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Bibliometrics of the Publication During the year 2017-2018

Sr. No.	Title of the Paper	Name of the Author	Title of the Journal	Year of the Publication	Citation Index	Institutional Affiliation as mentioned in the Publication	Number of Citations excluding self- citations
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3.	A Need of Enterprenuership In Indian Sports	Dr. Yeshwant Patil	Aayushi International Interdisciplinary Research Journal (AIIRJ) Vol - IV Issue-II FEBRUARY 2017 ISSN 2349-638x	February 2017	3.025		

4	Mental Strength Training For Sports Person	Dr. Yeshwant Patil	Aayushi International Interdisciplinary Research Journal (AIIRJ) ISSN :- 2349-638x	Dec.2018	4.574	
5	SKILLS AND TECHNOLOGIES IN CRICKET AND THEIR IMPACT ON CRICKET	Dr. Yeshwant Patil	IRJMSH Vol 9 Issue 12 [Year 2018] ISSN 2277 – 9809	2018		

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2	Managing Relation And Integrity In Individual And Team Sports	Dr. Yeshwant Patil	International Advanced Research Journal In Science, Engineering and Technology ISSN(O) 2393-8-21 ISSN(P) 2394-1588	7 July 2021			
3.	Comparison Of Physical Well-Being Among Student Athletes And Regular Yogic Practitioners : A Pilot Study	Dr. Yeshwant Patil	International Journal of Advanced Research In Computer And Communication Engineering Vol-10 Issue-7 ISSN(O) 2278-1021 ISSN(P) 2319-5940	7 July 2021			

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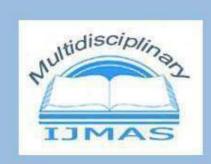
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Principal

Dr. Yeshwant Patil

Bright Side of Life

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Psychological Research on Karate (Martial) Artists

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On 20th Feb, 2017 Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur



ABSTRACT

In this article, we problematize **Sports Psychology** research on Karate(**Martial Artists**) and offer some suggestions for advancing our knowledge in this area of research and practice. First, we review the previous research in the field. Then we introduce "cultural praxis" as a theoretical framework that will guide our analysis. Finally, we engage sociological studies of female fighters in conjunction with the adopted theoretical lens to outline the limitations of sport psychological research with regards to the experiences of women. It seems that the majority of the studies have used the male athlete as the norm, while research on the female athlete remains limited and focused on "differences". Focusing persistently on gender differences, without drawing at all on gender theory reflects a gender bias, which seems to be engrained in sport psychology studies. Recent sociological studies have shed some light on the experiences of female athletes operate. Here, we suggest "cultural praxis" as an intervention to gain insights into the behaviors, values, and emotions of the other sex athletes.

Sports psychology is the study of how psychology influences sports, athletic performance, exercise and physical activity. Some sports psychologists work with professional athletes and coaches to improve performance and increase motivation. Other professionals utilize exercise and sports to enhance people's lives and well-being throughout the entire lifespan. Sports psychology is a relatively young discipline within psychology. In 1920, Carl Diem founded the world's first sports psychology laboratory at the Deutsche Sporthochschule in Berlin, Germany. In 1925, two more sports psychology labs were established – one by A.Z. Puni at the Institute of Physical Culture in Leningrad and the other by Coleman Griffith at the University of Illinois.

Key words: Combat Sports, Karate (Martial Arts), Cultural praxis, Female athletes, Gender Feminist researchers have argued that women's Martial Arts, similar to women's participation in other traditionally male sports, have not been taken seriously (Halbert, 1997), and have largely been hidden from history (Hargreaves, 1997). Although women have



partaken in martial arts far longer than most people would ever suspect and female participation in combat sports has increased recently (Hargreaves, 1997; Macro, Viveiros, & Cipriano, 2009), research on this subject remains a relatively new field.

While sport psychology research on **Martial Arts** has been reviewed in the past (see Fuller's review, 1988; Martin, 2006, for a literature review on the psychological benefits of martial arts training; and Vertonghen & Theeboom, 2010, for a review on the psychological outcomes for youth of martial arts training), this paper is an attempt at an updated review of the existing research in the field, and an examination of the literature from the gender and cultural studies viewpoint. In this review, we use the terms combat sports and martial arts interchangeably to refer to all combat systems. Furthermore, this paper aims at advancing the arguments for a contextualised approach in sport psychology made by critical scholars of sport (e.g., Krane & Baird, 2005; Ryba & Wright, 2005; Stambulova & Alfermann, 2009; Thorpe, 2009). Following these aims, first we review the extant sport psychology research on martial artists. Then we introduce "cultural praxis" as a theoretical framework that will guide our analysis. Finally, we draw on sociological studies of female fighters in conjunction with the adopted theoretical lens to offer a critical gender analysis.



Karate (Martial Art)

Martial arts can be generally defined as any structured system of fighting. Systems of martial arts have been around for thousands of years. While there is no exact time known, the earliest martial art is believed to have begun 3000 years ago in China. The difficulty in determining when and where martial arts began, is due to the sparse historical records available in Asia. Though originally there were only a few systems, over time a large number of martial arts styles was practiced. Some of the ones taught today include T'ai Chi, Kung Fu, Karate, Judo, and Taekwondo. Even within these styles of martial arts there are many variants and within these systems there are many variants. Some are based on the unique characteristics of the founder of the style, others are focused on a particular fighting method (Urban, 1993). Often these styles are difficult for children because they are either too militant, require too much fighting contact, are not presented in a way that kids can understand (low level of teaching training for instructors), or the curriculum is not structured for kids. Our study will focus on the American Taekwondo Association (ATA), the largest centrally administered (single style) martial arts association in the world. (Lee, 1993) This style has programs for children in over 900 of schools across the United States and the world. Although the roots of Taekwondo can be traced back to 300 B.C., The actual word "Taekwondo" was not adopted until the year 1955. Because of the Japanese occupation of Korea, the martial arts in Korea were only taught in secret. After Korean liberation from Japan, a war general, Hong Hi Choi began a movement to unify the styles of training into one body. The words used at that time reflected the Japanese and Chinese influence on the martial arts so he presented the name



"Taekwondo" at a conference on April 11, 1955. It became recognized then as the national art of Korea. Taekwondo is made up of three words: "Tae" which means to kick or jump, "Kwon" which means the fist or the hand, and "Do" which means the way or path as a way of life. Altogether this can be translated as the "way of the hand and foot" (Lee, 1993a). One Taekwondo program from the ATA is called Karate for Kids. This program is designed for kids 7 years of age and up. The features of this Taekwondo program are based on the concept that each student is different and has different needs. The building blocks for this are based on 12 themes that are integrated into classes such as goal setting, self-control, courtesy, integrity, friendship, confidence, self-awareness, self-esteem, perseverance. self improvement, respect, and dedication back to 300 B.C., The actual word "Taekwondo" was not adopted until the year 1955. Because of the Japanese occupation of Korea, the martial arts in Korea were only taught in secret. After Korean liberation from Japan, a war general, Hong Hi Choi began a movement to unify the styles of training into one body. The words used at that time reflected the Japanese and Chinese influence on the martial arts so he presented the name "Taekwondo" at a conference on April 11, 1955. It became recognized then as the national art of Korea. Taekwondo is made up of three words: "Tae" which means to kick or jump, "Kwon" which means the fist or the hand, and "Do" which means the way or path as a way of life. Altogether this can be translated as the "way of the hand and foot" (Lee, 1993a). One Taekwondo program from the ATA is called Karate for Kids ... This program is designed for kids 7 years of age and up. The features of this Taekwondo program are based on the concept that each student is different and has different needs. The building blocks for this are based on 12 themes that are integrated into classes such as goal setting, self-control, courtesy, integrity, friendship, confidence, self-awareness, self-esteem, perseverance, self improvement, respect, and dedication. A review of martial arts literature will focus on current martial arts research in related areas. The literature surrounding martial arts comes from a variety of sources. Some is academic research, some is historical, and some are from individuals with years of martial arts training, but little academic or scientific background. While all of these sources are valid and useful, we will primarily examine scholarly research.

History of Karate



In its current form, karate is less than 200 years old however it has roots that date back-thousands-of-years.

The art originated on the island of Okinawa and in its early form was heavily influenced by ancient Chinese martial arts, collectively known as kung fu.



The Beginnings of Karate History on Okinawa

The history of Okinawan Karate can be traced back to the late 17th century when a ban on weapons was imposed by the samurai rulers of Japan.

The exact evolution of karate history is lost due to the lack of information being written down which is unsurprising when taking into account the strict rules against subjects of the island learning martial arts.

This meant that all training by early masters such as Kanga Tode Sakugawa (pictured) and Sokon 'Bushi' Matsumura, had to be done in secret and as weapons could not be carried on the island, self-defence tended to revolve around empty handed techniques.

The earliest surviving written evidence of karate in Okinawa was a mention of the word Tode (the Okinawan name for the art) in the late 1700s. It was in reference to a visitor to the island from China named Kushanku who taught a form of Kung Fu and may have introduced the first version of the Shotokan kata kanku dai. Tode style blended with the martial arts already being cultivated on the island which was known as Te, meaning 'hand'.

Te was popular in three cities in particular, Shuri, Naha and Tamarai. Each city had its own way of doing the martial arts and modern day styles reflect this; Shotokan and Shito-ryu are mostly influenced by the style from the city of Shuri, that is Shuri-te, and to a lesser extent Tamarai-te. Goju-ryu on the other hand is more influenced by Naha-te.

Karate History and its Development into a World Martial Art

At the turn of the 20th century, Anko Itosu gained permission to end the shroud of secrecy for those who wanted to learn martial arts and began teaching Te in Okinawan schools. This led to further expansion by one of Itosu's students, Sensei Gichin Funakoshi, who introduced the art to Japan in 1922.

Funakoshi made many modifications to the art to make it more accessible to the Japanese including changing the name and karate as we know it today was born. Towards the end of his life, Funakoshi was instrumental in forming the Japanese Karate Association (JKA) which set about making karate a world martial art by sending out its best instructors to teach it all over the globe.

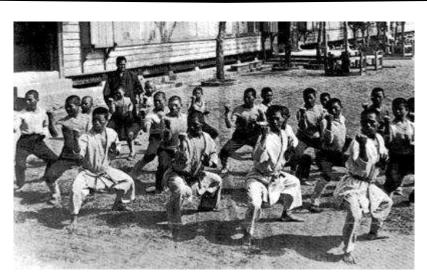
Today, karate is practiced by millions of people right across the world and although the lines are often blurred between karate history facts and exaggerations or legends, the contribution made by the old Okinawan masters and those that followed them should not be forgotten.





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The word KARATE or the EMPTYHAND derived from the Japanese character 'Kara" meaning empty and "te" meaning hand. It took it's origin from the yet existing South Indian Art of Kalaripayat. This art was conveyed by the Indian prince Bodhidharma, from the south of India across the Himalayas to China There he established the famous Shaolin Temples,

Where he taught his students method to built endurance and physical strength required to carry out the rigid discipline that was part of **Buddhism**. KARATE in Okinawa (Japan) where **it** actually became a way of life then in art. The farmers and inhabitants of Okinawa were competed to use KARATE as a method of survival spite of all advantages this form of art could not spring in to prominence and was in danger of slow death. Keeping this mind, the World Karate Federation (WKF) was formed by the great masters of KARATE around the world to regulate and co-ordinate the growth of KARATE as an art. In order to generate an interest towards. Karate is a martial art of Okinawan origin. Okinawa is an island in Japan. Karate is primarily a striking art, featuring punching, kicking, knee/elbow strikes and open hand techniques; however, grappling, joint manipulations, locks, restraints, throws, and vital point striking are inherent in the finer points of the art.Karate is characterized by the use of the hips and stances to generate striking power, by the distinctive use of breathing to focus power, and by the practice of prearranged forms. The prearranged forms are called kata. A person who practices karate is sometimes referred to as a karate-ka.

In Japanese, karate-ka means "karate practitioner".Karate is also called karate- $d\bar{o}$.Hence, KARATE — the form of self defence, has acquired an importance place in the daily lives of million and millions of people in India, Due to advance technology and modern infrastructure the concepts of self defence through KARATE has eroded to a large extant today,

KARATE training benefits an individual by instilling a discipline and mature way of 1ife. Moreover, in our mechanized world, physical fitness placed an important part, which can be achieved through rigorous training session.

The police forces of various states and paramilitary forces are being trained in KARATE. I am also giving KARATE training to police and paramilitary Force. Similarly almost all the schools and colleges have introduced KARATE as a part of their sports curriculum. Marital art training and to promote and popularize the art, the concept of SPORTS KARATE was introduce by WKF.



Karate-do :- Karate was originally called 'Te', meaning hand. Later, the name karate was adopted, which means empty hand or Chinese hand. The word karate is formed by two characters, the first one is 'Kara' (empty) and the other is 'Te' (Hand), **Do** (way). Karate-do means is empty hand way.

Kihon :- are basic techniques; punching; kicking and blocking, together with more advanced techniques such as sweeps and throws.



KIHON PERFORMANCE



KIHON PERFORMANCE

Kata :- are set sequences of karate techniques, lasting between one and three minutes depending on the kata. There are more than twenty different kata, initially you will learn one new kata for each grading. As one might expect, the kata increase in difficulty and complexity as you progress through the grades. A kata can be thouhght of as stylized combat, and an interesting area of study is the application of a section of kata to actual fighting with an opponent. Kata ($\underline{\underline{W}}$:bht) means literally "shape" or "model." Kata is a formalized sequence of movements which represent various offensive and defensive postures. These postures are based on idealized combat applications. The applications when applied in a



demonstration with real opponents is referred to as a <u>Bunkai</u>. The Bunkai shows how every stance and movement is used. Bunkai is a useful tool to understand a kata. To attain a formal rank the karateka must demonstrate competent performance of specific required kata for that level. The Japanese terminology for grades or ranks is commonly used. Requirements for examinations vary among schools.



KATA PERFORMANCE BY JAPAN TEAM



KATA PERFORMANCE

Kumite :- is fighting, usually sparing with one or more opponents. There are different forms of kumite, starting from basic pre-arranged five-step sparing, through basic one-step sparing and semi-free one-step sparing, to free sparing.



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Kumite Performance by Women fighters



Kumite Performance by KIDS fighters

Sparring in Karate is called kumite (組手:くみて). It literally means "meeting of hands." Kumite is practiced both as a sport and as self-defense training.

Levels of physical contact during sparring vary considerably. Full contact karate has several variants. Knockdown karate (such as Kyokushin) uses full power techniques to bring an opponent to the ground. In kickboxing variants (for example K-1), the preferred win is by knockout. Sparring in armour, *bogu kumite*, allows full power techniques with some safety. Sport kumite in many international competition under the World Karate Federation is free or structured with light contact or semi contact and points are awarded by a referee.

In structured kumite (*yakusoku*, prearranged), two participants perform a choreographed series of techniques with one striking while the other blocks. The form ends with one devastating technique (*hito tsuki*).

In free sparring (Jiyu Kumite), the two participants have a free choice of scoring techniques. The allowed techniques and contact level are primarily determined by sport or style organization policy, but might be modified according to the age, rank and sex of the participants. Depending upon style, take-downs, sweeps and in some rare cases even time-limited grappling on the ground are also allowed.

