

Physical Education and Psychological well-being of Tribal Students in India

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Abstract : Tribal people in India are called *adivasi*. Adivasi is an umbrella term for a heterogeneous set of ethnic and tribal groups considered the aboriginal population of India. Generally the tribal habitats are vulnerable and people are easily prone to dreadful diseases. They lack in Physical fitness, health and hygiene. They are unaware of their physical conditions and stamina. Tribal people maintain poor physical fitness which turns as the dominant reason for their poor growth and development in all directions. This has even become the root cause for genetic disorders and inherited diseases and psychological illness in their off-springs. This paper attempts to research on the wellness of tribal society and necessity of inducing Physical exercises and activities for psychological well-being.

IndexTerms –*Adivasi, Physical education, Government Initiatives, NGO's, Health and psychological well-being.*

I. INTRODUCTION

Tribal people constitute 8.6 percent of India's total population, about 104 million people according to the 2011 census (68 million people according to the 1991 census). This is the largest population of the tribal people in the world. One category lives in a belt along the Himalayas stretching through Jammu and Kashmir, Himachal Pradesh, and Uttar Pradesh in the west, to Assam, Meghalaya, Tripura, Arunachal Pradesh, Mizoram, Manipur, and Nagaland in the northeast. Another category lives in the hilly areas of central India (Madhya Pradesh, Orissa, and, to a lesser extent, Andhra Pradesh); in this belt, which is bounded by the Narmada River to the north and the Godavari River to the southeast, tribal peoples occupy the slopes of the region's mountains. Other tribals, the Santals, live in Bihar and West Bengal. There are smaller numbers of tribal people in Karnataka, Tamil Nadu, and Kerala, in western India in Gujarat and Rajasthan, and in the union territories of Lakshadweep and the Andaman and Nicobar Islands. The extent to which a state's population is tribal varies considerably. In the north-eastern states of Arunachal Pradesh, Meghalaya, Mizoram, and Nagaland, upward of 90 percent of the population are tribal.

Tribal people in India are called *adivasi*. Adivasi is an umbrella term for a heterogeneous set of ethnic and tribal groups considered the aboriginal population of India. Generally the tribal habitats are vulnerable and people are easily prone to dreadful diseases. They lack in Physical fitness, health and hygiene. They are unaware of their physical conditions and stamina. Tribal people maintain poor physical fitness which turns as the dominant reason for their poor growth and development in all directions. This has even become the root cause for genetic disorders and inherited diseases in their off-springs. So, the government of India and the NGO's are working together for the wellness of tribal society by bringing awareness on the need and necessity of inducing Physical exercises and activities.

Physical exercise is any bodily activity that enhances or maintains physical fitness and overall health and wellness. Physical fitness comprises two related concepts: general fitness (a state of health and well-being), and specific fitness (a task-oriented definition based on the ability to perform specific aspects of sports or occupations). Physical fitness is generally achieved through correct nutrition, exercise, hygiene and rest. Physical fitness has been defined as a set of attributes or characteristics that people have or achieve that relates to the ability to perform physical activity. It is performed for various reasons including strengthening muscles and the cardiovascular system, honing athletic skills, weight loss or maintenance, as well as for the purpose of enjoyment. Frequent and regular physical exercise boosts the immune system, and helps prevent the "diseases of affluence" such as heart, cardiovascular disease, Type 2 diabetes and obesity. It also improves mental health, helps prevent depression, and helps to promote or maintain positive self-esteem. Childhood obesity is a growing global concern and physical exercise may help decrease some of the effects of childhood and adult obesity.

II. Khelo India proposal

Under the revamped Khelo India proposal, there is an exclusive component called "Promotion of Rural, Indigenous and Tribal Games" for promotion and development of traditional sports. The importance of sports and fitness in one's life is invaluable. Playing sports inculcates team spirit, develops strategic & analytical thinking, leadership skills, goal setting and risk taking.

A fit and healthy individual leads to an equally healthy society and strong nation. Sports are the extremely important components for the overall development of our nation. India, in the last few years has made steady progress in the field of sports. This tremendous potential needs to be showcased at a global platform. It's time we inspire young talent, give them top-notch infrastructure and training of the highest level. We need to inculcate a strong spirit of participation in sports that enables players to demonstrate their true potential. Only then can India realise its dream of becoming a sports super power.

