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Analytical study of classification OD students studying in physical education programme at government senior secondary schools from rural and urban areas of Himachal Pradesh

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Abstract

The purpose of the study was to analysis the classification of students studying in Physical Education program at government senior secondary schools from rural and urban areas of Himachal Pradesh. The selection of subjects and statistical procedure were explained simple random sampling method was used to elect the sample from whole population. The subjects were belongs to government senior secondary school from rural and urban areas of Himachal Pradesh. 4000 students were selected from various selected schools. Total 500 schools were selected from rural and urban areas. The tool of data collection was self made questionnaire percentage method was to analyze the data. After analysis the results of the study were total 74.50% students from rural and 25.50% students from urban area of Himachal Pradesh were found. It was also show the significant difference among the classification of students.

Keywords: Physical Education Program, Students, Himachal Pradesh.

Introduction

Physical education is an integral part of young people's education in senior cycle. As a result of their learning in physical education, young people can increase their enjoyment, confidence and competence in a range of physical activities. They can learn about health-related fitness and to take responsibility for being physically active now and in the future. Overall, they can develop positive attitudes to physical activity and its importance in a healthy and fulfilling lifestyle.

School-based programs to increase physical activity can include programs to enhance physical education (PE), provide daily recess, incorporate physical activity into regular classroom lessons and offer before and after school programs. Physical education may be expanded by increasing the length of PE classes and increasing the number and types of fitness activities during PE classes. Recess can help students get more physical activity to help them achieve the recommended 60 minutes of activity every day. Physical activity also may be incorporated into classrooms through physically active academic lessons or activity breaks. Coordination between school day and before/after school program staff and administrators can help provide students with consistent messaging and opportunities related to physical activity while they are on school grounds. Programs may be combined with other school- and community-based interventions such as health education about physical activity, activities that foster family involvement, and community partnerships to increase opportunities for physical activity.

In India, Britishers influenced the modern concept of physical education. During their regime, the word education was missing from physical. Rather it was known as physical training. For the first time, the India Education Commission in 1882 recommended that Physical training be promoted in the interest of youth by encouraging natural games, gymnastics, drills and other exercises. As a result of this drill was introduced in schools and colleges for students. This spurred the interest in school and college students to take up physical activities as an enjoyable pursuit. To carry out this program, ex-service-men were employed as P.T.I.s or Drill Masters. They used to provide same set of exercises known as drill to the students or their simple task was to throw the ball and blow the whistle. The credit for introducing word of education with

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physical went to the college of Physical Education -Y.M.C.A. Madras founded by H.C.Buck in 1920 followed by Govt. College of Physical Education Hyderabad in 1932 and the Christian College of Physical Education, Lucknow as well as College of Physical Education Lahore in 1940. These colleges trained teachers of Physical Education and started replacing the ex-servicemen in schools and colleges. They also started and gave fillip to the competitive sports at the Institution, District and State level. After independence, a lot of exercise has been done to promote physical education in India. Dr. Radha Krishnan University Education Commission (1949) while emphasizing the need of Physical Education said "We cannot realize fully our intellectual possibilities without health and physical vigor, No great nation can be built without strong physical foundations." After having realized the importance of physical education, a separate division of physical education was created under University Education Commission (1950) and also Secondary Education was constituted in 1952. The Commission suggested measures for developing physical education and sports for youth at different stages of education.

Purpose of the study: The purpose of the study was to analyze the classification of students of Government Senior Secondary school from Rural and Urban areas of Himachal Pradesh.

Methodology: In the present study 4000 students (2000 Boys and 2000 Girls) understudy of physical education program from rural and urban areas of Himachal Pradesh were selected through simple random sampling method.

Tools: The tool of data collection was self made questionnaire. The percentage method was used to analysis the data.

Results & Discussions

Table 1: Classification of students Rural and Urban Area wise

Region	Rural	Urban	Total
Upper Himachal	1600 (80%)	400 (20%)	2000 (100%)
Lower Himachal	1380 (69%)	620 (31%)	2000 (100%)
	2980 (74.50%)	1020 (25.50%)	4000 (100%)

The above table showed the classification of students in Govt. Sr. Sec. School from rural and urban areas of Himachal Pradesh. Table shows that overall 74.50% students from rural area and 25.50% from urban area of Himachal Pradesh were found in physical education program regulated in Govt. Sr. Sec. Schools of Himachal Pradesh from the above results upper and lower Himachal Pradesh results were obtained separately in upper Himachal Pradesh the students classified from rural and urban areas was 80% and 20% respectively and the same from lower Himachal Pradesh students classified from rural and urban areas was 69% and 31% respectively.

Conclusion

After the statistical analysis and interpretation of the data following conclusions were drawn:

The present study was conducted to analysis the classification of student's area wise from rural and urban areas Government

Senior Secondary Schools of Himachal Pradesh. From the above results upper and lower Himachal Pradesh results were obtained separately in upper and lower Himachal Pradesh the percentage of students belongs to rural areas with physical education program were 80% and students belongs to urban areas were 20% and in the lower Himachal Pradesh the percentage of students belongs to rural areas with physical education program were 69% and from the urban areas were 31% respectively. Hence these were the significant difference in the present study.

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