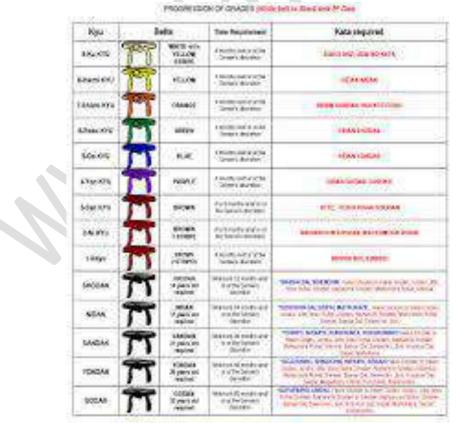


Free sparring is performed in a marked or closed area. The bout runs for a fixed time (2 to 3 minutes.) The time can run continuously (*iri kume*) or be stopped for referee judgment. In light contact or semi contact kumite, points are awarded based on the criteria: good form, sporting attitude, vigorous application, awareness/*zanshin*, good timing and correct distance. In full contact karate kumite, points are based on the results of the impact, rather than the formal appearance of the scoring technique.

The World Karate Federation (WKF) is the largest sport karate organization and is recognized by the International Olympic Committee (IOC) as being responsible for karate competition in the Olympic Games.^[29] The WKF has developed common rules governing all styles. The national WKF organizations coordinate with their respective National Olympic Committees.

WKF karate competition has two disciplines: sparring (*kumite*) and forms (*kata*). Competitors may enter either as individuals or as part of a team. Evaluation for kata and kobudō is performed by a panel of judges, whereas sparring is judged by a head referee, usually with assistant referees at the side of the sparring area. Sparring matches are typically divided by weight, age, gender, and experience.^[30]

WKF only allows membership through one national organization/federation per country to which clubs may join. The World Union of Karate-do Federations (WUKF)^[31] offers different styles and federations a world body they may join, without having to compromise their style or size. The WUKF accepts more than one federation or association per country.



Belt in Karate(Martial Art)

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Hayashi-ha karate today

A long term student, Mitsuya Seinosuke, Hanshi 8th, today promotes the Hayashi-Ha-Karatedō and Kobudō in his organization called Mitsuya-Kai International. A large number of dojo are affiliated with this organization in various countries such as Germany, Italy, Finland, Hungary, Venezuela, Switzerland, Belgium, Greece, Ivory Coast, Botswana and others. Hanshi Mitsuya currently resides in Palermo, Sicily. In USA (Seattle Washington & Hawaii) Hayashi-Ha-Karate-dō is run by Akio Minakami at his Minakami Karate Dojos.

Soke Mitsuya Seinosuke

Seinosuke MITSUYA (三ツ矢誓之助) was born on 4th of October in Osaka, Japan. At the age of 14, he began the study of martial arts (Karate and Kobudo) under the guidance of Master Teruo HAYASHI (1924 - 2004).

He graduated from the "Kansai Gaikokugo Daigaku" University of Osaka. During his university education, he collaborated with Master Teruo HAYASHI (1924 - 2004) as his assistant in his central dojo, teaching karate and kobudo.

It is a great achievement in Japan to become a captain of the Martial Arts club of a University; Hanshi MITSUYA became not only the captain of his university club but he was also managing and coordinating several other university clubs in Osaka. The 70's were very difficult years in Japan but Hanshi MITSUYA already then showed his talent and dedication as a great leader and martial artist.

He received many special lessons from Soke HAYASHI (1924 - 2004) to perfect his skills and to be prepared to diffuse the original Hayashi-ha Karate-dō and Kobu-dō all around the world. He was top student of Soke HAYASHI and he became the first official representative of Japan Karate-do "Hayashi-ha Shito-ryu Kai" and Kobudo "Kenshinryu" organizations outside Japan. His unique task made him the principal exponent of these styles, presenting them all around the world. This role was instrumental for the great success and expansion of this school of traditional Japanese Martial Arts which was almost unknown in those days.

In the early 70's Hanshi MITSUYA relocated to Seattle, USA, demostrating traditional Japanese Karate-Dō and Kobu-Dō in many events and teaching the dojos in the States of Oregon and Washington.

In 1973, he moved to Europe where he has made himself and the original Hayashi-ha style (Karate-Dō & Kobu-Dō) known in Sweden, France, Italy, Spain, Germany, England, Switzerland, Finland, Greece, Hungary, Belgium, in South America in Venezuela and in Africa in the Ivory Coast and Botswana.

Grand Master MITSUYA holds the rank of 8th Dan and title of Hanshi given by Soke HAYASHI Teruo (1924 - 2004). He holds one of the highest ranks of Japan Karate-Dō "Hayashi-ha Shito-ryu" & Kobu-Dō "Kenshinryu" styles.

Hanshi MITSUYA has demonstrated his very high quality, refined and effective techniques around the world through seminars, meetings and presentations for almost 40 years. Today Hanshi MITSUYA continues his work, with ever renewed spirit, through the MITSUYA-KAI International organization to dedicate himself to teaching and diffusing the original Hayashi-ha style all around the world.



Chief-Master Mitsuya-Kai International

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In Japan, to become a captain of the Martial Arts club of the University is a great achievement; Mitsuya became the captain of his university club, and he managed and coordinated several other university clubs in Osaka area too.

The last 60's and earliest 70's were very difficult years in Japanese society, but Seinosuke MITSUYA showed already his talent and dedication as a great leader and martial artist. He received many special lessons from Master HAYASHI to perfect his skills and to be prepared to diffuse the original Hayashi-ha Karate-do and Kobu-do all around the world.

Mitsuya became the best direct student of master Hayashi's all life. He always supported master Hayashi specially on international area,



becaming the first official representative Instructor of Japan Karate-do "Hayashi-ha Shito-ryu Kai" (Founded 1971) and Kobudo "Kenshinryu" organizations outside Japan and his unique task made him the principal exponent of these styles presenting them all around the world. This role was instrumental for the great success and expansion of traditional Japanese Martial Arts School, that in early times was still unknown.



In the early 1972, Seinosuke MITSUYA moved to Seattle, USA, demostrating traditional Japanese Karate-Do and Kobu-Do in many events and teaching at 5 dojos in the States of Washington and Oregon (PortLand). In 1973, he moved to Europe, where, he showed himself and tought in Sweden, France, Italy, Spain, Germany, Great Britain, Switzerland, Finland, Greece, Hungary and Belgium.



And then, in Venezuela, in the Ivory Coast, Botswana and India-Kerala.

Master MITSUYA held the rank of 8th Dan and title of Hanshi given by Souke HAYASHI Teruo, he became highest rank and top student of Souke HAYASHI's organization (Japan Karate-Do "Hayashi-ha Shito-ryu" & Kobu-Do "Kenshinryu" style).

Hanshi MITSUYA has demonstrated his very high quality, refined and effective techniques in many occasions around the world by seminar, meetings and presentations for over 40 years. Today Souke MITSUYA is continuing his work, with ever renewed spirit, through the MITSUYA-KAI International organization and his style devoting himself in the teaching and diffusion all around the world.

Different Forms of Karate (Martial Arts) in India

Martial arts is a part of India's ancient culture and a traditional games. Originally a traditional form of martial art that started in South India, and now it has different names and different forms in the culture of the regions in India. Khusti The Indian Wrestling is also a part of Indian Martial arts found throughout the India. Indian martial arts has an important influence in the development of modern Asian martial arts. Nowadays a sense of self-defense and for fitness lots of people are opting for martial arts. As in other respects of Indian culture, Indian martial arts can be roughly divided into northern and southern styles.

Kalarippayattu is a famous Indian martial art from land of attraction Kerala and one of the oldest fighting systems in existence. It is practiced in most of the part of south India. A kalari is the school or training hall where martial arts are taught. It includes strikes, kicks and some weapon based practiced, Foot work patterns is most important key in Kalarippayattu. It is the best Indian martial art that has been used in many movies to make it popular, like Ashoka and The myth



Kalarippayattu

Silambam



Silambamis a weapon-based Indian martial art from Tamil Nadu. Every states has it own style of martial arts. A wide variety of weapons are used in silamban, some of which are not found anywhere else in the world. Silambam art also used animal movements of snake, tiger, eagle forms and footwork patterns is play a key role here as well. Another part of Silambam is Kuttu varisai, it is the unarmed kind of martial art.





Gatkais weapon-based Indian martial art basically created by the Sikhs of Punjab.There are many weapons used in Gatka like, Stick, Talwar, kirpan and kataar. The attacking and defense methods are based upon the positions of the hands feet and nature of weapons used. It is also displayed during the different celebrations or at fairs in Punjab.

Musti Yuddha





It is unarmed martial art from the oldest city of India "Varanasi". Technique used in this martial arts are punches, kicks, knees and elbow strikes. This style is a complete art of physical, mental and spiritual development. This art is very rarely visible but was very popular in middle age.



Thang Ta is popular term for the ancient Manipuri Martial Art also known as HUYEN LALLONG. Manipuri martial arts with swords and spears, is a strong yet gracefully sophisticated art.



Lathi is an ancient armed martial art of India. It also refers one of the world's oldest weapons used in martial arts. Lathi or stick martial arts practiced in Punjab and Bengal region of India. Lathi still remains a popular sport in Indian villages.



Mardani Khel



Mardani Khel is an armed method of martial art created by the Maratha. This traditional martial art of Maharashtra is practiced in kolhapur.



Pari-khandaa style of sword and shield fighting from Bihar. This art is created by the rajputs. Pari-khanda steps and techniques are also used in Chau dance.



Kathi Samu is very old Indian martial art originated in Andhra Pradesh and was used by mastered of the royal armies of Andhra Pradesh. The martial art is also known as Sword Fight or Daal Fariya.

Methods

We searched for relevant articles in the PsycInfo and SPORTDiscus with full text databases, using the key words of **Martial Arts, Combat Sports, Karate, Judo, Jiu jitsu, Boxing, Wrestling, Taekwondo**, gender, and psychology that appear either in the title, abstract or among identified key words. For reasons of accessibility, we limited our review to English language research articles published in international journals. We excluded nonscientific articles and research irrelevant to our topic, such as testing of athletes' physical fitness. Psychological research that used non-competitive forms of Martial Arts (e.g., **Tai Chi, Aikido**) was also excluded, as our focus is on athletes and not on recreational participants. However, we included studies that had a mixed sample of competitive and non-competitive



martial artists. Sociological studies that emerged in our database search were included to critique the existing sport psychology research. There were 38 psychological and sociological, refereed journal articles, published between 1980 and 2010, that met the established criteria. Adopting a "presentist" viewpoint, which entails the reflection of past research through the lens of present-day knowledge (Kontos, 2010), our analysis of the identified studies was guided by the following questions: What research questions do sport psychologists tend to investigate while studying female vs. male martial artists? What theories inform their research on gender? How are gender differences explained? What are the implications of the extant psychological research for how female and male athletes are constituted?

Research on alternative methods for improving children's self-concept is common. One often promoted method is through martial arts training, but there has been minimal study using a controlled experimental design. The purpose of this study was to examine the effectiveness of the Karate for Kids martial arts program in improving self-concept and physical fitness.

Children in today's society are exposed to an increasing number of stresses and expectations. While research on improving student education is common, there may not be enough emphasis on some non-academic aspects of the children's development, such as the related constructs of self-concept and self-esteem. Research has shown these characteristics to be important to childhood development and academic performance (Burke, Ellison & Hunt, 1985). Therefore both teachers and counselors may benefit from referral options for child clients with poor self-concept. In recent years martial arts has been suggested as a method to help people improve in these areas (Prince, 1996). While there has been some research regarding martial arts and self-concept, there is little controlled experimental data regarding children specifically. This study will attempt to measure particular benefits of martial arts training, specifically self-concept and physical fitness.

Reviewing extant Sport Psychology research

Sport psychology studies on competitive martial artists In this section, we offer a brief summary of reviewed psychological research on men and women in combat sports. Based on the nature of the sample, we grouped the papers into two categories: 1) studies on competitive martial artists and 2) studies with mixed samples of competitive and non-competitive martial artists. In this overview, we maintain language used by the authors of the reviewed articles. The earliest published Sport Psychology Research on competitive athletes, generated by our database search, is a paper by d'Arripe- Longueville, Fournier and Dubois (1998) examining coaches' and athletes' perceptions concerning their effective interactions. In-depth interviews of male coaches and female athletes of the French judo national team revealed that the coaches used an authoritarian interaction style. Coaches perceived strategies such as provoking athletes verbally, displaying indifference, entering into direct conflict, and showing preferences as effective, and believed that pushing athletes to their limits makes them mentally tougher. In their interactions with the coaches, female athletes (who could not question the coaches' authority) implemented strategies of showing diplomacy, achieving exceptional performance, soliciting coaches directly, diversifying information sources, and bypassing.



Conventional rules

Examining the psychological impact of a one-week period of deprivation from training at brown and black belt levels in Shotokan karate, Szabo and Parkin (2001) found that advanced athletes experienced a severe mood disturbance during the one week of abstinence from training, irrespective of the individual's sex. Szabo and Parkin speculated that this 'surprising' finding might be due to the fact that the female athletes performed martial arts at an advanced level, and therefore developed particular traits or characteristics fostered by values and training practices at black belt level in martial arts. Research of Hanin and colleagues stemmed from the Individual Zones of Optimal Functioning (IZOF) model and focused on the emotions of highly-skilled karateka (Robazza, Bortoli, & Hanin, 2004; Ruiz Hanin, 2004a, 2004b, 2004c). Robazza and colleagues (2004) investigated the & effectiveness of individual-oriented predictions of performance in Italian athletes. Specifically, the authors examined the practical utility of the in/out-of-zone notion as applied to the idiosyncratic intensity and content of emotions, bodily symptoms, and task-specific qualities in predicting performance assessed by individualised emotional profiles. Results showed that the emotions and bodily responses of the athletes differed between successful and average performances. Ruiz and Hanin (2004a, 2004b, 2004c) extended the research on performance and athletes' subjective emotional experiences. Investigating the utility of integrating metaphor self-generation method and individualized emotion profiling in the description of performance states in elite Spanish karateka, Ruiz and Hanin (2004a) concluded that the content of metaphors that the athletes used to describe their emotional states was different prior to, during, and after performances as well as across best and worst competition. High action readiness was manifested in best performance situations, while low action readiness was reflected in worst performance situations. A follow-up further revealed that the original metaphors were retained, indicating that athletes' perception of performance situation remains stable over time. Athletes experienced anger more frequently after worst performances, although anger symptoms were present in both best and worst performances. The words that the athletes used to describe their anger states, as well as the intensity of anger in best and worst performances, varied considerably for each individual, indicating the highly idiosyncratic nature of anger descriptors and intensity, and the need for individualized measures and interventions (Ruiz & Hanin, 2004b). Ruiz and Hanin (2004c) further found that ka- rate athletes' optimal states were characterized by both pleasant and unpleasant emotions, and were perceived as temporary and dynamic. This finding, according to the authors, indicates the need for self-regulation to maintain these states. Findings also revealed that athletes did use different strategies to produce these states, such as relaxation techniques and visualization. Several scholars have focused on achievement goal orientations and motivational processes of martial art athletes. Gernigon, d'Arripe- Longueville, Delignières, and Ninot (2004) explored how states of involvement toward mastery, performance approach, and performanceavoidance goals were interrelated and activated during a practice of judo combat. In other words, authors explored whether athletes can experience more than one state (task and ego involvement) at a given moment. A judo training session was video recorded and the study was based on the combat between two male, national level judo athletes. The judokas were asked to watch the video and indicate their moment-to-moment levels of involvement toward each goal. Goal involvement states were subject to fast variations that could result in frequent changes in the dominant goal focus. The authors



further concluded that states of mastery, performance-approach, and performance-avoidance involvement can be interrelated in all kinds of patterns.