The Khelo India programme has been introduced to revive the sports culture in India at the grass-root level by building a strong framework for all sports played in our country and establish India as a great sporting nation. To accomplish the above objectives, Khelo India programme has been divided into 12 verticals, namely:

1. Play Field Development 2. Community Coaching Development 3. State level Khelo India Centres 4. Annual Sports Competition 5. Talent Search and Development 6. Utilisation and Creation/Up gradation of Sports infrastructure	7. Support to National/Regional/State sports academics 8. Physical fitness of school children 9. Sports for Women 10. Promotion of sports amongst people with disabilities 11. Sports for Peace and development 12. Promotion of rural and indigenous/tribal games
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Talented players identified in priority sports disciplines at various levels by the High-Powered Committee will be provided annual financial assistance of INR 5 lakh per annum for 8 years. Khelo India School Games, which are a part of the Khelo India programme, are being held from 31st January to 8th February, 2018 in New Delhi. Under-17 athletes have been invited to participate across 16 disciplines, which are as follows: Archery, Athletics, Badminton, Basketball, Boxing, Football, Gymnastics, Hockey, Judo, Kabaddi, Kho-Kho, Shooting, Swimming, Volleyball, Weightlifting, and Wrestling.

III. Promotion of Sports amongst Children from Tribal Areas

“Khelo India – National Programme for Development of Sports” is being implemented by this Ministry for Youth Affairs and Sports as a Central Sector Scheme from the financial year 2016-17. This Scheme, inter-alia provides for holding of sports competitions in two age groups of (i) under 14 and (ii) under 17 all over India to encourage mass participation of both boys and girls in Sports as well as creation of sports infrastructure, viz., Synthetic Athletic Track, Synthetic Hockey Field, Synthetic Turf Football Ground, Multipurpose hall, Swimming pool, etc. The Scheme caters to the entire country, including tribal areas.

The Sports Authority of India (SAI), an autonomous organization under aegis of the Ministry, also implements the following sports promotional schemes:

- i. National Sports Talent Contest Scheme (NSTC) - for Sub-Junior level trainees
- ii. Army Boys Sports Company Scheme (ABSC) - for Sub-Junior level trainees
- iii. SAI Training Centres Scheme (STC) - for Junior level trainees
- iv. Extension Centre of STC /SAG
- v. Special Area Games Scheme (SAG) - for Junior level trainees

SAI schemes envisage induction of talent from 8-25 years, therefore, the children from 9-14 years are covered under SAI schemes. The majority of the sports persons selected under the above schemes are identified from the rural and backward and tribal area of the country and provided regular training under residential and non residential basis. The Special Area Games Scheme of SAI is, however, implemented to select sports talent mainly from the tribal, rural, coastal and remote backward and hilly areas.

Sports being a state subject, the responsibility to set up sports Centres/ sports academies in the respective states lies with the concerned State government. However, in order to promote sports on single discipline basis, SAI has introduced National Sports Academy (NSA) scheme with state of the art sports facilities. The scheme is implemented in collaboration with concerned National Sports Federations and possibly through Corporate Social Responsibility (CSR) partners. 10 such Academies in Swimming, Cycling, Athletics (Sprints), Cue Sports and Hockey in Delhi, Athletics (Middle and Long distance) at Bhopal, Athletics (Sprints and Jumps) and Golf at Thiruvananthapuram, Boxing at Rohtak, SAI Gopichand Badminton Academy at Hyderabad have already been established.

“SAI also promotes Indigenous Games and Martial Arts (IGMA) in nine disciplines under its National Sports Talent Contest (NSTC) scheme where talented children are selected in the age group of 8-14 years in 10 SAI adopted Centres,”

National Sports Talent Contest Scheme- NSTC

Objectives:

1. National Sports Talent Contest, (NSTC) Scheme is being implemented to scout sports talent in the age group of 8-14 years from schools and nurture them into future medal hopes by providing scientific training.

