



Physical Education And Its Impact On Students In Himachal Pradesh

Dr. Rajesh Kumar

Associate Professor (Physical Education)

SCVB. Govt. College Palampur (Kangra) Himachal Pradesh

Abstract:

The intricate relationship between intellect and environmental factors determines academic success, but a child's health plays a major role in controlling their capacity to study. It is commonly acknowledged and experimentally verified that children in good health learn more effectively (Basch, 2010). Numerous studies have also demonstrated the positive effects of physical exercise on a range of health outcomes, including bone health, cognitive and psychosocial results, cardiovascular and muscular fitness, and psychosocial outcomes. Health of the Brain (Strong et al., 2005). This chapter examines the connections between academic achievement, brain health and cognition, and physical exercise and fitness. In this essay, we'll talk about the value of physical education for students' overall performance and provide an update on the field's situation in the state of Himachal Pradesh.

Keywords: Physical Education, Physical activity and fitness

Physical Education in India

Physical education was first introduced as a subject of formal education in 1820, according to Clarke et al. (1989). This was due to concerns about human health and disease, as well as a desire to emphasize cleanliness in schools, hygiene and gymnastics. A study published in 1990 titled "Slim Gue Skinfold Fat Caliper" revealed that two main forces have influenced physical education in our country: the first is indigenous, the second is Indian. In terms of Indian heritage, a thorough examination of our culture reveals that Indians have historically lived a life sufficient for physical growth and development. good and healthy physical growth was the normal result of their natural life.

After fighting and tilling the land, the Aryans eventually reached India. They created the theory and techniques of meditation. They engaged in strenuous physical activity and in addition to their normal outdoor lifestyle, yoga poses also played a large role in their daily routine. The ultimate goal of yoga and

these types of activities was samadhi, or union with God. Benefits of yoga include cleanliness, satisfaction in life, and self-discipline of body and mind.

History and Background of Physical Education in India

The view of yoga among physical education educators has evolved from ancient times to the present. The original religious purpose of yoga has been reinterpreted as a means of maintaining physical and mental well-being for people of all ages and genders. As a result, yoga plays a large role in today's physical education curriculum.

T. Bmi, States, Bmi, States, & Edition, 1994 also mentioned that Yoga and our traditional exercises are the origin of the popular national breath holding game, Kabaddi, also Hu-Chu-tu like Kho-Kho is another team game played in India. Wrestling is the main national sport in our country and we have been participating in it since ancient times. None of these archaic games require any special equipment. In addition to these, there are several other small games that are suitable for players of all ages. There are several rhythmic activities in classical forms that are part of India's rich history. It includes a variety of folk dances and dances from different civilizations. All these physical activities – be it games, dances or yoga poses – are part of our rich cultural heritage and physical education programs that allow our citizens to express themselves freely while being physically strong. India was conquered and ruled by the British who brought their culture and legacy with them. They brought British sport and sporting customs to the nation. Their free institutions and values such as individualism, personal freedom, love of games and team spirit tended to create and encourage competitive environments in India such as football, tennis, cricket, golf, athletics, swimming, boating, archery, etc. The British established their schools, colleges and universities where traditions of sportsmanship and fair play were established. Britain also introduced gymnastics in India, which they adopted from the German, Swedish and Danish systems. Each of these activities has its rightful place in India's vast physical education curriculum. The United States of America has had a global impact on physical education. The Young Men's Christian Association and its International School of Physical Education in Springfield, Massachusetts, USA, have established and continue to make an impact. In recent decades, the United States has sent many graduates to India to promote physical education and sports instruction. Since 1920, the group has established several institutions across the nation. After independence, the nation underwent political, social and educational changes to create a new country. A number of schools that offered free and compulsory education under the guidelines of the principle stated in Article 45 of the Constitution are opening in the field of education. According to the text, children between the ages of 6 and 14 should have free and compulsory school attendance. Physical education was considered to be schooling. Many physical schools were also established to train instructors.