Mrockowska (2004) investigated gender differences in motivation and success expectance in a group of fencers that was divided into four subgroups (women with high vs. low success expectance, men with high vs. low success expectance). Self-ratings revealed that men with lower success anticipation rate internal motives (such as friendship and enjoyment) significantly higher than men with high success expectance, who are strongly motivated by external motives (such as winning and social appreciation). No significant differences were found between the two subgroups of women; however, there was a tendency for women with strong self-confidence in their abilities to be prompt to follow internal motives. More recently Mrockowska (2007) investigated whether women with dissimilar patterns of "masculinity" function differently when placed in rivalry situations. Particularly, the author studied professional female fencers and judokas, with regard to their cognitive-motivational structures of personality (motivation to achieve, sense of internal versus external control, and self-evaluation of own predispositions and chances of success in sport) after dividing them into two groups of high and low expression of "masculine" pattern. Questionnaires revealed that the athletes with a strongly developed "maleness" perceived their future success with greater probability and rated their psychophysical features, efforts and capabilities in sport higher than did their poorly "masculine" counterparts. Furthermore, the female athletes with the weakly developed "masculine" pattern expressed a fearful motivation of achievements, which translates into perceiving threats rather than factors favoring arrival at the desired goal. The author concluded that "in a rivalry situation a woman without mental readiness to use the 'masculine' pattern fears much worse than her counterpart presenting with a pronounced willingness to enjoy the man-like repertoire of behaviors" (Mrockowska, 2007, p. 283).

In another study, Mrockowska's (2009) comparison of the perceptions of competence and aspirations between female and male fencers revealed that "women's perceptions of the high chance of sporting success was a much rarer phenomenon than in the case of men" (Mrockowska, 2009, p. 232). More than half of the female athletes estimated their chances of sporting success as average, while more than half of the male athletes estimated their probability of success as high. Moreover, women with high self-assessment of the chances of success were characterized by a strong task motivational orientation and high self-assessment of their own sporting abilities. In contrast, women with low self-assessment of chances of success were characterized by a strong ego motivational orientation and low self-assessment of their sporting predispositions. A number of research papers focused on the effect of certain colours in contest outcomes. Hill and Barton (2005) analysed outcomes from the 2004 Olympic Games of the men divisions in boxing, taekwondo, Greco-Roman wrestling, and freestyle wrestling and found that wearing a red outfit was associated with a higher winning probability compared to wearing a blue outfit. Hill and Barton offered an explanation based on evolutionary psychology, arguing that red colour is a signal of male dominance in many animal species. Rowe, Harris and Roberts (2005) proposed that this effect is not unique for red coloration. After analyzing outcomes of men's judo contests in the 2004 Olympic Games, they found a significant winning bias for athletes wearing a blue outfit relative to those wearing a white outfit. They proposed that colour of the outfit might affect opponent's visibility which is crucial for performance. However, Dijkstra and Preenen (2008) argued that there exists no winning bias for blue in judo and that findings by Rowe et al. were perplexing. After re-analysing the outcomes of the 2004 men's Olympic Games, as well as additional



contest outcomes of 71 major judo tournaments, authors concluded that athletes wearing blue are no more likely to win than those wearing white.

Sport psychology studies with mixed samples it seems that sport psychology research on mixed samples of competitive and non-competitive martial artists started much earlier than research focused exclusively on competitive athletes (see Table 2). As Gill and Kamph off (2010) explain, this might be due to the strong emphasis on applied sport psychology during the 1990s that narrowed down the research focus to performance outcomes and elite sport. The earliest published sport psychology research generated by our database search is a paper by Rothpearl (1980), examining personality traits of martial artists. Self-reports revealed that intermediate athletes showed a greater variety of hostile modes of expression than both beginner and advanced athletes. In general, the effects of martial arts training on aggressiveness have gathered great research attention. It seems that longterm martial arts training can reduce aggressiveness (Daniels & Thornton 1990, 1992; Lamarre & Nosanchuk, 1999; Nosanchuk, 1981; Skelton, Glynn, & Berta, 1991), especially when training includes elements from the traditional approaches to martial arts, such as kata (Nosanchuk & MacNeil, 1989). Specifically, Nosanchuk (1981) and later Lamarre and Nosanchuk (1999) focused on the effects of Asian martial arts training on aggressiveness, revealing a decrease in aggressiveness over the years of practice, which was independent of the participants' sex (Lamarre & Nosanchuk, 1999). Comparing self-reported data from male martial artists and athletes of other sports, Daniels and Thornton (1990, 1992) suggested that participation in the martial arts is associated, over time, with decreased feelings of assault and verbal hostility.

With regard to gender, some interesting results were found by Bjorkqvist and Varhama (2001), who investigated whether karatekas have more negative attitudes toward violent conflict resolution than wrestlers and boxers, noncontact athletes, and controls practicing no sports. The findings showed that male karateka held relatively negative attitudes toward violent conflict resolution, whereas the opposite was noted for female karateka. The attitude scores of female karateka were higher than those of other female groups, suggesting that they may be more prone to accept violent conflict resolution compared to other female participants. Authors assumed that women may associate karate with a right to defend themselves physically against assault, while men tend to associate karate with nonviolent defense. Some additional question-marks remain regarding the psychological effects of martial arts training on children and youth. While research by Skelton et al. (1991) showed that high level of taekwondo training was associated with less aggressiveness, Endresen and Olweus (2005) found contradictory results, questioning the positive effects of martial arts training. Endresen and Olweus (2005) examined the relationship between participation in power or fight sports (boxing, wrestling, weight lifting, oriental martial arts) and violent and antisocial behaviour in young boys. Participation in these sports actually increased violent and antisocial behaviour. Early work by Miller, Wagner, and Edwards (1982) focused on fearfulness. It would seem that this study did not contextualize martial arts as competitive sports. Investigating the psychological effects of practicing martial arts as a form of selfdefense, Miller et.al (1982) studied whether women enrolled in beginner and advanced judojujitsu classes in a mid-west American city were more fearful than women enrolled in fitness or crafts classes. The authors reasoned that "as women increasingly enter domains previously perceived as male dominated, it seems likely that at least some are doing so as a reaction to threat, and the coping methods subsequently utilized take an added significance" (Miller et al., 1982, p. 341). In their survey, women in the beginner's judo-jujitsu group perceived the



world as more threatening than women in the advanced judo-jujitsu group, fitness group or crafts group. As it was only the beginner judo-jujitsu participants who exhibited significant fearfulness and bodily concern, the researchers suggested that the advanced group was more successful in managing perceived environmental threat due to their sporting achievements.

Miller and colleagues concluded that results obtained, support the contention that "certain characteristics are peculiar to women who seek out a particular physical activity" (p. 342), thus implicating fearfulness and bodily concerns to be "peculiar" to women who enroll in martial arts. Another topic that gathered research attention was visual search activity in martial arts. Ripoll, Kerlirzin, Stein, and Reine (1995) analyzed information processing, decision making, and visual search activity in French boxing. Six experts, six intermediate, and six novice athletes whose gender was not indicated were asked to solve different boxing situations, in which a boxer, considered as an opponent, was video-recorded and the image projected into a screen. The participants had to respond to the attacks of the opponent by manipulating a joystick. The visual search activity of the athletes was recorded and analyzed, and results indicated that experts adopted a more efficient search pattern while they also focused on different display areas than novices. Continuing the research on visual search, Williams and Elliott (1999) examined the effects of cognitive anxiety on anticipation and visual search behavior, as well as the differences in anticipation and visual search strategy between expert and novice karatekas. Results indicated that there were no differences between groups in number of fixations, mean fixation duration, or total number of fixation locations per trial. However, increased search activity was more pronounced in novices, with fixations moving from central to peripheral body locations. Columbus and Rice (1998) attempted to shed some light on the dimensions by which American martial artists describe martial arts participation as a meaningful endeavour. Authors argued that even though Asian martial arts grow in popularity in North America, little is known about everyday experiences of the American practitioners that might in- fluence participation, which might differ a lot from the traditional Asian values attributed to martial arts. Phenomenological analysis of written narratives of karate, taekwondo, and tai chi practitioners revealed four contexts in which martial arts were considered as worthwhile activities for participants: criminal victimization, growth and discovery, life transition, and task performance. In each of the four contexts, martial arts participation was experienced as valuable when it helped an individual's adaptation to everyday life circumstances. Moreover, each of these contexts revealed distinct and meaningful relations between participants' body/ self, others, feelings, situation outcome, and martial arts practice. Thus, authors suggested that benefits of martial arts training may transfer to everyday life situations. Gernigon and Le Bars (2000) investigated whether achievement goal orientations (task and ego) of children and adult practitioners of judo and aikido might be affected by the type of martial art that is practiced (competitive: judo vs. non-competitive: aikido), the level of experience (beginner vs. experienced), and the gender of the athlete. Children practicing aikido proved to be generally more task-oriented than children practicing judo. Furthermore, in the children's group, experienced aikidokas were less ego-oriented than beginner aikidokas and experienced judokas, whereas experienced judokas were more ego-oriented than beginner judokas.

Regarding the adult group, experienced aikidokas were both less task- and ego-oriented than beginner aikidokas and experienced judokas. Regarding gender, no effects for task- and egoorientations reached significance. According to the authors, this finding was in contrast to the hypotheses and to previous literature addressing gender differences in goal orientations.



Gernigon and Le Bars hypothesized that the nature of the investigated activities could have levelled gender differences: Aikido and judo are both fighting sports and could be considered as re- flecting masculine values. Therefore, these activities could have fostered masculine goal orientations (i.e., low task and high ego orientations) or could have been more attractive for persons with such characteristics, thus resulting in more homogeneity in males and females' goal orientations. (p. 175) Ko, Kim, and Valacich (2010) examined motivation factors that influence an individual's participation in martial arts in order to provide leaders of the industry with meaningful managerial implications. These martial arts participants appeared to be highly motivated by growth-related motivation (e.g., value, development and actualization). Motivation of martial arts practitioners varied across types of martial arts disciplines, competition orientation, and past experiences. Rowold (2006) explored students' perceptions of coaches' leadership behaviours in a martial arts setting. The author aimed to test whether coaches' behaviours can be described by a broad range of transformational, transactional, and non-leadership behaviours, as well as to provide information about both the range and effectiveness of distinct leadership styles of sport coaches. Participants in this study were German karatekas. Results supported a nine-factor structure of the Multifactor Leadership Questionnaire. In addition, the hypothesis that transformational leadership scales accounted for unique variance in coaches' leadership effectiveness beyond that of transactional and leadership scales was confirmed. In sum, sport psychology research on competitive martial artists, studied alone or together with non-competitive martial artists, has generally focused on emotions, achievement goal orientations and other motivational issues, and coaches' relationships with their athletes. Much of the psychological knowledge base in martial arts was developed by inference from positivistic research with white male athletes.

Among the 29 sport psychology studies that we reviewed above, only eight contributed to the body of literature on female athletes or examined gender as a factor in their research. Certain psychological issues, such as the effects of uniform colour on performance and visual search activity have been studied based only on male participants. Furthermore, some studies conducted with female athletes did not draw at all on gender theory. For example, d'Arripe-Longuevill et al.'s (1998) present the strategies that female athletes use in order to interact successfully with their male coaches without engaging any gender critique of institutionalised power. Moreover, some of the papers did not even indicate gender of the participants, naturalising the male fighters as normative and worthy subjects to study. "Cultural praxis" as a discursive framework In this section we introduce "cultural praxis" (Ryba & Wright, 2005) as a theoretical framework to guide our analysis of the reviewed empirical literature. Cultural praxis is premised on a feminist assertion that sport is a field where men continue to have ideological dominance and power, while women are constrained by dominant ideologies and gender stereotypes (Gill, 2001; Hargreaves, 2000; Messner, 1988; Messner & Sabo, 1990; Sisjord, 1997). The cultural praxis framework, by virtue of drawing on a feminist postructuralist perspective (Butler, 1997; Rail, 2002; Weedon, 1987, 1999), provides us with the understandings how gendered power relations are (re)produced and contested within the disciplinary

Research practices of sport psychology.

Problematizing the way mainstream sport psychology trails its research and practice, Ryba and Wright (2005) proposed cultural praxis as an approach to sport psychology that deals with issues of marginalization and representation. Considerable attention in Ryba and



Wright's work is given to the articulation of sport psychology with cultural studies in an effort to open up the psychological study of sport to cultural modes of analyses of psyche and behavior. Within a dominant sport psychological discourse, addressing diversity tends to take the form of an "add-on" approach, where the other subjects are included in research studies merely to be tested against the normative white, male, heterosexual and often North American subjects (Ryba & Wright, 2010). Postcolonial scholars (Said, 1978; Smith, 1999; Spivak, 1988) have argued that the West constructs the Other as different and exotic through a variety of cultural re-presentations-representations that "speak for" the homogenized Other without offering an understanding of the Other. Informed by the feminist poststructuralist and postcolonial perspectives, cultural praxis problematizes the term "athlete" as never fixed due to the subject's fragmented and multiple identifications with various (gendered, ethnicized and racialized) discourses. To grasp psychic realities of the female fighter, therefore, would require transgressing the binary logic of "either/or" and untangling the multiplicity of cultural meanings inscribed on the athlete's embodied psyche, which are predicated on "the logic of neither, nor, and both" (Helstein, 2005, p. 4). It is important to note that within the cultural praxis framework, the focus is not merely on textual subjectivity but on materiality of psychic experiences as "revealed through the subjectival first person" (Ingham, Blissmer, & Davidson, 1999, p. 239). In this sense, the praxis component works in tandem with analytical components of theory and research to understand and reassert the emotional and (un)conscious psychic events of the subject as they acquire meaning within available discourses. Indeed, female martial artists cannot be understood as a homogeneous group. Having been socialized into combat sporting systems in various cultures as well as being subjects of multiple discourses such as class, race, gender, sexuality, religion, and age, female athletes have different motives and goals for participation in martial arts. In addition, different styles of martial arts require different skills and knowledge, and are embedded in different philosophies with their own sets of values. Furthermore, each training club attempts to form a community with its unique culture. This communal glocal culture is shaped by the globalised culture of the sport in juxtaposition with the local culture of the region and is, moreover, understood in a unique way by the club members. As cultural praxis advocates situating psychological research and/or applied work in the glocal matrix of a sporting culture without losing sight of lived experiences of the "athlete," there is no need to ignore or subjugate complexity of difference by bringing it to the common denominator of an "average" subject. Instead, attempts are made to understand psychic subjectivity, how psychological processes of the subject are enacted by the context, and what practices can be implemented to engender progressive change in female martial arts. Ryba, Schinke, and Tenenbaum (2010) argue that in the age of global mobility, it is increasingly important for sport psychologists working with transnational athletes to recognize that psyche is cultural and politi- cal, and not only a matter of neurological processes and cognition of the individual subject. Naturally, as we argue, psyche has an emotional side to it. At the moment, there is a scarcity of research that examines how psychological constructs acquire meaning and are manifested in various sports across cultures. It also would seem essential to understand the complex dynamics between global and local martial arts cultures and how female subjectivity is articulated in and through everyday cultural practices of these communities. While there are many theoretical perspectives on how to address these questions, we believe that "cultural praxis" offers a discursive space to account for difference, hybridity, disorder and multiplicity in sporting communities (on community of



