. The study concluded that resistance training helped in maintaining the proper body composition along with iris in levels increase.

Kelley, G. A., Kelley, K. S., & Hootman, J. M. (2015).studied the effect of physical activity on 274 children having paediatric obesity. The sample consisted of 146 males and 128 females. The subjects were referred to by the paediatricians to obesity centers with the purpose of reduction of abnormal body weight. Spirometry and algometry tests were applied to all the children. Blood pressure, waist circumferences and hip circumferences of children were measured. Significant relationships were revealedbetween the change in physical activity and the monitored anthropometric parametres,whereas no significant relationships were found in case of girls. After a non-pharmacological intervention of six months, a statistically significant change was found in physical activity and maximum volume intake of oxygen in both the sexes.In boys, waist circumference was also reduced significantly. It was also revealed thatthe physically active children have better cardio-respiratory fitness levels significantly than that of inactive children.

Belay, Reddy, & et al., (2013) studied the combination of aerobic and resistance exercises on obese adults. A sample of 30 obese adults from the population of Ethiopia was selected. The intervention programme was of twelve weeks. Pre-test and post-test measurements included body composition, anthropometric, blood pressure, fasting blood glucose and total cholesterol, volume of max oxygen uptake and muscular strength. It was revealed that after the intervention of 12 weeks training body weight, body mass index, blood pressure, body fat percentage, visceral fat, fasting blood glucose and total cholesterol were significantly reduced. The significant increased changes were also observed on skeletal muscle percentage, volume of oxygen uptake from baseline. It was concluded that two types of combined exercises in a session resulted in enhancement of aerobic and strength fitness simultaneously.

Ramesh & Subramaniam (2010), revealed the effect of aerobic fitness and physical activity on physical ability variables related to health of obese and overweight adolescents. The variables included Body Composition (BMI), cardio- respiratory endurance and muscular endurance flexibility. Thirty obese boys from higher secondary schools of age group 12 to 15 years were selected from the district of Tirunelveli. The subjects were grouped into experimental and control group.

Concluding Summary

The study was conducted considering students studying physical education subjects at different universities in Gujarat. Successful young people are a valuable asset to any country, who will help build a strong and healthy society. The focus is on how they communicate with each other and adapt to the external social and natural atmosphere. Factors such as psychological entitlement and social fitness in an individual's daily life.

As mentioned by Satija, et.al. (2018) that inadequate physical activity (PA) levels are reported in Indian youth, with lowest levels among adolescents, particularly girls.

If you are physically capable but mentally unprepared, or if you are afraid of society and are unable to work, or if you have an energetic nature and have developed a latent energy within yourself. If so, the person can no longer succeed in the home or community adaptation. Therefore, in this study, we tried to examine the extent to which people can contribute to achieving a social state with physical fitness.

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