

Elementary Physical Education Activity: Building Relationship to Health and Solid Movements Approaches in Schools Children's

Anjan Kumar B. J.^{1*} Dr. A. M. Manjunatha²

¹PhD Research Scholars, Department of Physical Education, Dravidian University, Kuppam, Andhra Pradesh

²Research Supervisor, Assistant Director of Physical Education, University College of Sciences, Tumkur University, Tumkur

Abstract – Physical education is a formal substance territory of concentrate in schools that is gauges construct and incorporates evaluation situated in light of measures and benchmarks. It is characterized in Chapter 1 as "an arranged successive K-12 benchmarks based program of educational program and direction intended to create engine aptitudes, information, and practices of solid dynamic living, physical wellness, sportsmanship, self-viability, and passionate insight." As a school subject, physical education is centered around showing school-matured youngsters the science and strategies for physically dynamic, invigorating living. It is a road for taking part in formatively proper physical exercises intended for youngsters to build up their wellness, net engine abilities, and wellbeing. This part (1) gives a point of view on physical training with regards to tutoring; (2) expounds on the significance of physical education to tyke improvement; (3) portrays the agreement on the attributes of value physical education programs; (4) audits current national, state, and neighborhood education strategies that influence the nature of physical training; and (5) inspects boundaries to quality physical education and answers for defeating them.

Keywords: Physical Activity, Physical Education, Health, Children's.

INTRODUCTION

Physical education turned into a topic in schools (as German and Swedish acrobatic) toward the start of the nineteenth century. Its part in human wellbeing was immediately perceived. By the turn of the twentieth century, individual cleanliness and exercise for real wellbeing were fused in the physical training educational programs as the real learning results for understudies. The select concentrate on wellbeing, be that as it may, was censured by instructor Thomas Wood as excessively thin and impeding, making it impossible to the advancement of the entire youngster. The training group in this way received Wood's comprehensive way to deal with physical training whereby key developments and physical abilities for recreations and sports were fused as the major educational substance. Amid the previous 15 years, physical education has by and by developed to interface body development to its results (e.g., physical action and wellbeing), showing youngsters the art of empowering living and abilities required for a dynamic way of life (NASPE, 2004).

Sallis and McKenzie (1991) distributed a milestone paper expressing that physical training is education content utilizing a "thorough however physically dynamic approach that includes showing social, subjective, and physical abilities, and accomplishing different objectives through development" (p. 126). This point of view is additionally stressed by Siedentop (2009), who expresses that physical education is training through the physical. Sallis and McKenzie (1991) stretch two fundamental objectives of physical education: (1) get ready kids and youth for a lifetime of physical action and (2) draw in them in physical movement amid physical training. These objectives speak to the long lasting advantages of wellbeing improving physical education that empower youngsters and youths to wind up plainly dynamic grown-ups for the duration of their lives.

Physical Education as Part of Education

In regulated education, the fundamental objective has been building up kids' subjective limit in the feeling of learning information in scholastic orders. This objective manages a learning situation in which situated learning conduct is viewed as proper and

successful and is remunerated. Physical education as a component of training gives the main chance to all kids to find out about physical development and take part in physical action. As noticed, its objective and place in systematized training have transformed from the first concentrate on showing cleanliness and wellbeing to instructing youngsters about the many structures and advantages of physical development, including sports and exercise. With an emotional extension of substance past the first Swedish and German aerobic projects of the nineteenth century, physical training has advanced to end up noticeably a substance territory with various learning objectives that encourage the all-encompassing improvement of youngsters (NASPE, 2004).

To comprehend physical education as a part of the training framework, realize that the training framework in the United States does not work with a brought together educational programs. Learning principles are produced by national expert associations, for example, the National Association for Sport and Physical Education (NASPE) and additionally state education offices instead of by the government Department of Education; every single curricular choice are made locally by school regions or individual schools in consistence with state norms. Physical training is affected by this framework, which prompts extraordinary assorted variety in approaches and educational program. As per NASPE and the American Heart Association (2010), albeit most states have started to order physical education for both rudimentary and optional schools, the quantity of states that permit waivers/exclusions from or substitutions for physical training expanded from 27 and 18 out of 2006 to 32 and 30 out of 2010, separately. These extended waiver and substitution arrangements (talked about in more noteworthy detail later in the section) increment the likelihood that understudies will quit physical education for nonmedical reasons.