2. Under the Scheme, schools having good sports infrastructure and record of creditable sports performances are adopted by SAI. The Scheme enables the budding sportsperson to study and play in the same school. In addition to the main scheme of NSTC (launched 1985) wherein regular schools are adopted, a few distinct sub-schemes were launched to further reach out to sports talent in India, even those participating in indigenous sports and games. These sub-schemes of NSTC include:

(i) Indigenous Games & Martial Arts (IGMA) (2001)

- Akharas (2003)

3. Disciplines covered under the NSTC:

Regular schools - Athletics, Basketball, Football, Gymnastics, Hockey, Kabaddi, Kho-Kho, Swimming Table Tennis, Volleyball & Wrestling (11 Disciplines).

IGMA - Archery, Gatka, Kabaddi, Kalariapayatu, Mukna, Thang-Ta, Silambam, Khomlainai (08 Disciplines)

Akharas – Wrestling (1 Discipline)

4. NS NIS trained coaches are provided to adopted schools & akhara.

- For Regular schools/ Akharas - Trainees, who are medal winners in State/National Level Competitions are automatically admitted into the Scheme, subject, to their being found medically fit. Trainees who are medal winners at District Level Competition or have participation in State Level Competitions are admitted subject to their being found fit medically and physically and also have the required potential which is assessed by battery of tests.
- For selection from the remote, tribal & coastal areas, the trainees are also selected through competitions organized for the purpose. Selection is done by a Selection Committee consisting of representatives of SAI, School/Akhara, SAI coaches, Sports Scientists etc. The sports persons identified on this basis are offered admission after age verification, medical examination and on found suitable by applying battery of tests.
- IGMA - Open competitions are organized for scouting and spotting of talent.

Presently under the Scheme, selected trainees are admitted on non-residential basis. However as an exceptional case the trainees have been admitted in two schools on a residential basis and they are provided boarding & lodging facilities instead of stipend.

IV. Physical Education Congress

Although Health and Physical Education has been an integral part of school curriculum in India for many years, its transaction in schools is yet to attain the envisaged level. So far this curricular area has not received the status as has been enjoyed by the core subjects. In actual practice, it is not transacted in majority of the Indian schools. And wherever it is done, either the information about the games and sports are transmitted to the children or only a selected group of students are engaged in games and sports as part of extra-curricular activities.

Among all the stages of education, primary education is undoubtedly the most important stage, because it is the initiation of process of making a person and a nation educated. It creates the literacy base of a nation. Childhood education is the sound intellectual, psychological, emotional, social and physical foundation for children to become more productive citizens in adulthood (Belfield, 2008; Samuelsson and Kaga, 2008).

The Governments of India and the United Kingdom have embarked on a three year collaborative initiative within which they are sharing expertise and ideas in the areas of physical education, sport and sport development to come out with a strategy that can lead to an effective transaction of this curricular area. The most significant part of the agreed programme has been the focus on developing new approaches and methods for effective transaction of the physical education curriculum in Indian schools, especially at the primary stage. As a follow up of the decisions, a Physical Education Teachers Manual for primary teachers has been developed, a major component of which will be Physical Education Congress (PEC) cards in the Indian situation. The main purpose of this resource material is to support and sustain the initiative, reinforce the transaction process of physical education at primary stage and strengthen the delivery infrastructure.

Physical Education Cards are being viewed as a competent tool for providing inclusive and interesting experiences to the children at primary school stage and facilitating the process of engaging them intensively in games and activities focused particularly on agility, balance, coordination, speed and strength.

Aims & Objectives:

- *Relevant, age related tasks, activities and games for children in classes' 1-V.*
- *Activities that will help children in classes 1-3 develop the fundamental movement skills of agility, balance and coordination.*
- *Activities that will enable children in classes 4-5 to use these fundamental movement skills in more challenging and complex situations.*
- *Opportunities for children to participate in vigorous physical activity relevant to their growth and development.*
- *Opportunities for children to begin to know what activities they are good at and want to participate in beyond school.*
- *Opportunities for children to develop responsible personal and social behaviour by working in groups and independently of the teacher, activities that are fun and enjoyable for children, relevant tasks and activities to help children become competent in motor skills.*
- *Opportunities for older children to understand and use tactics and strategies, activities, tasks and games through which children can achieve a desired level of physical fitness and understand the importance of activity as part of a healthy lifestyle.*
- *Suggestions of ways in which language, mathematical and scientific learning can be included and reinforced in meaningful contexts during physical education lessons.*

The Sarva Shiksha Abhiyaan is exploring the possibility of introducing the PEC methodology across all primary school for Underprivileged and privileged students in all the schools. It is crucial to maintain the momentum of the Sports for Development campaign by ensuring a steady supply of sports kits and equipment to schools.