articulation, see Helstein, 2005), and for a more nuanced and critical examination of the culturally constituted psychological functions of female martial arts athletes. Critiquing the status quo In this section, we analyse the reviewed sport psychology research through the adopted theoretical lens, in order to offer a gender critique. Furthermore, we substantiate our points drawing on sociological studies of female fighters that emerged in our search (see Table 3). Feminist scholars have argued that in the male dominated world of sports, most often men are studied, and not women (Gill & Kamphoff, 2010; Krane, 1994; Ryba & Wright, 2005, 2010). This seems to be the case with research on martial arts as well. Moreover, it seems that different topics are researched when men are studied vs. when women are studied. In this paper we examined what research questions mainstream sport psychologists tend to investigate when studying female martial artists, and what questions they ask when studying their male equivalents. It appeared that research on men has focused on various psychological issues that usually deal with performance and competition, or with the psychological effects of martial arts training, while research on women has focused on "differences" and "similarities" by comparing female martial artists with their male equivalents or with women outside the martial art world. For example: Are female martial artists more fearless than other women? What are their attitudes toward violent conflict resolution compared to their male equivalents or to non-athlete women? What are their motives and their expectations of success compared to male martial artists? Overall, and similar to other sports, the male martial artist appear to be the norm which the sport psychological knowledge is based on, while the female martial artist is examined later on, as being "similar" or "different" to the norm. Thus, many psychological issues have been studied based only on male participants. In addition, while rich research exists on the psychological impacts of martial arts training on boys (Endresen & Olweus, 2005, as well as Reynes & Lorant, 2002a, 2002b, 2004 that were not included in our review because of the non-competitive nature of their samples, but are worth mentioning here), almost nothing exists for girls (see Vertonghen and Theeboom, 2010, for a review of studies on youth).

Investigating what theories inform gender research on martial arts, it appeared that mainstream sport psychology has focused persistently on gender differences, without drawing at all on gender theory. Drawing mainly upon quantitative methods, most of the researchers were very surprised when they found no gender differences in their investigations (Gernigon & Le Bars, 2000; Lamarre & Nosanchuk, 1999; Szabo & Parkin, 2001). Trying to explain this lack of gender differences, they came to the conclusion that elite martial artists develop "masculine" traits. Only two studies found gender differences. Mrockowska (2009) suggested that women's perceptions of high chance in sporting success is a much rarer phenomenon than in the case of men, while Bjorkqvist and Varhama (2001) suggested that women held relatively more positive attitudes toward violent conflict resolution. The differentiation of topics and research questions when it comes to the study of women vs. men reflect a gender bias which seems to be engrained in sport psychology studies. This gender bias, in conjunction with a lack of gender/social theory underpinnings of the analyses of gender differences or similarities, is very problematic and has negative implications on how female athletes are constituted. Moreover, by comparing female competitive martial artists with female non-athletes or with male martial artists, many of the sport psychology studies cited above reinforce the stereotypes which suggest that female martial art athletes are somehow different from the so-called "normal" women, such as claims that certain characteristics are particular to women who seek out physical activities as martial arts (Miller et al., 1982), that



elite martial artists develop "masculine" traits (Gerningon & Le Bars, 2000; Mrockowska, 2007; Szabo & Parkin, 2001), or that female martial artists may be more prone to accept violent conflict resolutions in contrast to other women (Bjorkqvist & Varhama, 2001).

Additionally, some studies reinforce the gender stereotypes that female martial art athletes are somehow "weaker" than their male counterparts, or that women's perceptions of high chance in sporting success is a much rarer phenomenon than in the case of men (Mrockowska, 2009). Approaches of this kind carry various limitations and fail to give insights into women's experiences, instead presenting female martial artists as a homogenous group with similar personality characteristics and motives and reinforcing the social constitution of female martial artists as essentially different from male athletes or from female non-athletes. Several feminist scholars have pointed out the harmful effects of gender stereotyping on the psyche of the female martial artist (see for example, Halbert, 1997; Sisjord & Kristiansen, 2008). In contrast, regarding the constitution of the male martial artist, sport psychological scholarship seems to use 'him' as the norm, thereby preserving the male power and dominance in the domain of martial arts. For example, d'Arripe-Longuevill and colleagues (1998) overemphasize the "success" of the authoritative and patriarchal system of elite sports: We discovered a system that, while most sport psychologists would consider it unhealthy and require change, has been remarkably successful. Conventional literature holds that such tough coaching styles could lead to negative outcomes for athletes' personal development and, consequently, performance, specifically with the youngest athletes. The present study suggests that highly successful athletes have coping strategies and do not seem to be affected by coaches' often unpleasant decisions and behaviors. (p. 330) In contrast to the sport psychology studies that attempted to compare female martial artists with other groups, other scholars have followed a different approach (see Table 3). Drawing on qualitative methods these studies have shed some light on the experiences of the female athlete. In concluding this section, it is important to acknowledge the contribution of trailblazing psychological research to the study of male and female martial artists, which, to our delight, is internationally represented. Similar to a large percentage of works pertaining to sport psychology, however, the reviewed studies focus on male athletes and normalize the findings as universal. Moreover, the reviewed psychological studies are complacent in identifying statistically significant differences among various segments of the population (e.g., men vs. women; athletes vs. non-athletes) without systematic contextualisation of the findings in the particular socio-historical, political, and cultural matrices of sports. In so doing, in the few studies that examined sex, the problematic framing of psychological findings reinforces rigid gender stereotypes of martial arts athletes, hence obscuring nuanced aspects of female embodiment and psyche from scientific insight and further research. In contrast, the sociological studies revealed complex social structures manifested in gender inequalities, clearly linked to how female martial artists experience one of men's 'last' cultural spaces. Despite this, a myriad of cultural meanings defining femininity and sexuality (among others), inextricably intertwined with female martial arts athletes' experiences of the self, remain uncharted.

Concluding remarks

In a recent anthology entitled "The Cultural Turn in Sport Psychology", Ryba and Wright (2010) posed the following question for reflection: are female athletes essentially different from male athletes, or are they socially constituted as different, and hence exhibit different



behavioral and emotional responses? Indeed, as Gill and Kamphoff (2010) concluded, it is "how people think males and females differ [that] is more important than how they actually differ" (p. 64).

The findings of our review illustrate that there is a need for further research focused on contextualized understanding of the experience of women martial artists, since few psychological studies have been conducted, and those few have neglected to examine the female athlete thoroughly. In addition, our review revealed that the use of "gender" in mainstream sport psychology scholarship has not changed over the time, even though scholars from cultural or/and feminist backgrounds have called persistently for a revision and expansion of the sport psychological knowledge base. While there are many ways to do psychological research on gender, in this article we have suggested "cultural praxis" as a suitable discursive framework for gaining insights into the experiences of women martial artists. Sport psychology as cultural praxis is capable of providing multilevel understandings of female subjectivity because it considers the broader cultural, social, and historical contexts in which female athletes live and construct their behaviors in sport. We contend that within the cultural praxis framework that locates psychological research in the glo-cal matrix of a sporting culture, additional insights into articulated psychic realities of female fighters may be attained. In conclusion, we aim to encourage scholars in the field of sport psychology to embrace gender and culture as integral components in their research. Re-formulating psychological questions through the lens of culturally constituted psyche is not merely a theoretical exercise. Psychological research that neglects psychic realities of human beings, predicated on the sociocultural context, is prone to misleading interpretations and explanations of scientific results. The risk of feeding misrepresentations into popular consciousness becomes higher at a time when most academics have added a task of translating research findings for public consumption to their job descriptions. Thus, without of social norms and cultural meanings underpinning psychological a critical analysis processes and behavioral manifestations of female martial artists, there is a danger of perpetuating gender myths and even triggering moral hysteria. As researchers, we are responsible for exposing the ways in which gender oppression manifests itself in everyday practices to instigate the progressive social change in martial arts cultures.

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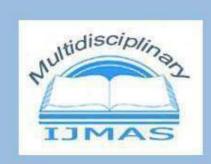
Nilesh PandhramEmmanuel PhilipPankaj KhandagaleGold MedalBronze MedalBronze Medal



Prof. Shihan Zakir S.Khan,President,Karate-do Association of Nagpur District with his District Body Team

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"Relationship of Health Related Physical Fitness Components and Achievement Motivation in Physical Education College Students."

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ABSTRACT

The study was undertaken to find the "Relationship of Health Related Physical Fitness Components and Achievement Motivation in Physical Education College Students." 30 male Physical Education College Students in Jyotiba College of Physical Education, Nagpur were randomly selected as subjects. As per the delimitation the ages of subjects were between 18-28 years.

The anthropometric measurements of the study participants. The data indicated that the mean body weight of the subjects was 62.1 ± 6.5 Kg (varied between 50 and 75 Kgs). Whereas, height was 167.9 ± 5.6 cm (varied between 155 and 178 cm). Moreover, the BMI was 22.0 ± 1.8 (varied between 19 and 27).

The physical fitness of the study participants. The data indicated that the mean pull ups of the subjects were 8.6 ± 1.0 nos. (Varied between 6 and 10 nos.)Whereas, mean number of Sit ups were 44.7 ± 3.9 (varied between 35 and 51 nos.). Moreover, the flexibility measurements were 27.1 ± 2.8 cm (varied between 20 and 30 cm). in addition to above, the cardiovascular measurements obtained with the 600 yard run test showed that mean time was 9.1 ± 1.0 (varied between 8 and 11).

The achievement motivation (ACMT) of the study participants. The data indicated that 43.3% subjects have above average achievement motivation, while 10.0% and 20.0% subjects indicated average and below average achievement motivation levels respectively. Further, 23.3% subjects indicated that they have low level of achievement motivation. Thus, it is concluded that majority of subjects have above average achievement motivation level

The finding also indicates there were a results regarding the relationship between achievement motivation (ACMT) and physical fitness parameters of the study participants. The data indicated that apart from flexibility, the ACMT has positive relationship with rest of the physical fitness parameters because P-Value was less than value of correlation. **Therefore the relationship is statistically not significant.** But the relationship was statistically not significant because correlation value of each component was greater than P-Value (0.01) There is no sufficient evidence to accept null-hypothesis hence alternative hypothesis validated.

Key words:- *Physical Fitness, Achievement Motivation, Muscular Strength, Muscular Endurance, Cardio-Respiratory Endurance, Flexibility, Body Composition (BMI)*



INTRODUCTION

Physical education, as a part of human education has always existed in the human society in one form or other. Since time immemorial, even before the down of civilization and culture, physical exercise has been a very important aspect of human existence. In the primitive societies the necessity for survival i.e. protection against hostile environment and wild beasts, motivated man to keep himself physically fit and strong enough in comparison to stronger forces of nature, his life was hard most of his working hours were devoted for hunting animals for food. In those days there were no machines to help man in his work.

The general pattern of research in physical education and sports indicated systematic observation of human being under dynamic conditions of physiological stress and developing strategies to cope up with these conditions to the advantage of performer and participant. Physical education is also inextricably associated with the well-being of man's total organism, his physical fitness, mental asserters, personal social adjustment and emotional stability.

The physical fitness at one hand and psychological prerequisite at the other are equally important to maintain equilibrium of the individual. It is strictly so for the top level players because for high level achievement in competition, they need to be physically and mentally well balanced. Measurement of body size includes such descriptive information as height weight and surface area/ while measurement of body proportion describes the relationship between height and weight and among leg width and circumferences of various body segments.

Everyone wants to have strength, speed, endurance, flexibility and coordinative abilities for safe and successful life. These abilities are essential prerequisites of an effective life of an individual. Without these no high sports performance can be imagined, no high level performance in work place can be achieved, no happy married life is attainable. The qualities of a person having the above abilities are termed as physical Fitness. Various means, training and practices have been being used since unmemorable time to attain physical fitness. It is also related to the ability to meet the demands of the environment specifically to preserve, to withstand stress, to resist fatigue and to possess the energy for an abundant life.

Achievement motivation defined as the striving to increase or to keep as high as possible. One's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail".

Statement of problem

The present study is undertaken and stated as "Relationship of Health Related Physical Fitness Components and Achievement Motivation in Physical Education College Students."

Purpose of the study

The main purpose of the study is to determine the Relationship between the health related physical fitness components and Achievement Motivation in Physical Education College Students.



Hypothesis- There is no significant relationship between the Health Related Physical Fitness components and Achievement Motivation.

Sources of Data

For the present study all the student's belongings to the Jyotiba College of Physical Education, Nagpur District of R.T.M, Nagpur University sources of data.

Selection of Subjects

For the present study 30 students from One Physical Education College will be randomly selected as subjects. The age of the subjects ranging from 18-28 years

Sampling Technique

Random sampling technique will be adopted for the selection of the subject for the present study.

Selection of Variables

The following health related physical fitness components and Achievement Motivation Questionnaire will be selected for the purpose of the study.

Health Related Physical Fitness Components

Muscular strength, Muscular Endurance, Cardio-Respiratory Endurance, Flexibility, Body Composition (BMI)

Psychological Variables:- Achievement Motivation

Collection on Data

The data pertaining to the study collected by applying or administering the aforesaid test times AAPHER'S Health Related Physical Fitness Test and questionnaire for. V.P. Baraga's Achievement Motivation Test (ACMT) Questionnaire **Tabulation of Data**, All the data arranged in the tables systematically for statistical.

Analysis of Data and Interpretation of Result

Anthropometric parameters

Table 4.1: Body Weight, Height and BMI of the study participants

	Ν	Mean	SD	Minimum	Maximum
Body Weight	30	62.1	±6.5	50	75
Height	30	167.9	±5.6	155	178
BMI	30	22.0	±1.8	19	27



Above **Table 4.1** shows results regarding the anthropometric measurements of the study participants. The data indicated that the mean body weight of the subjects was 62.1 ± 6.5 Kg (varied between 50 and 75 Kgs). Whereas, height was 167.9 ± 5.6 cm (varied between 155 and 178 cm). Moreover, the BMI was 22.0 ± 1.8 (varied between 19 and 27).

Physical fitness parameters

Table 4.2:	Physical	fitness	of the	study	participants
1 abic 4.2.	1 Ilysical	muloss	or the	Study	participants

	Ν	Mean	SD	Minimum	Maximum
Pull-Ups	30	8.6	±1.0	6	10
Sit Ups	30	44.7	±3.9	35	51
Sit & Reach Test	30	27.1	±2.8	20	30
600 Yard Run Time	30	9.1	±1.0	8	11
	•	•	•		

Above **Table 4.2** shows results regarding the physical fitness of the study participants. The data indicated that the mean pull ups of the subjects were 8.6 ± 1.0 nos. (Varied between 6 and 10 nos.). Whereas, mean number of Sit ups were 44.7 ± 3.9 (varied between 35 and 51 nos.). Moreover, the flexibility measurements were 27.1 ± 2.8 cm (varied between 20 and 30 cm). in addition to above, the cardiovascular measurements obtained with the 600 yard run test showed that mean time was 9.1 ± 1.0 (varied between 8 and 11).