Educational programs Models

Given that educational program are resolved at the nearby level in the United States, enveloping national gauges, state benchmarks, and state-embraced course books that meet and are lined up with the norms, physical training is instructed in a wide range of structures and structures. Different educational modules models are utilized as a part of guideline, including development education, wear training, and wellness education. As far as engagement in physical movement, two points of view are evident. In the first place, programs in which wellness training educational module are received are viable at expanding in-class physical movement (Lonsdale et al., 2013). Second, in other educational programs models, physical action is viewed as a reason for understudies' learning expertise or information that the lesson is gotten ready for them to learn. A scarcity of broadly illustrative information is accessible with which to exhibit the connection between the real level of physical action in which understudies are locked in

and the educational modules models embraced by their schools.

Movement Education

Development has been a foundation of physical education since the 1800s. Early pioneers concentrated on a youngster's capacity to utilize his or her body for self-articulation. Model works and educational programs portrayals incorporate those by Laban himself and others. After some time, be that as it may, the approach moved from worry with the inward state of mind of the mover to an attention on the capacity and utilization of every development. In the 1960s, the aim of development training was to apply four development ideas to the three spaces of learning (i.e., subjective, psychomotor, and full of feeling). The four ideas were body (speaking to the instrument of the activity); space (where the body is moving); exertion (the quality with which the development is executed); and connections. The significance of development in physical training is prove by its consideration in the initial two NASPE models for K-12 physical education.

SPORTS AND GAMES

Sport is a very important part of our life and it is becoming more and more popular. Doing sports keeps us healthy, relaxed, as well as maintains our figure and strengthens our patience and endurance. All doctors recommend exercising, as prevention and convalescence of various ailments.

One of the best workouts for your body is swimming, as all your muscles are exercised. There are two kinds of athletes - amateurs and professionals. The amateur approach to sport is when you exercise, jog, swim or go to the gym once in a while. Often sports are performed together as a team, instead of just as individuals.

The new fitness centres with their bodybuilding programmes and tanning booths are becoming very trendy. Some people's ambition is to look like a model, and they often go to the fitness centre.

Professional sports

Some people are so interested in sports that they want to make it their main livelihood. Sometimes they only get paid for their travels and equipment, but if they keep improving their results, there is a fair chance they could go to the world competitions, which improves their chances of earning more money. The highest achievement for sportsmen is usually to participate in the Olympic Games and win a gold medal.

The Olympic Games are performed every four years, but not all the different kinds of sports which exist are represented there; however new disciplines are added every time the games are held. The Olympic Games are named after the city in Greece where it

took place for the first time in the year 776 B.C. and it was held there every four years for a long period of time. The intentions of the games were to allow the best sportsmen in the country to compete, and their ideal was to promote perfect men both in body and soul (as the games at that time were only for men). Another idea of the games was to keep peace during the competitions, as there were often minor wars going on at the time. The contemporary tradition of the games started in 1896, in Athens. The initiator was Pierre de Coubertin. Since then, the event has taken place every four years, excepting during the world wars. Since 1924, a special winter Olympics has been held. The International Olympic Committee is now managing the games from its seat in Lausanne, Switzerland. The well-known symbol of the games is the five intertwined different coloured circles on a white background. They symbolise the five continents.

Here is a list of some of the different categories of sports:

Winter sports: cross country skiing, downhill skiing, ski jump, snowboarding, ice hockey, figure skating, speed skating, and sledging.

Water sports: swimming (free style, backstroke, crawl), windsurfing, surfing, diving, deep-sea diving, water-skiing, rowing, canoeing, water polo, sailing, yachting.

Martial sports: boxing, fencing, judo, karate, wrestling, Aikido, jiu-jitsu.

Nature sports: fishing, rock climbing, hiking, cycling, horse riding, roller blading, cross country running.

Light Athletics: sprinting events, long-distance running, hurdle racing, relay racing, speed walking, jumping (high jump, long jump, triple jump and pole vault), throwing the discus, the hammer, the javelin, putting the shot.

Team sports: football, volleyball, basketball, handball, tennis, rugby, baseball, cricket.

Most sports are performed at specialized facilities, such as: sports halls, tennis and golf courts, an open air stadium, a winter stadium, an open air pool, a swimming pool, a gym, a bowlingalley, ski slopes, trails and playgrounds.