V.UNICEF's Engagement*In Sukma district, Chattisgarh:*

Among other initiatives, sports and physical education were seen as activities that could help children deal with the trauma of violence, separation and displacement and make schools attractive. As the humanitarian crisis unfolded, more than a thousand sports kits were distributed to residential camps and schools in the region. The programme also engaged with children residing in various residential camps established for displaced tribal families at Dornapal, Injiram, Errabore and Konta.

Teachers and Khel Mitras also focus on sports and physical education for stimulating the child's growth through age appropriate activities like warm ups, stretches and games designed to promote speed, agility and balance in children. The Khel Mitras also serve another crucial role in their communities as harbingers of key messages of development. Trainers say that the insistence of children to adopt certain lifestyle changes does have a positive impact on their immediate family and can often help coax them to adopt new measures.

The success of the Sukma sports initiatives has now resulted in preparatory work commencing to expand the scope of the Sports For Development initiatives to all the 93 Kasturba Gandhi Balika Vidyalayas across the state", The transformation witnessed over the year among the children enrolled in schools of Sukma is evident in their guileless innocent smiles. In a region like Sukma that is deeply impacted by civil strife, sports and physical education are proving to be effective in drawing back children to school, inducing hope that this programme could benefit children living in similar situations across the state.

VI. NGO Initiative

Abhyudaya Ashram, a residential school in Morena, Madhya Pradesh that has produced many state and national-level taekwondo and kabaddi players over the decades. Listen to their stories and you learn they are champions every day. The school exclusively admits children from the tribal Bedia community, a nomadic clan where women traditionally practice sex work.

The centre was started in 1992 by the eminent anti-trafficking crusader Ram Sanehi. A Bedia himself, he challenged the community tradition. "We teach them taekwondo, kho-kho and kabaddi in the morning and in the evening they participate in other sports", says Aruna who is a teacher here. "We focus a lot on sports as it builds mental and physical strength and self-esteem and this is especially true for girls". So far Abhyudaya Ashram has reached out to over 4000 Bedia children, most of them girls. Many, like Aruna, have gone on to pursue higher education and return as counsellors, teachers and activists in their community.

That sports or games have the power to bring about meaningful change for children and youth is acknowledged the world over. This is particularly true for those at risk due to poverty and gender inequality. There is growing evidence

that if used in the right manner, it can contribute towards promoting health, improving academic outcomes, gender empowerment, and even conflict resolution.

In rural Jharkhand, children from tribal backgrounds rarely finish school. Girls' fare especially worse - 6 in 10 drop out before 12 years and become child brides. Between 60,000-1, 00,000 girls are trafficked every year. Those who seek work locally as rag pickers or construction workers are vulnerable to abuse. These girls are members of Yuwa, a not-for-profit co-founded in 2009 by American Franz Gastler. It reaches out to 200 girls between the ages of 6-18 years in Jharkhand's Ormanjhi block. Yuwa uses football to empower girls and gives them a platform to fight against early marriage and trafficking. Through lessons in English, computers and Math, girls are encouraged to think critically and develop employability skills.

VII. Conclusion

The power of sports to transform and improve the lives of children and youth of a country or any society is imperishable. The underprivileged community is struggling for equality and the right opportunities. Development initiatives through the medium of sports have far reaching implications on building essential life skills and thereby improving their physical and psychological health. The divide between people who have access to facilities and those who are unable to access even the basic necessities is huge. India is a fast developing country but the disparity levels between its citizens is reducing year on year but is still alarming. Reducing inequality along with social evils like poverty, hunger, unemployment, denial of education, gender disparity, health, etc. is critical for a next age India. Due to its uniqueness, India suffers from time to time because of racial divide, religious fanaticism, and narrow outlook. The transformation in tribal lives with psychological wellness can be possible if the power of physical education is harnessed to its true ability.

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