Achievement motivation

Table 4.3: Achievement motivation of the study participants

Category	Frequency	Percent
High	1	3.3
Above Average	13	43.3
Average	3	10.0
Below Average	6	20.0
Low	7	23.3
Total	30	100.0

Above **Table 4.3** shows results regarding the achievement motivation (ACMT) of the study participants. The data indicated that 43.3% subjects have above average achievement motivation, while 10.0% and 20.0% subjects indicated average and below average achievement motivation levels respectively. Further, 23.3% subjects indicated that they have low level of achievement motivation. Thus, it is concluded that majority of subjects have above average achievement motivation level.



Relationship between anthropometric and physical fitness variables with the achievement motivation

Table 4.4: Relationship between achievement motivation and physical fitness parameters

Parameter		Achievement Motivation
Pull-Ups	Pearson Correlation (r^2)	.210
	Sig. (2-tailed)	.265
	Ν	30
Sit Ups	Pearson Correlation (r ²)	.346
	Sig. (2-tailed)	.061
	Ν	30
Sit & Reach Test	Pearson Correlation (r ²)	153
	Sig. (2-tailed)	.419
	Ν	30
600 Yard Run	Pearson Correlation (r ²)	.038
	Sig. (2-tailed)	.840
	Ν	30
Weight	Pearson Correlation (r ²)	.200
	Sig. (2-tailed)	.289
	Ν	30
Height	Pearson Correlation (r ²)	.215
	Sig. (2-tailed)	.255
	N	30
BMI	Pearson Correlation (r ²)	.080
	Sig. (2-tailed)	.675
	Ν	30

**. Correlation is significant at the 0.01 level (2-tailed).

Above **Table 4.4** shows results regarding the relationship between achievement motivation (ACMT) and physical fitness parameters of the study participants. The data indicated that apart from flexibility, the ACMT has positive relationship with rest of the physical fitness parameters. However, the relationship is statistically not significant.

SUMMARY, CONCLUSION AND RECOMMENDTIONS

The study was undertaken to find the "**Relationship of Health Related Physical Fitness Components and Achievement Motivation in Physical Education College Students.**" 30 male Physical Education College Students in Jyotiba College of Physical Education, Nagpur were randomly selected as subjects. As per the delimitation the ages of subjects were between 18-28 years.

The anthropometric measurements of the study participants. The data indicated that the mean body weight of the subjects was 62.1 ± 6.5 Kg (varied between 50 and 75 Kgs). Whereas, height was 167.9 ± 5.6 cm (varied between 155 and 178 cm). Moreover, the BMI was 22.0 ± 1.8 (varied between 19 and 27).



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The finding also indicates there were a results regarding the relationship between achievement motivation (ACMT) and physical fitness parameters of the study participants. The data indicated that apart from flexibility, the ACMT has positive relationship with rest of the physical fitness parameters because P-Value was less than value of correlation.

Therefore the relationship is statistically not significant.

INTERPRETATION

On the basis of above findings ACMT has Positive relationship with Physical Fitness Components (Body Composition, Pull Ups, Sit Ups, Sit & 600 yard run test) Negative relationship with flexibility.

But the relationship was statistically not significant because correlation value of each component was greater than P-Value (0.01)

There is no sufficient evidence to accept null-hypothesis hence alternative hypothesis validated.

CONCLUSION:

From the finding of the study it may be concluded that;

Therefore on basis of finding There is Positive relationship between health related physical fitness components & Achievement Motivation of Physical Education College Students.

RECOMMENDATION:

- 1. A similar observation may be conducted with subjects of different age group.
- 2. A similar study may be conducted Academic college students.
- 3. A similar study may be conducted for other Psychological and Health Related test.
- 4. The similar study may be repeated on female subjects.
- 5. Further it can be suggested that specific studies may be undertaken with National and International players as subjects and concentrating Physical Education Students



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A Need of Enterprenuership In Indian Sports

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Abstract

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Sport is a dynamic and unique industry that is inherently entrepreneurial on numerous fronts, and while entrepreneurship literature has expanded to include various categories of entrepreneurship, including In the entrepreneurship in the heart of economic growth .In India entrepreneurship is accelerating in areas like education, It, Health care, fashion, etc. leading as a Valuable input in the Economic growth in India social, community based, and corporate entrepreneurship, few connections between sport and entrepreneurship exist in current literature. That the uniqueness of sport in the U.S. provides "dynamic opportunities for sport entrepreneurs" and yet entrepreneurial contributions "have been undervalued and underemphasized". Plunkett Research (2009,) notes that "sports provide a not only economic impact, but also entertainment for millions of people globally. The sport product can be differentiated from other business and consumer products in a number of ways. As a sector, sport is unique in terms of product, market, finance, and promotion. **Key Wards:** Sports, Entrepreneurship, Economic

Introduction

Income markets to be developed and new wealth created... New and improved offerings, products or technologies from entrepreneur's Entrepreneurial ventures literally generate new wealth. Existing businesses may to the scope of existing markets and may hit the glass ceiling in terms of enable new Innovations are also aimed at generating improvements in sport performance, participation, and development. For example, sport-related technological and product innovation has led to new participatory (and often risky) sports such as whitewater kayaking, paragliding, high altitude mountaineering,

Interaction of entrepreneurship and economic development has vital inputs and inferences for policy makers, development institutes, the interesting business owners, change agents and charitable donors. If we understand the benefits and drawbacks, a balanced approach to nurturing entrepreneurship will definitely result in a positive impact on economy and society.

The importance of entrepreneurship pervades all sectors of the economy and all types of organizations, but industry and individual businesses, especially small businesses, are particularly the places where entrepreneurship is crucial for economic growth, productivity gains and job creation.

Entrepreneurship is pervasive, crossing industries and organizations, and its role in sports in creating competitive advantage and delivering value to consumers is significant. Entrepreneurship is a necessary component of a successful industry and a healthy economy. Directly connects sports to entrepreneurship, noting, "Entrepreneurship is critical to the hospitality, leisure, sports, and tourism sectors, as with rapidly changing consumer demands and expectations.

Concept of Entrepreneurship:

The word "entrepreneur" is derived from the French verb entrepreneur, which means 'to undertake'. This refers to those who "undertake" the risk of new enterprises. An enterprise is created by an entrepreneur. The process of creation is called "entrepreneurship". Entrepreneurship is a process of actions of an entrepreneur who is a person always in search of something new and exploits such ideas into gainful opportunities by accepting the risk and uncertainty with the enterprise.

Characteristics of Entrepreneurship:

1. Economic and dynamic activity:

Entrepreneurship is an economic activity because it involves the creation and operation of an enterprise with a view to creating value or wealth by ensuring optimum utilization of scarce resources. Since this value creation activity is performed continuously in the midst of uncertain business environment, therefore, entrepreneurship is regarded as a dynamic force.

2. Related to innovation:

Entrepreneurship involves a continuous search for new ideas. Entrepreneurship compels an individual to continuously evaluate the existing modes of business operations so that more efficient and effective systems can be evolved and adopted. In other words, entrepreneurship is a continuous effort for synergy (optimization of performance) in organizations.

3. Profit potential:

"Profit potential is the likely level of return or compensation to the entrepreneur for taking on the risk of developing an idea into an actual business venture." Without profit potential, the efforts of entrepreneurs would remain only an abstract and a theoretical leisure activity.

4. Risk bearing:

The essence of entrepreneurship is the 'willingness to assume risk' arising out of the creation and implementation of new ideas. New ideas are always tentative and their results may not be instantaneous and positive.

An entrepreneur has to have patience to see his efforts bear fruit. In the intervening period (time gap between the conception and implementation of an idea and its results), an entrepreneur has to assume risk. If an entrepreneur does not have the willingness to assume risk, entrepreneurship would never succeed. SIN 2349-6387

Importance of Entrepreneurship:

1. Development of managerial capabilities:

The biggest significance of entrepreneurship capabilities of entrepreneurs. An entrepreneur studies a problem, identifies its alternatives, compares the alternatives in terms of cost and benefits implications, and finally chooses the best alternative.

This exercise helps in sharpening the decision making skills of an entrepreneur. Besides, these managerial capabilities are used by entrepreneurs in creating new technologies and products in place of older technologies and products resulting in higher performance.

2. Creation of organizations:

Entrepreneurship results into creation of organizations when entrepreneurs assemble and coordinate physical, human and financial resources and direct them towards achievement of objectives through managerial skills.

3. Improving standards of living:

By creating productive organizations, entrepreneurship helps in making a wide variety of goods and services available to the society which results into higher standards of living for the people. Possession of luxury cars, computers, mobile phones, rapid growth of shopping malls, etc. are pointers to the rising living standards of people, and all this is due to the efforts of entrepreneurs.

4. Means of economic development:

Entrepreneurship involves creation and use of innovative ideas, maximization of output from given resources, development of managerial skills, etc., and all these factors are so essential for the economic development of a country.

The following is the list of 11 sporting champions from the Indian circuit who have had their tryst with entrepreneurship.

1) Yuvraj Singh: A dynamite at the cricket pitch, Yuvraj Singh has inspired millions of people not just by hitting six sixes but also winning his personal battle against cancer. Now he is all ready to inspire startups through his investment firm YouWeCan Ventures. Through this initiative, he aims to help exceptional entrepreneurs to build great brands, teams, and companies. As the website says "We give Startups a Start."

2) Virat Kohli: From one blaster on fields to another, Virat Kohli in May last year launched his chain of gyms and fitness centres called Chisel in association with Franchise India. The firm plans to launch a total of 75 centres in three years, while Virat's investment in the chain is almost INR 90 crores. In 2014, Virat launched his first fashion brand Wrogn. He is also a co-owner to Indian Super League football club FC Goa.

Virat Kohli at the launch of Chisel [Image Credits: Franchise India]

3) Sachin Tendulkar:This god of Indian cricket, Sachin Tendulkar, also seems to be the god on the startup field. The master blaster has put multiple investments in budding businesses like Musafir (UAE-based Internet travel company), Smaaash (sports simulation), Kochi Franchise, Indian Super League (Sports League), S Drive and Sach (healthcare and sports fitness products), Universal Sportsbiz (celebrity merchandise), and Mumbai Franchise for the International Tennis Premiere League.

4) Mahesh Bhupati: Mahesh Bhupati started Globosport, a sports marketing and celebrity Management Company. The high came when Globosport signed up to manage the commercial interests of Andy Murray, who is ranked No 2 worldwide.

In 2014, Mahesh Bhupati was also seen investing in Sports365, an online store specializing in sports goods and fitness equipment. Cricketer Yuvraj Singh also holds a partial ownership in Sports365. In 2015, Sports365 announced the acquisition of Tennishub.in. With a successful venture running, Mahesh has also founded the International Premier Tennis League in an endeavor to bring quality tennis to Asia.

5) Kapil Dev: After guiding the Indian cricket team to victory in 1983 for the Cricket World Cup, Kapil Dev was all set to repeat his guidance. But only this time it was startups through his role as an angel investor. In 2014, India's best all-rounder also co-founded and invested in SloPho, a social gamified collaboration platform slowing users to win prizes by participating in games, contests, pools, and quizzes. According to publications, he has also invested in PeopleEasy.com, an online grocery portal. Last year, the cricket legend along with London-based Bay Capital Founder Siddharth Mehta and others invested \$3 million in SAMCO Ventures.

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But his investments go back to 2005 when he picked up five per cent stake in ZicomElectronics. In 2009, he entered into a marketing agreement with South Africa-based Enviro-Light Technologies to launch eco-friendly street lights. He also formed a new company, Berget Buildcon Pvt Ltd to enter into the street light business and has secured rights for sole distributorship from Enviro-Light

6) Saina Nehwal:In September last year, the queen of badminton in India had decided to invest in ventures and businesses. She chose her father and financial service provider Edelweiss to manage her funds. Later in November, we saw her batting for women's personal care by investing in Paree sanitary pads.

Saina Nehwal also endorses Paree Sanitary Pads

7) Anil Kumble: Anil Kumble's success doesn't resound only in the cricket fields but also in the entrepreneurship game. Founding his sports consultations and training company TENVIC Sports in 2010, the firm aimed at working with schools to provide structured training at grassroot level. Reports claim that the firm has tied up with over 30 schools in Bengaluru and other parts of the country, cashing in revenues of over eight crore.

8) Umesh Yadav:The right arm fast bowler was seen making his way in the startup ecosystem through angel funding Kolkata-based Fashionove. Fashionove, a location-based hyperlocal fashion search and review portal, connects shoppers with local independent fashion stores and boutiques.

9) Robin Uthappa:Robin Uthappa found himself investing 1.5 crore in Bangalore-based iTiffin, a startup in the sphere of online tiffin delivery. Ironically, reports claim that his previous venturing into the restaurant and hospitality markets didn't find much ground.

10) Mahendra Singh Dhoni : Considered to be one of the best captains to the Indian Cricket team, Mahindra Singh Dhoni hasn't been far behind in the entrepreneurship game. In 2012, 'Captain Cool' co-founded and launched his own fitness brand Sports Fit that aimed at expanding through franchising models with gyms to revolutionize and encourage fitness regimes across the country. Sports Fit gyms are located in New Delhi and Goregaon with Rhiti Sports Management Pvt Ltd being the parent brand handling these gyms and Dhoni's commercial interests.

But with sports team franchises being hot cakes, the India captain wasn't far behind in putting his investments to co-own the Chennai-based football club Chennai in FC. He also co-owns Ranchi Rays, the hockey club from Ranchi in the Hockey India League.

11) Sharath Gaiyakwad: Sharath Gaiyakwad is not just an inspiration in the waters, but also in real life. His gusto and 'never give up' proposition also shows in his venture Gamatics. This Arjun Award through his firm is fulfilling basic requirements of swimmers by providing a marketplace to order high performance practice gears and equipments. The platform also lists nutritionists and physiotherapists, aiming to bring the community together through sharing ideas and recognizing talents at every state to bring out the best in them.

Methods of Entrepreneurship In Sport:

Exercise entrepreneurship should understand available opportunities in field of exercise and using these opportunities for creating emerging entrepreneurial activities in production and services fields. One of fields can earn money throughout sport is advertising. These days advertising affairs have various fields in exercise areas. Radio, TV, Media, billboards, stadiums and advertising on shirts are various exercise advertising. The final area of final field of exercise is IT. These days, this part has

been developed recently and related technologies are growing rapidly and various dimensions of creating Internet site and sport and comprehensive base of information on sport.

The word validity is primarily a measurement term, having to do with the relevance of a measuring instrument for a particular purpose. In other word validity indicates the degree to which an instrument measures what it is supposed to measure. For assessing validity, the questionnaire is vetted by experienced researchers and stated that our measuring instrument is valid and will result in correct measurement.