- **Play is local, situational = activity at the basis**
- **Game depends of rules, fixed framework = intermediary to superstructure**
- **Display follows a given script = also intermediary**
- **Sport is organized = superstructure**

Recreation

Recreation is an activity of leisure, leisure being discretionary time. The "need to do something for recreation" is an essential element of human biology and psychology. Recreational activities are often done for enjoyment, amusement, or pleasure and are considered to be "fun".

Recreation is difficult to separate from the general concept of play, which is usually the term for children's recreational activity. Children may playfully imitate activities that reflect the realities of adult life. It has been proposed that play or recreational activities are outlets of or expression of excess energy, channeling it into socially acceptable activities that fulfill individual as well as societal needs, without need for compulsion, and providing satisfaction and pleasure for the participant. A traditional view holds that work is supported by recreation, recreation being useful to "recharge the battery" so that work performance is improved. Work, an activity generally performed out of economic necessity and useful for society and organized within the economic framework, however can also be pleasurable and may be self-imposed thus blurring the distinction to recreation. Many activities may be work for one person and recreation for another, or, at an individual level, over time recreational activity may become work, and vice versa. Thus, for a musician, playing an instrument may be at one time a profession, and at another a recreation. Similarly, it may be difficult to separate education from recreation as in the case of recreational mathematics.

Yoga

Yoga is a group of physical, mental, and spiritual practices or disciplines which originated in ancient India. There is a broad variety of yoga schools, practices, and goals in Hinduism, Buddhism, and Jainism. Among the most well-known types of yoga are Hatha yoga and Rāja yoga.

The origins of yoga have been speculated to date back to pre-Vedic Indian traditions; it is mentioned in the Rigveda, but most likely developed around the sixth and fifth centuries BCE, in ancient India's ascetic and śramaṇamovements. The chronology of earliest texts describing yoga-practices is unclear, varyingly credited to Hindu Upanishads. The Yoga Sutras of Patanjali date from the first half of the 1st millennium CE, but only gained prominence in the West in the 20th century. Hatha yoga texts emerged around the 11th century with origins in tantra.

Yoga gurus from India later introduced yoga to the West, following the success of Swami Vivekananda in the late 19th and early 20th century. In the 1980s, yoga became popular as a system of physical exercise across the Western world. Yoga in Indian traditions, however, is more than physical exercise; it has a meditative and spiritual core. One of the six major orthodox schools of Hinduism is also called

Yoga, which has its own epistemology and metaphysics, and is closely related to Hindu Samkhya philosophy.

CALLESTANIC ACTIVITY

Calisthenics (American English) or callisthenics (Commonwealth English) are exercises consisting of a variety of gross motor movements—running, standing, grasping, pushing, etc. — often performed rhythmically and with minimal equipment, so essentially, bodyweight exercises. They are intended to increase body strength, body fitness, and flexibility, through movements such as pulling or pushing oneself up, bending, jumping, or swinging, using only one's body weight for resistance; usually conducted in concert with stretches. When performed vigorously and with variety, calisthenics can provide the benefits of muscular and aerobic conditioning, in addition to improving psychomotor skills such as balance, agility and coordination.

Urban calisthenics are a form of street workout; calisthenics groups perform exercise routines in urban areas. Individuals and groups train to be able to perform advanced calisthenics skills such as muscle-ups, barspins, and both front and back levers.

Sports teams and military units often perform leader-directed group calisthenics as a form of synchronized physical training (often including a customized "call and response" routine) to increase group cohesion and discipline. Calisthenics are also popular as a component of physical education in primary and secondary schools over much of the globe.

RHYTHMIC ACTIVITIES

Rhythmic activities are physical movements combined with beats, song, or music. Read this lesson to learn more about the history of rhythmic activities, current activities, and how to positively promote the use of rhythmic activities.

Stefan is a senior college student studying physical education. As he looks forward to his upcoming graduation, he must choose a final project to demonstrate his learning. With a lifelong background in music and performance, he chooses to create a rhythmic activity suitable for students at his local high school.

Stefan explains that rhythmic activities frequently result in synchronized dancing with preplanned movements. Line dancing, dances like the waltz, and other popular social group dances are considered rhythmic activities.