Physical Education and Schools in Himachal Pradesh

The 'Final Report on the Quality of School Education' by the 'Quality Council of India' discusses the inclusion of physical education in the curriculum, another point of view supported by some scholars.

Welfare & Sports (1996) recommended the inclusion of folk dance in the school curriculum as part of physical education. According to Balance (1998), there is a demand for physical education in India, especially for girls.

Byberg (1998) discovered that involvement and success in extracurricular activities can promote students' personal development. As a result, studies have shown that extracurricular activities have great potential for student learning in all areas of cooperative groups. In the 2009 publication "Quality in School Education", the Quality Council of India stated that physical education is required in CBSE-affiliated schools.

Issues and Challenges for running Physical Education programs in Schools of Himachal Pradesh

Indian youth have been facing a number of health problems for decades. Almost 13.1% of children in India between the ages of 0 and 6 are underweight, accounting for 43% of the total. Punjab was the state with the highest proportion of underweight children, while Himachal Pradesh had the lowest. The aim of the PE course for schools is to help students become physically fit and able to engage in and enjoy regular physical activity.

Children also gain the skills required to engage in various sports including kabaddi, volleyball and kho-kho. with strong mental and physical abilities. Students learned about the risks of inactivity and poor diet in PE class, as well as the health benefits of regular exercise and a balanced diet. Over the course of six weeks, students of all ages can be asked to commit to a few small changes in diet and activity. These include problems with discipline, drug use by children, violence, lack of parental support for education, large classes, teacher burnout, and learning challenges, such as a lack of courses and problems with curriculum, equipment, facilities, content, and attitudes toward physical education. education. From the research and interviews above, it is clear that physical education can be considered a much broader topic in the formal education system of our schools. Every part of our lives is affected by health and physical education, which is related to many other areas. The topics above include several of them: Underweight children . Infant mortality rate . Malnutrition .Vaccination . Disorders and diseases in children . Reproductive Health .AIDS . Personal hygiene .Stress . Drugs and alcohol .Inappropriate physical activity . Body mass index and obesity .Total burden of disease

Objectives:

To study the concept of Physical education.

To study the effects of physical education on school children.

Review of Literature

We have collected some important reviews related the state of Himachal Pradesh and its issues and the impact on students thereof. Delivering quality Physical Education System 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 sociodemographic 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 pediatric obesity. The sample consisted of 146 males and 128 females. The subjects were referred to by the paediatrician 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 revealed between the change in physical activity and the monitored anthropometric parameters, 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 that the 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 considered the physical education classes taken by students in various schools of Himachal Pradesh. Any nation can benefit from the talents of successful youth who contribute to the development of a robust and healthy community. The main focus is on their interpersonal communication and how they adapt to the social and environmental context outside them. elements that affect a person's daily existence, such as social fitness and psychological demands. Teenagers in Himachal Pradesh have the lowest levels of physical activity (PA), especially among adolescent females. If you have an active disposition and have developed latent energy within yourself, if your physical strength belies your lack of intellectual readiness, or if your fear of society prevents you from working. If this is the case, the individual will no longer be able to successfully adapt to their home or community.

The Government of Himachal Pradesh has directed educational institutions to allow their students to engage in physical education in the playgrounds even beyond normal working hours. The Himachal government has now ordered schools and colleges to allow students to use playgrounds for physical activities even after office hours due to growing concerns about shortages and related problems related to the prevalent lifestyle and problems of students.