Olympic Medals winner Indian Sport- persons invite many company advertise products and jobs Entrepreneurs invest a lot in various sportslike foot Ball, cricket, Badminton, Kabaddi, Wrestling, etc.virat,p.sindhu,saina Marrykom,sports persons every Year many million &million money hand over tournament organizers in India. Sports Awareness has not only helped the Business but also provided employment to many & company . In India sport Entrepreneurship is growing rapidly with a market of Billion dollar every increasing virtual investment in sport field and gaming like betting and gambling we see a great future in this aria. nterdisciplin

Conclusion:

Whether it is mesmerizing the audiences with their sixes, ruffling opponents with their powerful serves, or shuttling their way to become world champions, sport stars have always been close to the hearts of millions of Indians rooting for the game. But after hours of dedication and practice, do sporting superstars of India replicate the same success when they are off-courts and fields.

Sport is a profession and it creates job. If previously sport was leisure, however, Today is the sport even battle between nations. Entire nations of the world pay attention to this subject and it requires research. One of requirement is entrepreneurship. Data analysis and findings related to the development of entrepreneurship in the context of sports.

Investigate effective factors on entrepreneurship in sport can provide strategies for developing entrepreneurship. Aim of this research was investigating positive and negative factors on development of entrepreneurship in sport as Interdisciplinary field with consideration of economic, political, and social dimensions. Thus, in according to entrepreneurship in sport and create employment in this field need research and scientific and applied studies. Consequently, in according to entrepreneurship in sport needs attention of exercise managers to create opportunities in order to decrease negative factors and strengthen positive effect on entrepreneurship.

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National Conference

on

Interdisciplinary National Conference on Role Of Physical Education and Other Disciplines in Enhancing the Performance of a Player & Fitness for Young and New India

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Mental Strength Training For Sports Person

Dr. Yeshwant V. Patil, Principal, Dr. M.W.P.W.S. College, Nagpur.

Introduction:-

Mental strength training concentrates specially on helping athletes to break via the intellectual obstacles that keep them from performing as much as their peak capacity and by way of teaching mental abilities for success. By focusing on the intellectual strategies needed to achieve success in any opposition, mental strength training seeks to obtain the overall purpose of overall performance development and enhancing consistency in performance.

Mental training is a warm subject matter within the field of sports psychology and many athletes – inclusive of runners, climbers, and crew sports players – use mental training to reinforce their composure, recognition, and capability to react fast. It isn't simply athletes who can advantage from intellectual training even though. Improving intellectual sturdiness helps human beings cope with stresses and overcome barriers.

The aim of mental strength training is to help athletes and teams carry out their pleasant through enhancing the vital mental abilities to excel in their specific sport. Mental energy training is not about running with trouble athletes or ordinary behaviour.

Mental Strength Training for Athletes is ready enhancing your mind-set and intellectual recreation skills to help you perform your fine by way of figuring out restricting beliefs and embracing a healthier philosophy approximately your recreation.

Benefits from Mental Strength Training for Sports Person:-

- **To become aware of and input the sector greater regularly.** This contains everything I do inside the intellectual facet of sports activities. The basic intention is to help athletes enter the sector by using growing foundational mental competencies which can assist athletes input the zone greater frequently. It's not possible to play within the sector every day, but you could set the conditions for it to appear greater often.
- ➤ Help teams expand communication capabilities and brotherly love. A foremost part of mental electricity training and intellectual education is helping groups improve brotherly love and verbal exchange. The more a team works as a unit, the better the outcomes for all concerned.
- Develop coping skills to cope with setbacks and mistakes. Emotional control is a prerequisite to getting into the quarter. Athletes with very excessive and strict expectations, have problem managing minor mistakes which can be a herbal a part of sports activities. It's critical to deal with these expectations and also help athletes stay composed beneath stress and when they commit mistakes or emerge as annoyed.
- ▶ Improve or stability motivation for finest overall performance. It's essential to observe your level of motivation and just why you're prompted to play your recreation. Some motivators are better inside the lengthy-time period than others. Athletes who are extrinsically or externally influenced often play for the incorrect reasons, along with the athlete who handiest participates in sports because of a discerns desire. I paintings with athlete to help them adapt a healthful stage of motivation and be prompted for the proper motives.
- Improve recognition and address distractions. Many athletes have the ability to pay attention, but frequently their awareness is displaced on the incorrect regions along with when a batter thinks "I want to get a hit" while within the batter's box, which is a end result-oriented focus. Much of my coaching on recognition offers with helping athlete to live focused within the present moment and allow go of outcomes.
- Develop self belief submit-harm. Some athletes find themselves absolutely prepared bodily to get returned into opposition and practice, but mentally some scars stay. Injury can harm self belief, generate doubt at some stage in opposition, and motive a loss of focus. I help athletes mentally heal from accidents and deal with the fear of re-injury.

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- Grow self belief in athletes who have doubts. Doubt is the other of confidence. If you maintain many doubts previous to or during your performance, this shows low self-self belief or as a minimum you are sabotaging what self belief you had on the begin of the opposition. Confidence is what I name a core intellectual game talent due to its importance and courting to different intellectual abilities.
- Find the proper zone of depth to your sport. I use depth in a large sense to identify the level of intensity or activation that is necessary for all people to carry out his or her exceptional. This will range from man or woman to person and from game to sport. Feeling "up" and undoubtedly charged is vital, but now not getting overly excited is also vital. You need to find the balance between being excited to complete, yet now not getting over-excited or worrying.
- ➤ To instill a healthful belief gadget and perceive irrational mind. One of the areas I delight myself on is assisting athlete identify ineffective beliefs and attitudes including comfort zones and bad self-labels that hold them again from acting well. These bad beliefs ought to be recognized and replaced with a brand new way of thinking. Unhealthy or irrational ideals will preserve you caught regardless of how a lot you exercise or hard you strive.
- **To expand recreation-specific techniques and sport plans.** All superb coaches employ recreation plans, race strategies, and path control capabilities to help athletes mentally put together for competition. This is a place past growing simple intellectual competencies wherein a mental instruct facilitates athletes and groups. This may be very critical in sports inclusive of golf, racing, and lots of group sports activities.

Conclusion:-

Mental strength education lends itself nicely to a philosophy geared toward athletes' growth and development – physical, mental, social, moral and emotional. In reality, mental energy training is education in existence abilities like; how to set desires, how to take care of pressure, a way to manage criticism and the way to stay centered on the undertaking at hand.

Many athletes and coaches are careworn about the function of intellectual strength training in enhancing athletic overall performance. Mental electricity education is a part of the larger area of game technology and studies human behaviour in the game surroundings and the benefits of intellectual education on improving sports overall performance.

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SKILLS AND TECHNOLOGIES IN CRICKET AND THEIR IMPACT ON CRICKET

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Abstract

Cricket is a bat-and-ball game played between two teams of eleven players on a field at the centre of which is a 20-metre (22-yard) pitch with a wicket at each end, each comprising two bails balanced on three stumps. The batting side scores runs by striking the ball bowled at the wicket with the bat, while the bowling and fielding side tries to prevent this and dismiss each player (so they are "out"). Means of dismissal include being bowled, when the ball hits the stumps and dislodges the bails, and by the fielding side catching the ball after it is hit by the bat, but before it hits the ground. When ten players have been dismissed, the innings ends and the teams swap roles.

Introduction

There are various formats ranging from Twenty20, played over a few hours with each team batting for a single innings of 20 overs, to Test matches, played over five days with unlimited overs and the teams each batting for two innings of unlimited length. Traditionally cricketers play in all-white kit, but in limited overs cricket they wear club or team colours. In addition to the basic kit, some players wear protective gear to prevent injury caused by the ball, which is a hard, solid spheroid made of compressed leather with a slightly raised sewn seam enclosing a cork core which is layered with tightly wound string.

Historically, cricket's origins are uncertain and the earliest definite reference is in south-east England in the middle of the 16th century. It spread globally with the expansion of the British Empire, leading to the first international matches in the second half of the 19th century. The game's governing body is the International Cricket Council (ICC), which has over 100 members, twelve of which are full members who play Test matches. The game's rules are held in a code called the Laws of Cricket which is owned and maintained by Marylebone Cricket Club (MCC) in London. The sport is followed primarily in the Indian subcontinent, Australasia, the United Kingdom, southern Africa and the West Indies, its globalization occurring during the expansion of the British Empire and remaining popular into the 21st century.^[1] Women's cricket, which is organized and played separately, has also achieved international standard.

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Origin of Cricket

Having originated in south-east England, it became the country's national sport in the 18th century and has developed globally in the 19th and 20th centuries. International matches have been played since 1844 and Test cricket began, retrospectively recognized, in 1877.

Cricket was probably created during Saxon or Norman times by children living in the Weald, an area of dense woodlands and clearings in south-east England that lies across Kent and Sussex. The first definite reference is dated Monday, 17 January 1597 ("Old Style" Julian date, the year equating to 1598 in the modern calendar).

There have been several speculations about the game's origins including some that it was created in France or Flanders. The earliest of these speculative references is dated Thursday, 10 March 1300 and concerns the future King Edward II playing at "creag and other games" in both Westminster and Newenden.

Methodology of Cricket

The object of the game is to score runs when at bat and to put out, or dismiss, the opposing batsmen when in the field. The cricket rules displayed on this page here are for the traditional form of cricket which is called "Test Cricket". Test cricket is a game that spans over two innings. This means that one team needs to bowl the other team out twice and score more runs then them to win the match. Another key difference between test cricket and other forms of cricket is the length of the innings. In test cricket there is no limit to the innings length. Whereas in one day cricket & Twenty20 cricket there are a certain amount of overs per innings. The only limits in test cricket is a 5 day length. Before the game begins an official will toss a coin. The captain who guesses the correct side of the coin will then choose if they want to bat or field first. One team will then bat while the other will bowl & field. The aim of the batting team is to score runs while the aim of the fielding team is to bowl ten people out and close the batting teams' innings. Although there are eleven people in each team only ten people need to be bowled out as you cannot have one person batting alone. Batting is done in pairs.

Technologies in Cricket

1. Hot Spot

The Snicko was not considered as accurate enough, hence the Hot Spot was introduced to Cricket. It is an infra-red imaging system used to determine where the ball has struck before going to the fielder. The infra-red image shows a bright spot where contact friction from the ball has elevated the local temperature.

International Research Journal of Management Sociology & Humanity (IRJMSH) Page 240 www.irjmsh.com Where referrals to an off-field third umpire are permitted, the technology is used to enhance the on-field umpire's decision-making accuracy. Where referrals are not permitted, the technology is used primarily as an analysis aid for televised coverage.

2. Hawk Eye (UDSC)

This technology is widely used among popular sports like Cricket, Tennis, Soccer, Hurling and more for visually tracking the ball and display a record of its statistical path through movie image. Developed by Dr Paul Hawkins from the UK, the system was originally implemented in 2001 for making the television broadcast more interactive.

The technology works via six or seven powerful cameras, normally positioned on the underside of the stadium roof, which track the ball from different angles. The video from the six cameras is then triangulated and combined to create a three-dimensional representation of the trajectory of the ball. Hawk-Eye is not infallible and is accurate to within 5mm (0.19-inch) but is generally trusted as an impartial second opinion in Cricket.

Skills in Cricket

Batting Skills

Bob Woolmer, former head coach of the South African cricket team, wrote in "The Art and Science of Cricket," that batting has five basic principles: "Watch the ball, keep your head still on release of the ball, judge length accurately, allow your hands to lead your body and feet into the correct position and select the correct shot."

Your grip on the bat should feel natural, using the same tension as when you pick the bat up from the ground. Try to relax at the crease since tension will restrict your movement and have a negative impact on your technique. Lift the bat up as the bowler approaches, keep your head still, focus on the ball and commit fully to the shot you select.

Bowling Skills

Whether you're a fast bowler, medium-paced bowler who swings the ball in the air or spin bowler who gets the ball to move dramatically off the pitch, bowling has a foundation of skills that each player must learn. Woolmer wrote that by focusing on "momentum, balance and timing" within the context of the run-up, the set-up, the unfold, the delivery and the follow through, bowlers will become consistent and accurate and will be able to take wickets.

Other Fielding Skills

Picking the ball up quickly and efficiently and throwing the ball at the wickets are the other skills required to be a good fielder.

A quick pickup requires short steps as you approach the ball. Bend your knees, place your strongest foot alongside the ball and pick it up with one hand.

Woolmer explains that "the ideal throw is the one used in baseball," where you draw the ball back over the shoulder "so it faces backward" before unwinding the arm and throwing it straight over the shoulder at the target.

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Conclusion

Cricket can be played for competition or for fun. Cricket is a good sport for developing overall fitness, stamina and hand-eye coordination. Cricket uses a hard ball, so protective gear should be worn to avoid injury.

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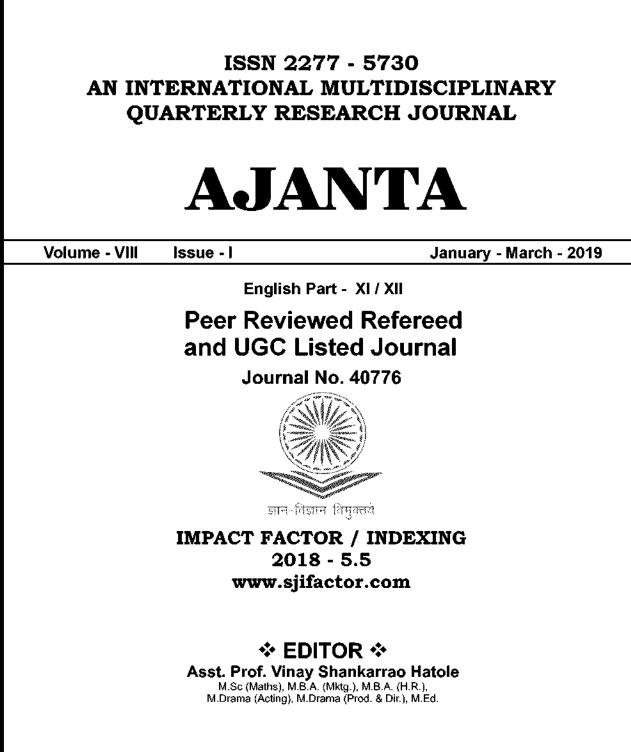
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3. Various Technologies and Skills in Hockey

Dr. Yashvant Patil

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Abstract

Hockey is a sport in which two teams play against each other by trying to manoeuvre a ball or a puck into the opponent's goal using a hockey stick. There are many types of hockey such as bandy, field hockey, ice hockey and rink hockey. In most of the world, the term hockey by itself refers to field hockey, while in Canada, the United States, Finland, Sweden, Latvia, the Czech Republic and Slovakia, the term usually refers to ice hockey.

Introduction

Hockey is a type of sport in which players try to get points by hitting an object into the other team's goal with a stick. Others believe hockey came from the French word "hoquet" which means shepherd's stick. James Creighton, an engineer who learned how to play the game of hockey while living in Nova Scotia, is credited for bringing the game to a new level. He taught his friends at McGill University in Montreal how to play the game. There are three main ways that hockey is played. Lay the game. There are three main ways that hockey is played. Lay the game. There are three main ways that hockey is played with a ball on grass or astroturf. There are eleven players in each team . Field hockey is usually played outdoors, but there is indoor field hockey. Field hockey is played in the Summer Olympic Games. Ice hockey is played on ice. Players on each team wear ice skates. They try to hit a small rubber disc called a hockey puck into the other team's goal. There are up to 6 players on the ice at a time for each team. It can be played indoors or outdoors. Professionals play indoors in arenas.