Stefan meets his roommate for lunch, and the two discuss his final project. When his roommate asks about the purpose of rhythmic activities, Stefan explains that it is the combinations of sounds and beats along with movements of the body that can enable people to:

- physically express themselves and their personalities
- exercise
- break down social barriers by including different levels of learners
- promote friendship, community, and fun

RELATIONSHIP TO HEALTH

The practices and characteristics of the present kids, alongside their hereditary qualities, are determinants of their development and improvement; their physical, mental, and psychosocial wellbeing; and their physical, psychological, and scholarly execution. Mechanical advances of present day society have added to a stationary way of life that has changed the phenotype of kids from that of 20 years back. Youngsters today measure progressively and have a higher weight file (BMI) than their companions of only an age prior. Behaviorally, most kids neglect to participate in fiery or direct power physical action for the suggested hour or all the more every day, with upwards of 33% announcing no physical movement in the previous 5 days (CDC, 2012). This absence of support in physical action has added to a more prominent pervasiveness of pediatric stoutness, a decline in wellness (e.g., adaptability, strong quality, cardio-respiratory limit), and a more serious hazard for infection.

While more can simply be educated, the proof for the medical advantages of physical movement is certain (HHS, 1996, 2008). Grown-ups occupied with general physical movement have bring down rates of endless ailment (e.g., coronary illness, cardiovascular ailment, type 2 diabetes, hypertension, osteoporosis, and a few growths) and are less inclined to bite the dust rashly (HHS, 1996, 2008; Bauman, 2004). And keeping in mind that the evil impacts of constant sickness are showed principally in grown-ups, it is progressively better comprehended that the improvement of these conditions begins in youth and pre-adulthood. It seems obvious, at that point, that advancement of wellbeing upgrading practices should likewise begin ahead of schedule throughout everyday life. Without a doubt, developing confirmation focuses to long haul impacts of tyke and pre-adult physical action on grown-up horribleness and mortality notwithstanding its more prompt impacts.

Proof for both immediate and roundabout wellbeing impacts of physical action has been accounted for (Hallal et al., 2006), and the requirement for progressing investment in physical action to empower and keep up the ceaseless adjustments that underlie those advantages is all around archived. To comprehend the relationship of physical movement and vigorous wellness to wellbeing amid adolescence, it is essential initially to perceive the formative changes that happen all through

development. Amid the beginning periods of youthfulness, for instance, interest in physical action and relating physical wellness start to decrease. Such contrasts crosswise over phases of advancement feature the significance of analyzing the impacts of development and development on physical and psychological wellbeing. In like manner, this part audits how physical movement may impact formative procedures and different parts of substantial development and development. An entire audit of the impacts of physical movement on all tissues and frameworks is past the extent of this report. Or maybe, the emphasis is on parts of body arrangement and frameworks that underlie engagement in physical action, physical wellness, and endless ailment hazard and that thusly impact different parts of wellbeing and scholarly execution.

Approaches to Physical Education in Schools

Sport Education

One pervasive physical training model is the sport instruction educational modules planned by Daryl. The objective of the model is to "teach understudies to be players in the fullest sense and to enable them to create as capable, proficient, and energetic sportspersons". The model involves a one of a kind instructional structure including sport seasons that are utilized as the reason for arranging and educating instructional units. Understudies are sorted out into don associations and assume numerous parts as group administrators, mentors, skippers, players, refs, analysts, advertising staff, and others to imitate an expert sports association. A unit is arranged as far as a sports season, including preseason action/rehearse, standard season rivalry, playoffs and additionally competitions, title rivalry, and a coming full circle occasion (e.g., a honors service or sport party). Contingent upon the formative level of understudies, the amusements are streamlined or adjusted to empower greatest investment. In rivalry, understudies assume the parts noted above notwithstanding the part of players. A sport training unit hence is any longer than an ordinary physical instruction unit. Siedentop and associates (2011) prescribe 20 lessons for each unit, with the goal that immensely imperative curricular parts of the model can be executed.