References

1. Blair SN, Cheng Y, Holder JS. Is physical activity or physical fitness more important in defining health benefits? [discussion S419-20]. *Med Sci Sports Exerc* 2001;33:S379-99.
2. Blair SN, Kohl HW, Paffenbarger RS Jr, et al. Physical fitness and all-cause mortality. A prospective study of healthy men and women. *JAMA* 1989;262:2395-401.
3. Physical activity and mental health in India: a narrative review. *International Journal of Social Psychiatry*, 65(7-8), 656-667.
4. Satija, A., Khandpur, N., Satija, S., Mathur Gaiha, S., Prabhakaran, D., Reddy, K. S., ... & Venkat Narayan, K. M. (2018). Physical activity among adolescents in India: a qualitative study of barriers and enablers. *Health education & behavior*, 45(6), 926-934.
5. Ramesh, V., & Subramaniam, P. K. (2010). Effect of Physical Activity and Aerobic Fitness on Health Related Physical Fitness Variables of Overweight and Obese Adolescence. *Indian Journal of Yoga Exercise & Sport Science and Physical Education*, 46-52.
6. Belay, M. A., Reddy, R. C., & Syam Babu, M. (2013). THE EFFECTS OF WORKOUT-BASED COMBINATION OF AEROBIC AND RESISTANCE EXERCISE TRAINING IN OBESE ADULTS OF NORTHWEST ETHIOPIA.
7. Kelley, G. A., Kelley, K. S., & Hootman, J. M. (2015). Effects of exercise on depression in adults with arthritis: a systematic review with meta-analysis of randomized controlled trials. *Arthritis research & therapy*, 17(1), 1-22.
8. Hoor, G. A. Ten, Plasqui, G., Ruiter, R. A. C., Kremers, S. P. J., Geert, M., 169 Schols, A. M. W. J., ... Kremers, S. P. J. (2016). A new direction in psychology and health : Resistance exercise training for obese children and adolescents. *Psychology & Health*, 31(1), 1-8. <https://doi.org/10.1080/08870446.2015.1070158>.
9. Arora, B., & Patel, S. (2017). Overweight and Obesity in Ahmedabad school going children : Magnitude in relationship to hypertension and associated risk factors, 10(1), 39-44.
10. Rabiei, L., Heydarabadi, A. B., Tavassoli, E., & Abbasi, M. (2018). Evaluation of the Effect of Physical Activity Programs on Self- Esteem and Body Mass Index of Overweight Adolescent Girls , based on Health

<https://doi.org/10.22038/ijp.2017.24653.2080>

11. Para-whakawai, T. K. (2018). School of Physical Education , Sport and Exercise Sciences, (January).
12. Cherubal, A. G., Suhavana, B., Padmavati, R., & Raghavan, V. (2019). Physical activity and mental health in India: a narrative review. *International Journal of Social Psychiatry*, 65(7-8), 656-667.
13. Mohan, S., Sarma, P. S., & Thankappan, K. R. (2005). Access to pocket money and low educational performance predict tobacco use among adolescent boys in Kerala, India. *Preventive medicine*, 41(2), 685-692.
14. Goud, T. G., Kumar, K. P., & Ramesh, K. Risk factors of Non communicable disease among adolescents.
15. Usmani, G., & Ahmad, N. (2018). Health status in India: A study of urban slum and non-slum population. *J Nurs Res Pract*, 2(1), 9-14.
16. Balance, E. (1998). 5 . CAUSES OF OBESITY, (Figure 4), 21–42. www.ijcrt.org © 2023 IJCRT | Volume 11, Issue 8 August 2023 | ISSN: 2320-2882 IJCRT2308516 International Journal of Creative Research Thoughts (IJCRT) www.ijcrt.org e797
17. Bmi, W. H. O., & Bmi, T. W. H. O. (2004). Public health Appropriate bodymass index for Asian populations and its implications for policy and intervention strategies, 363, 157–163.
18. Bmi, W. I., Index, B. M., Control, D., & Bmi, A. (2012). Facts and Concerns About School-Based BMI Screening , *Surveillance and Reporting*, 1–4.
19. McAuley E. Physical activity and psychosocial outcomes. In: Bouchard C, Shephard RJ, Stephens T, editors. *Physical activity, fitness and health: the consensus knowledge*. Champaign (IL): Human Kinetics; 1994. p. 551-68.
20. Taylor RS, Brown A, Ebrahim S, et al. Exercise-based rehabilitation for patients with coronary heart disease: systematic review and meta-analysis of randomized controlled trials. *Am J Med* 2004;116:682-92.