Origin of Hockey

Hockey is similar to an ancient game played in Scotland called shinty. Hockey is often played at schools in the UK but its origins are unclear. Later came ice hockey, which developed in Canada. It was found that its origin is in Indian Punjabis' game "Khido Khundi".

Games played with curved sticks and a ball can be found in the histories of many cultures. In Egypt, 4000-year-old carvings feature teams with sticks and a projectile, hurling dates to before 1272 BC in Ireland, and there is a depiction from approximately 600 BC in

Ancient Greece, where the game may have been called kerētízein because it was played with a horn or horn-like stick. In Inner Mongolia, the Daur people have been playing beikou, a game similar to modern field hockey, for about 1,000 years.

Most evidence of hockey-like games during the middle Ages is found in legislation concerning sports and games. The Galway Statute enacted in Ireland in 1527 banned certain types of ball games, including games using "hooked" sticks.

Methodology of Hockey

Field hockey, also called hockey, outdoor game played by two opposing teams of 11 players each who use sticks curved at the striking end to hit a small, hard ball into their opponent's goal. It is called field hockey to distinguish it from the similar game played on ice.

The game is played by two teams of 11 players on a rectangular ground. The field is 100 yards (91.4 metres) long and 60 yards (55 metres) wide, and it is marked with a centre line and two 25-yard lines. The goals are 4 yards (3.66 metres) wide and 7 feet (2.13 metres) high. For a goal (which counts for one point) to be scored, the ball must go into the goal and, while within the shooting circle (semicircle), must have been touched by the stick of an attacker. The ball was originally a cricket ball (cork centre, string-wound, and covered with leather), but plastic balls are also approved. It is about 9 inches (23 cm) in circumference. The stick is usually 36 to 38 inches (about 1 metre) long and weighs 12 to 28 ounces (340 to 790 grams). Only the flat left side of the stick may be used to strike the ball.

There are various fouls in field hockey. The off-side rule, which is designed to prevent a player from getting an advantage by staying up the field ahead of the ball and ahead of fewer than two members of the opposing team, was dropped after the 1996 Olympics. Raising the stick above the shoulder while playing the ball is illegal. Stopping the ball with the hand is a foul, as is stopping it with the body or foot. Causing a dangerous play by raising the ball by undercutting it, as well as hooking an opponent's stick, are also fouls. Finally, there is the obstruction rule: a player is not permitted to obstruct an opponent by putting his stick or any part of his body between the opponent and the ball or by running between the opponent and the ball. Most fouls are penalized by giving the opposition a free hit from the point of infraction. There is one umpire for each half of the field.

Technologies in Hockey

1. Coach's Eye

An affordable mobile app that gives you easy and convenient access to match or training footage and can be used on any Apple and Android device. It's ideal for practicing penalty corners as it provides instant feedback and slow-motion replay in high definition.

The basic app can be downloaded for free giving you basic playback, while the subscribed functionality provides access to powerful Drawing Tools and features like coach integration. Drawing Tools allow you to identify potential technical weaknesses and offers detailed biomechanics analysis while the video itself provides context to their explanation.

2. PlayerTek

The World's first GPS tracker was initially designed for football players but is set to be rolled out for hockey in the near future. A pod with the latest high precision sensors and GPS technology is worn on the back of your player's shirt. It aids player empowerment by allowing individuals to track their own physical and movement stats from a game or training session. The football version even allows direct comparisons against Premier League players.

3. Sport AV

So far a lot of focus has been on video platforms and filming equipment but to get proper footage worth analyzing, getting an elevated viewpoint for a camera is essential. Sport AV are global suppliers of sport masts that allow elevated filming. Their pioneer product is an aluminum sports Mast with integrated weatherproof and portable technologies that shoot up into the air. Although the company can provide cameras, your own cameras can be attached and used as well. The camera can either capture live footage or be uploaded to another system. They even have a mast that can be raised and then film from seventeen metres. In April 2016, the FIH purchased a 17m mast that will be used to film matches taking place at the Rio Olympics.

Skills in Hockey

1. First Touch (Trapping)

Your first touch or "trapping" is the ability to receive the ball under control and head in the direction of where the space is. A good first touch will give you more time to look up to see what to do next. It will help to pre-scan before you get the ball to identify where the space is for your next move. For example you could use hard hands to receive into space in front of you or it could be using soft hands to allow the ball across your body. You could also move the ball to the left or right of your player with your first touch to create space and receive balls into space (front side and upright reverse).

2. Hit

This is a skill which a lot of players struggle to master because there are so many factors to consider such as foot position, ball position, head position, body position, hip rotation, the swing, grip, wrist action, follow through, etc.

3. Leading & Positioning

Players need to be able get into good positions if they want to receive the ball. Leading well allows you to have **more time on the ball** and to make better decisions. There are various **types of leads** you can make and can vary depending upon your position.

Timing is a crucial factor to consider as a great lead is not great unless your timing is spot on. Great leading comes from understanding the player on the ball as well as your ability to anticipate what is going to happen next.

4. Passing

Good plays come from accurate passing so it is a crucial aspect to cover. This point could be a number of different skills which also depends on the position you play.

For example:

A defender may want to focus on their fake slapping or overheads.

A midfielder may want to work on passing off the right foot or lifted passes into space.

A striker may want to work on 2 v 1's or one-touch passing.

Conclusion

Practicing this game aids in developing coordination abilities, improves hand-eye reflexes and improves agility. Improved body coordination and balance: In ice hockey, players must pass and receive pucks that are traveling quickly across the ice, and field hockey players must do the same with a ball.

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Abstract

Life without exercise contributes to the early onset and progression of life style disease such as cardiovascular disease, hypertension, diabetes and obesity. Cardiovascular fitness, the activity components included are not only for muscular development and endurance training. The lungs, heart, and circulatory system are also the focal points in health and fitness. Decreased physical fitness may result from various diseases, especially when accompanied by prolonged recumbence, or from inactivity such as a sedentary lifestyle and a low-level of physical activity. Increased amount of daily exercise, on the other hand, is associated with a decreased incidence of blood pressure. regular exercise offers an even more effective approach to put a stop to the increasing number of people suffering from heart diseases. Hence, expert physical education suggest incorporating Aerobic exercise, calisthenics and resistance exercises into the daily life so that one can embark on an important lifestyle transformation that will improve the heart condition.

Introduction

Modern lifestyle has a lack of movement and physical activity due the shrinking availability of space, the loss of family time, and preoccupation with media, among other reasons. It is imperative that children - as well adults - move more every day. Many of the mega-cities of the world cannot supply growing numbers of inhabitants, particularly children, with low cost sports training and fitness facilities.

When the body is at rest cardiovascular disease as one caused by unhealthy lifestyle including smoking, poor diet and sedentary behaviour. Cardiovascular diseases have behavioural correlates and that physical inactivity is related to cardiovascular disease . Low cardiovascular fitness may result in high physical strain on the body .For Cardiovascular fitness, the activity components included are not only for muscular development and endurance training. The lungs, heart, and circulatory system are also the focal points in health and fitness. The reason for this is to improve stamina, immune system, and maintain good body composition. Cardiovascular fitness reduces the risk of cardiovascular diseases and other diseases like hypertension ,Diabetes obesity, and may cure respiratory problems like asthma (Amusa, & Goon .2011).

Life without exercise or physical Fitness contributes to the early onset and progression of life

style disease such as cardiovascular disease, hypertension, diabetes and obesity.

Importance of cardiovascular fitness

The importance of cardiovascular fitness to health for all individuals has been well documented. Physical fitness is a required element for all the activities in our life. Cardiovascular fitness of an individual is mainly dependent on lifestyle related factors such as daily physical activity levels. It was believed that the low cardiovascular fitness level of an individual is associated with higher mortality rate. (jourkhesh et.al.2012). Physical fitness has been shown to decrease the risk of cardiovascular disease and improve total cholesterol and high density lipoprotein levels (Milesis et. al. 1976).Exercise also means total caloric expenditure promotes fat loss, and increases lean body mass (Maynard 1991).

Circulatory system

The cardiovascular system is responsible for pumping blood throughout the body thereby providing a rapid-transport system to distribute oxygen to the body cells and also remove carbon dioxide from the body with other waste products. The cardiovascular system consists of the heart and blood vessels.

Vasodilation

Vasodilation is the widening of blood vessels. It results from relaxation of smooth muscle cells within the vessel walls, in particular in the large veins, large arteries, and smaller arterioles. Arteries in your working muscles dilate to accommodate their

increased need for blood. At the same time, the heart's increased output causes your blood pressure to rise. Arterioles (tiny arteries) in your skin expand, allowing for more blood flow there. As you continue to exercise, blood vessels **is widening**

Cardiac output

Cardiac output: The amount of blood the heart pumps through the circulatory system in a minute. The amount of blood put out by the left ventricle of the heart in one contraction is called the stroke volume. The stroke volume and the heart rate determine the **cardiac output**. As result exercise, the size of the heart change Regular practice of exercise increased cardiac output by 40-60% of maximal capacity during rest it is around liters/min. whereas while exercising, it increases upto 40 liters/minute..

Athletic heart

Athletic heart is a nonpathological condition commonly seen in sports medicine in which the human heart is enlarged, and the resting heart rate is lower than normal. The athlete's heart is associated with physiological remodeling as a consequence of repetitive cardiac loading. Athlete's heart is common in athletes who routinely exercise more than an hour a day, and occurs primarily in endurance athletes, though it can occasionally arise in heavy weight trainers. The condition is generally considered benign, but may occasionally hide a serious medical condition, or may even be mistaken for one. Heart size increases due to exercise and the strength training causes increase in the thickness of ventricle walls thereby increasing the efficiency of heart.

Decrease the risk of cardiovascular disease

Regular exercise has improved the cardio vascular system, decreased some of the risk factors leading to a cardiovascular disease, promoted fat loss, increased muscle mass, increased glucose intake by cells and enhanced well- being of the sedentary students.

In other research (Clausen J P 1997) physical fitness was noted to improve cardiovascular fitness and work capacity, while decreasing resting and exercise blood pressure, as well as peripheral vascular resistance. Finally, physical fitness has been shown to decrease the risk of cardiovascular disease and improve total cholesterol and high density lipoprotein levels (Milesis et. al. 1976).

Hypertension

Blood pressure control due to exercise as the requirement of blood by the muscles is increased. The pressure exerted on the walls of the blood vessels increases as the heart pumps more and more blood to meet the requirement of muscles. Pulse become normal in the shorter duration after the cessation of activity in case of trained athletes. Exercise resulting as new capillaries are formed within the muscle fibers.

Stress-Related conditions:

Anxiety and stress are one of the causes of cardiovascular disease In fact, stress is considered as healthy as it enables the body to push beyond the limits and act according to what type of physical situation an individual is confronted with. Exercises are very effective in helping you control stress and regulating your breath patterns. The Complete Breath technique is one of the breathing exercises that one needs to learn, especially when "stressed out". Daily or regular exercises and aerobic exercise also known to effectively reduce anxiety or depression caused by stress.

Obesity

Obesity is one of causes of cardiovascular disease . Regular exercise 45 minutes daily was connected to weight loss in subjects between the ages of 45 and 55, according to a study funded by the National Cancer Institute. Aerobic exercise isn't about burning calories; it's more about becoming more aware of your body and when it's full of food, stress, or conversation. The health benefit of exercise with regard to weight loss is that it's easier to stop eating when your mind-body connection is strong. It's your body awareness that is improving, not necessarily the caloric burn. Regular exercise improves mindfulness and encourages a "gentle strength", which positively affects weight loss and weight management.

Conclusions

Exercise enhances the mind-body connection, which can improve your mood and physical health – and even lighten various psychological disorders. Improved depression, body image struggles, eating disorders, and even physical problems such as back pain and asthma are some of the health benefits of exercise. The effective cure against these type of diseases will greatly reduce to mortality rate. Finally, this paper provide a greater insight to eliminate the risks of diseases such as hypertension, and cardio vascular problems to the people.

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Important Skills In Basketball And Different Methods							

Principal Dr. Yashvant Patil Dr. Madhukar Wasnik P.W.S. College Kamptee Road Nagpur, Dist. Nagpur

Abstract

Basketball is a team sport in which two teams, most commonly of five players each, opposing one another on a rectangular court, compete with the primary objective of shooting a basketball (approximately 9.4 inches (24 cm) in diameter) through the defender's hoop (a basket 18 inches (46 cm) in diameter mounted 10 feet (3.048 m) high to a backboard at each end of the court) while preventing the opposing team from shooting through their own hoop. A field goal is worth two points, unless made from behind the three-point line, when it is worth three.

Introduction

 \mathbf{A} fter a foul, timed play stops and the player fouled or designated to shoot a technical foul is given one or more one-point free throws. The team with the most points at the end of the game wins, but if regulation play expires with the score tied, an additional period of play (overtime) is mandated. Players advance the ball by bouncing it while walking or running (dribbling) or by passing it to a teammate, both of which require considerable skill. On offense, players may use a variety of shots—the lay-up, the jump shot, or a dunk; on defense, they may steal the ball from a dribbler, intercept passes, or block shots; either offense or defense may collect a rebound, that is, a missed shot that bounces from rim or backboard. It is a violation to lift or drag one's pivot foot without dribbling the ball, to carry it, or to hold the ball with both hands then resume dribbling. Invented in 1891 by Canadian-American gym teacher James Naismith in Springfield, Massachusetts, United States, basketball has evolved to become one of the world's most popular and widely viewed sports.[1] The National Basketball Association (NBA) is the most significant professional basketball league in the world in terms of popularity, salaries, talent, and level of competition.

Origin in Basketball

The history of basketball began with its invention in 1891 in Springfield, Massachusetts by Canadian physical education instructor James Naismith as a less injury-prone sport than football. Naismith was a 31-year old graduate student when he created the indoor sport to keep athletes indoors during the winters.

The game of basketball as it is known today was created by Dr. James Naismith in December 1891 in Springfield, Massachusetts, to condition young athletes during cold months. Naismith was a physical education instructor at YMCA International Training School in Springfield, Massachusetts. Upon the request of his boss, Naismith was tasked to create an indoor sports game to help athletes keep in shape in cold weather. It consisted of peach baskets and a soccer style ball. He published 13 rules for the new game. He divided his class of eighteen into two teams of nine players each and set about to teach them the basics of his new game. The objective of the game was to throw the basketball into the fruit baskets nailed to the lower railing of the gym balcony. Every time a point was scored, the game was halted so the janitor could bring out a ladder and retrieve the ball. After a while, the bottoms of the fruit baskets were removed. The first public basketball game was played in Springfield, Massachusetts, on March 11, 1892.

Methodology of Basketball 1. Get a ball and a hoop

Basketball is a ball of the appropriate size and a net that it fits through, set at a challengingenough height. The specific requirements for regulation basketball are included below, but the history of basketball is the history of making do with what you have. The first basketball hoop was a peach crate nailed to a railing. Use empty boxes, soccer balls, or whatever is available if you don't have access to a hoop.