Discoveries from examine on the sport training model have been audited twice. Wallhead and O'Sullivan (2005) report that confirmation is lacking to help the conclusion that utilization of the model outcomes in understudies' creating engine aptitudes and wellness and learning applicable information; some proof proposes that the model prompts more grounded group union, more dynamic engagement in lessons, and expanded capability in diversion play. In a later survey, Hastie and partners (2011) write about rising proof proposing that the model prompts change in cardiorespiratory wellness (just a single report) and blended confirmation in regards to engine aptitudes

advancement, expanded sentiment happiness in cooperation in physical training, expanded feeling of alliance with the group and physical instruction, and positive improvement of reasonable play esteems. The main examination on in-class physical action utilizing the model demonstrated that it added to just 36.6 percent action at the enthusiastic or direct power levels (Parker and Curtner-Smith, 2005). Hastie and associates alert, nonetheless, that in light of the fact that exclusive 6 of 38 considers looked into utilized a trial or semi test plan, the discoveries must be deciphered with outrageous alert. The model's benefits in creating engine aptitudes, wellness, and wanted physical action conduct still can't seem to be resolved in considers with more thorough research plans.

Wellness Education

Rather than concentrating solely on having youngsters move always to log action time, another curricular approach underlines showing them the science behind why they should be physically dynamic in their lives. The educational programs is composed with the goal that the kids are occupied with physical exercises that exhibit pertinent logical learning. The objective is the improvement and support of individual understudy wellness. Interestingly with the development instruction and sport training models, the basic commence is that physical action is basic to a solid way of life and that understudies' comprehension of wellness and conduct change result from engagement in a wellness training program. The reasonable structure for the model is composed around the wellbeing related parts of cardiorespiratory wellness, strong quality and perseverance, and adaptability. A current meta-examination (Lonsdale et al., 2013) recommends that physical instruction educational module that incorporate wellness exercises can altogether expand the measure of time spent in fiery or direct power physical movement.

Wellness Assessment

An investigation of engine abilities competency, vital information, physical action, and physical wellness among 180 fourth and fifth grade kids showed that the physical training benchmarks in compel were hard to accomplish (Erwin and Castelli, 2008). Among the investigation members, less than a half (47 percent) were esteemed engine skillful, 77 percent showed sufficient advance in learning, just 40 percent were in the Healthy Fitness Zone on every one of the five parts of the Fitnessgram wellness evaluation, and simply 15 percent occupied with at least 60 minutes of physical action every day. Obviously the greater part of the youngsters neglected to meet benchmark measures of execution for this formative stage. This proof features the requirement for extra physical movement openings

inside and past physical instruction to upgrade open doors for understudies to accomplish the measures.

Connections among these understudy learning results were additionally disintegrated in an investigation of 230 youngsters (Castelli and Valley, 2007). The creators verified that oxygen consuming wellness and the quantity of wellness test scores in the Healthy Fitness Zone were the best indicators of day by day engagement in physical action with respect to components of sex, age, weight file (BMI), engine aptitudes competency, and learning. Notwithstanding, in-class engagement in physical action was best anticipated by oxygen consuming wellness and engine abilities capability, recommending that information and aptitudes ought not be disregarded in an adjusted physical training educational programs expected to advance deep rooted physical movement.

CONCLUSION

Physical education is a formal substance region of concentrate in schools, it is principles based, and it includes appraisal as indicated by guidelines and benchmarks. Select educational modules based physical training programs have been portrayed in this part to demonstrate the capability of great physical instruction in forming youngsters into dynamic grown-ups. Such models give the main chance to all school-age youngsters to get to wellbeing improving physical exercises. Educational programs models for physical instruction programs incorporate development training, which underlines the significance of basic engine aptitudes ability as an essential for engagement in physical movement for the duration of the life expectancy; wear training, which stresses helping understudies wind up noticeably dexterous players in lifetime games of their picking; and wellness instruction, which gives physical wellness ideas to understudies, including the advantages and logical standards of activity, with the objective of creating and keeping up singular wellness and positive way of life change. The development of an innovation centered wellness training educational modules and the new Presidential Youth Fitness Program offer further motivational open doors for understudies to take part in deep rooted physical exercises.

REFERENCES

- Abels KW, Bridges J. M. (2010). Teaching movement education: Foundations for active lifestyles. Champaign, IL: Human Kinetics Publishers.
- Ball D.L., Cohen D.K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional development. In: Darling-Hammond L, Sykes G, editors. In Teaching as the learning profession: Handbook of policy and practice, San Francisco, CA: ERIC; 1999. pp. 30–32. (Jossey-Bass education series).
- Boyle S.E., Jones G.L., Walters S.J. (2008). Physical activity among adolescents and barriers to delivering physical education in Cornwall and Lancashire, UK A qualitative study of heads of P.E. and heads of schools. BMC Public Health, 2008; 8(1): p. 273.
- Castelli D., Rink J.E. (2003). A comparison of high and low performing secondary physical education programs. Journal of Teaching in Physical Education. 2003; 22(5): p. 512.
- Castelli D.M., Valley J.A. (2007). The relationship of physical fitness and motor competence to physical activity. Journal of Teaching in Physical Education. 2007; 26(4): pp. 358–374.
- Corbin C., Le Masurier G., Lambdin D. (2007). Fitness for life: Middle school. Champaign, IL: Human Kinetics.
- Corbin C.B. (2002). Physical activity for everyone: What every physical educator should know about promoting lifelong physical activity. Journal of Teaching in Physical Education; 21(2): pp. 128–144.
- Dagkas S. and Stathi A. (2007). Exploring social and environmental factors affecting adolescents' participation in physical activity. European Physical Education Review; 13(3): pp. 369–384.
- Daum D.N., Buschner C. (2012). The status of high school online physical education in the United States. Journal of Teaching in Physical Education; 31(1): pp. 86–100.
- DeCorby K., Halas J., Dixon S., Wintrup L., Janzen H. (2005). Classroom teachers and the challenges of delivering quality physical education. Journal of Educational Research; 98(4): pp. 208–221.
- Dwyer J.J., Allison K.R., Barrera M., Hansen B., Goldenberg E., Boutilier M.A. (2003). Teachers' perspective on barriers to implementing physical activity curriculum guidelines for school children in Toronto. Canadian Journal of Public Health; 94(6): pp. 448–452.
- Erwin H.E., Castelli D.M. (2008). National physical education standards: A summary of student performance and its correlates. Research Quarterly for Exercise and Sport; 79(4): pp. 495–505.
- Fawcner S.G., Niven A., Thin A.G., MacDonald M.J., Oakes J.R. (2010). Adolescent girls' energy expenditure during dance simulation active

- Fishman B.J., Marx R.W., Best S., Tal R.T. (2003). Linking teacher and student learning to improve professional development in systemic reform. *Teaching and Teacher Education*; 19(6): pp. 643–658.
- Gutin B., Barbeau P., Owens S., Lemmon C.R., Bauman M., Allison J., Kang H.S., Litaker M.S. (2002). Effects of exercise intensity on cardiovascular fitness, total body composition, and visceral adiposity of obese adolescents. *American Journal of Clinical Nutrition*; 75(5): pp. 818–826.
- Hagberg J.M., Ehsani A.A., Goldring D., Hernandez A., Sinacore D.R., Holloszy J.O. (1984). Effect of weight training on blood pressure and hemodynamics in hypertensive adolescents. *Journal of Pediatrics*; 104(1): pp. 147–151.
- Hagberg J.M., Goldring D., Ehsani A.A., Heath G.W., Hernandez A., Schechtman K., Holloszy J.O. (1983). Effect of exercise training on the blood pressure and hemodynamic features of hypertensive adolescents. *American Journal of Cardiology*; 52(7): pp. 763–768.
- Hager A. (1981). Adipose tissue cellularity in childhood in relation to the development of obesity. *British Medical Bulletin*; 37(3): pp. 287–290
- Laurson K.R., Eisenmann J.C., Welk G.J. (2007). Body fat percentile curves for US children and adolescents. *American Journal of Preventive Medicine*; 41(4): pp. S87–S92.
- Lazaar N., Aucouturier J., Ratel S., Rance M., Meyer M., Duché P. (2007). Effect of physical activity intervention on body composition in young children: Influence of body mass index status and gender. *Acta Paediatrica*; 96(9): pp. 1321–1325.
- Le Masurier G., Beighle A., Corbin C., Darst P., Morgan C., Pangrazi R., Wilde B., Vincent S. (2005). Pedometer-determined physical activity levels of youth. *Journal of Physical Activity and Health*; 2(2): pp. 159–168.

Corresponding Author

Anjan Kumar B. J.*

PhD Research Scholars, Department of Physical Education, Dravidian University, Kuppam, Andhra Pradesh