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The right basketball size depends on your age and gender. For high school through professional level men's basketball, choose a size 7 ball. Choose a size 6 ball for boys ages 12-14, or for girls and women ages 12 and up, including high school through professional level basketball. Get a size 5 (or standard youth size) for all children 9-11 years old, a size 4 for all children 5-8 years old, and a size 3 (or mini size) for children 4-8 years old.

2. Break into two teams.

For a full-court game, basketball is played by two teams of five players each.[5] While it's also common to play half-court ball with teams of three, however many people you've got playing, it's important to have an even number of players on each team. Alternate basketball games for uneven numbers are included in the last section.

3. Score points by shooting the ball through the hoop.

In basketball, an offensive player can score between one and three points with a shot, depending on where the shot is taken on the floor.

Extending in a half-circle, about 20 feet (6.1 m) from the hoop on most courts, should be the "three-point line," beyond which shots are worth an extra point. Inside that arc, all shots are worth two points.

4. Move the ball by dribbling or passing.

When you have the ball, you have to either be stationary, with one foot planted on the floor to pivot from, or you have to be dribbling the ball, bouncing it up and down on the floor. When you're planted, you can pivot around on one foot, but that foot has to remain planted if you're not dribbling. You can still jump to shoot or pass, but when you come back down you need to have gotten rid of the ball.

When you start dribbling, you must dribble constantly as you move, until you pass, shoot, or stop dribbling to plant on your pivot foot. If you stop dribbling, you cannot re-start dribbling, which is a foul called a "double-dribble." It's also important to avoid "over/under" dribbles, or "carries", in which you pick up the ball from underneath and turn it over to dribble it down. Learn to dribble properly in the following section.

Skills in Basketball Shooting

Shooting consists of launching the ball toward the basket in an arcing motion with the purpose of it going in and scoring points. When shooting, keep your eyes on the target, place the ball on your fingertips (not the palm), place your feet shoulder width apart, place your elbow under the ball, and then follow through and hold the finish.

Offensive Rebounding

An offensive rebound is obtained when the team that just shot the ball misses and then recaptures the ball again. As a general rule it is tougher for a player to get an offensive rebound than a defensive rebound because after a shot misses the opposing team's players are closer to the basket and in a better position to grab the ball.

Passing

A pass happens when one player throws the ball to another player with the purpose of setting up a play or taking a shot. In basketball there are two main types of passing. The first type happens when one player throws another player the ball and the receiving player then scores a basket. The player who threw the ball gets credit for an assist.

The second type of pass is just a basic pass from one player to another. There are bounce passes that hit the floor one time, chest passes that are thrown from the player's upper body, and the spectacular alley-oop pass where one player lobs the ball above the rim and a second player grabs it out of midair and slam dunks.

Dribbling

Dribbling is the art of bouncing the ball up and down off the floor with one hand, in order to advance the ball up the court. It is illegal to touch the ball with both hands simultaneously, double dribbling. While dribbling, a player should protect the ball to prevent the defender from stealing it. Tips for dribbling include: not looking at the ball, pounding the ball hard, and using the free arm as a shield.

Conclusion

Basketball teaches you about being a good team player and can be a great social sport. Adults should check with their doctor before taking up basketball. Basketball puts a lot of stress on the body

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and injuries can happen, so warming up, stretching your muscles and joints, and cooling down is important.

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COMPARISON OF SELF MOTIVATION AMONG STUDENTS-ATHLETE AND STUDENTS

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Abstract: Motivation is a global level as the direction and intensity of effort. The objective of the study is to determine the Self Motivation of College going Sportsperson and students. Total 100 Students-athlete and 100 students were randomly selected as subject for the present study. Their age ranged from 18-25 years. Self design Questionnaires were distributed to the respondents. Descriptive statistics for all studied variables, T-test analysis, was considered statistically technique throughout the study and the level of significant was set-up at.05 level. The result reveals that the significant difference was found out in Self-Motivation (t=2.88, P < 0.05) Students-athlete and students.

INTRODUCTION

The more athletes experience competence and success due to their own actions and skills, the great their intrinsic motivation. Even with extrinsic rewards, athletes who feel like they are in control of their behaviors, will be more satisfied and more likely to continue participating. Motivation, simply defined, is the ability to initiate and persist at a task. To perform your best, you must want to begin the process of developing as an athlete and you must be willing to maintain your efforts until you have achieved your goals (Taylor 2009) Social media, instantaneous coach feedback, and various new platforms for performance and competition have all changed the landscape of sports, along with athletes' reasons for doing them (Berger M, 2020). Motivation is defined on a global level as the direction and intensity of effort (Sage, 1977), and no matter the platform, it's essential to an athlete's perceived reason and selfdetermination. An Athletes motivation is based on internal impetuses and pressures; their behavior is not selfdetermined due to the regulation of external factors. For example, an athlete might feel unwell, but chooses to continue with an interval workout because of internal pressure, like posting her/his training on social media. In this case, the audience acts as an external influence on the behavior of the athlete (Berger M, 2020). Intrinsic motivation is the uppermost form of motivation leading to high self-determination. When an athlete reflects on themselves and considers themselves as cause of their behavior, then the athlete is intrinsically motivated (Weinberg & Gould, 2015). Intrinsically motivated athletes participate for the love of the sport, may enjoy competition, focus of having fun, and are excited to learn skills which improve performance (Weinberg & Gould, 2015).

METHODS

Student–athletes are a participant in an organized competitive sport sponsored by the educational institution in which the **student** is enrolled. **Student-athletes** are full-time **students** and **athletes** at the same time. Colleges offer athletic scholarships in many sports. Student athletes put a great deal of time into their studies and athletics. Student athletes face high levels of stress. The targets population of the study mainly two groups i.e Students-athlete and Students .Total 100 Students-athlete and 100 students who are not playing any other games were randomly selected as subject for the present study. Their age ranged from 18-25 years. Self design Questionnaires were distributed to the respondents . Instructions were given to the individuals and team players before filling these questionnaires by the researcher. The demographic information was collected through respondents in the form of different descriptive tests. The demographic information about, age, sex, daily smoking etc. was obtained before seeking responses. Data was collected individually through a questionnaire from 100 inter collegiate team players and 100 other intercollegiate students by contacting individuals and team players at the venue of Inter-collegiate tournament 2019-20. The collected data was analyzed as a whole .The data was checked for accuracy and completeness and was coded and put up into the SPSS Descriptive statistics for all studied variables, T-test analysis, was considered statistically technique throughout the study at 05 level

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Table 1

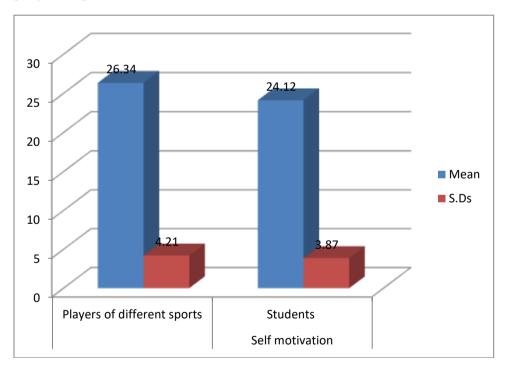
MEAN SCORES, STANDARD DEVIATION AND T-RATIO OF SELF MOTIVATION OF STUDENTS- ATHLETE AND STUDENTS .

Dimension	Players	Number	Mean	S.Ds	T-ratio
Self motivation	Students-athlete	100	26.34	4.21	3.20*
	Students	100	24.12	3.87	

*Significant at 0.05 level of confidence.

Table 2 shows that the mean scores, standard deviation and t-ratio of the *Self motivation* of Students-athlete and students whore are not playing any other games they have obtained the mean value of 26.34 and 24.12 respectively which are given in table 1 reveals that the significant difference was found out in *Self motivation 0f* (t=3.20, P < 0.05) Students-athlete and students who are not playing any other games , Students-athletewas found to have got more *Self motivation* as compared to students who are not playing any other games.

Figure-1 mean scores, standard deviation and t-ratio of the *Self motivation* of Students-athlete and students who are not playing any other games



DISCUSSION

The findings of the study shows that, significant difference was found out in Self motivation of Students-athlete and students who are not playing any other games, Students-athletewas found to have got more Motivation as compared to students who are not playing any other games.

Motivation in sports is so important because you must be willing to work hard in the face of fatigue, boredom, pain, and the desire to do other thing (Taylor ,2009). Athletes can lose motivation, focus, determination, and more. In fact stress and anxiety can cause physical changes in the body such as trigger points or muscle spasms. Stress and anxiety can cause the visual field to narrow and can slow down reaction times. These can greatly reduce performance (Angle,2000). According to self-determination theory, motivation has essentially two sources: extrinsic and intrinsic. ... Intrinsically motivated athletes participate for the love of the sport, may enjoy competition, focus of having fun, and are excited to learn skills which improve performance (Weinberg & Gould, 2015). Athletes compete in and practice sport for a variety of reasons. These reasons fall into the two major categories of intrinsic and extrinsic motivation. Athletes

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who are intrinsically motivated participate in sports for internal reasons, such as enjoyment, whereas athletes who are extrinsically motivated participate in sports for external reasons, such as material rewards (**Hatch ei.al**). Intrinsically motivated athletes participate in sport for internal reasons, particularly pure enjoyment and satisfaction, and intrinsically motivated athletes typically concentrate on skill improvement and growth. Motivation in sports is so important because you must be willing to work hard in the face of fatigue, boredom, pain, and the desire to do other things. Motivation will impact everything that influences your sports performance: physical conditioning, technical and tactical training, mental preparation, and general lifestyle including sleep, diet, school or work, and relationships (Taylor ,2009).

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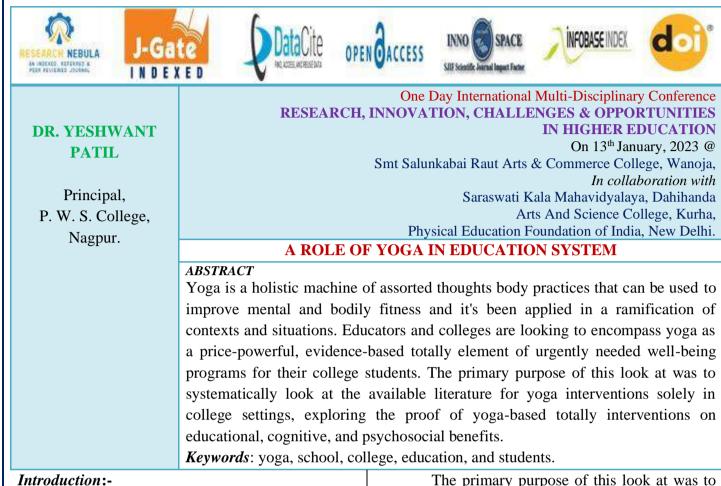


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"Educating the mind without educating the heart is no education at all." - Aristotle

Yoga is basically the most important ancient art that aims towards the building up of a healthy mind within a healthy body. For that reason, it is considered to be the harmonizing system which rejuvenates the body, mind as well as the soul. The great saints, therefore, have mentioned yoga to be a universal attribute of mind which enhances the physical, spiritual and mental status of the human body.

Meditation and yoga brings a effective vibes a number of the students and in the event that they do it often it will assist in bringing wonderful effects which is fine for the students. There are style of tremendous effects of yoga for beginners and various other peoples. Student lifestyles is a very important length of 1's life, these years can make or wreck someone.

The primary purpose of this look at was to systematically look at the available literature for yoga interventions solely in college settings, exploring the proof of yoga-based totally interventions on educational benefits.

Methodology:-

Most recent literature based on the role of yoga in school education was thoroughly reviewed. All the literature was accessed from four most popular search engines i.e. PubMed, Scopus, Web of Science and Google Scholar. The papers from the standard scientific journals were only included.

Results:-

This review systematically tested the literature on yoga in school /college settings. There is usually a lot to do and such a lot of distractions on the identical time, especially in a international like nowadays in which Face book and gaming takes up more time than something else. Some of the *Results* related the role of yoga in school education and its benefits is given below–

De- stressing the students-

Objectives:-



Students face a number of depression and stress due to a spread of reasons inclusive of family stress, monetary stress or every other melancholy. Yoga is the great de-pressure exercising, thru respiratory and meditation someone can overcome stress of any kind. Yoga will lead them to more potent and assist in de-stressing. Yoga helps them to deal with their pressure and produce lower back a few peace of mind. Those who frequently exercise yoga now not most effective file lower levels of stress and anxiety and in the end advanced academic overall performance.

Concentration and Sharpness-

Yoga helps in growing the sharpness of your brain and your attention energy. It enables you in relaxing your mind and offer you extra peace of thoughts.

➢ Strength-

Strength is needed by way of your body to meet all the day activities as it should be. Especially young college students need numerous strength as they may be overloaded with plenty of challenge. Therefore yoga enables in building your power and gives you energy.

Health advantages-

Medically proved yoga have various medical blessings. A lot of illnesses may be advanced via doing yoga day by day. It facilitates to lessen a high-quality hypertension amongst college students.

Helps To Manage Weight-

Children spend lengthy hours in sedentary poses and tend to devour a variety of junk meals as nicely, both of which are a derivative of the brand new age life-style. Yoga facilitates to counterbalance this lifestyle. Through ordinary practice of asanas, kids (especially those who aren't keen on gambling sports) can manage a healthful weight. This helps to cut back the trouble of early life obesity at a younger age in a salubrious manner.

Advancement of tutorial Brain-

Doing yoga often facilitates you in advancing your brain muscles and allows college students to score the best grades. Hence yoga

facilitates novices to live relaxed and strain unfastened from all of the depress and educational tensions which is useful for your instructional advancement.

Improves Memory And Attention Span-

Yoga facilitates to improve the reminiscence feature in each adults and children, a direct advantage of which might be a higher educational performance in kids. It also enables to enhance youngsters's interest span and cognizance.

> To Calm The Mind And Improve Focus-

Students are commonly distracted through diverse matters which may additionally appear extra important than studies and profession, their minds wander while they sit down to examine and the entirety else seems manner more interesting than the ebook open proper in the front of them. Yoga will assist the students in focusing at the greater vital matters. Yoga may even calm their mind and make it less wandering, and this will help them in concentrating on what's important.

Helps To Bring Peace Of Mindfulness -

By practicing pranayama and mindfulness, students truly discover ways to handle the anxiety and manage the one of a kind factors of existence efficiently. Mindfulness allows human beings to turn out to be much less traumatic and more at ease. Children can turn out to be extra conscious the use of innovative and enjoyable visualisation techniques.

Body Image-

Students are very aware of the way they look, and the way comfortable they're in transferring around. Yoga will not handiest simply tone their muscular tissues and lead them to match but will even lead them to greater assured approximately themselves. A man or woman who does yoga starts offevolved respecting his/her body and feels connected to oneself. The self belief will display of their frame language and this can additionally alternate how others treat them, for person who treats him/herself with recognize is treated with appreciate through others too.

> Improves Flexibility, Balance And Posture-

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Sitting down to observe for long hours at a time and an excessive amount of display screen time can result in incorrect posture. This poor posture in formative years can become fundamental anatomy complication in grownup existence. He exercise of various asanas on a regular basis ends in correction of posture, enhances flexibility and improves balance as it brings equilibrium to the complete frame. This is one of the exquisite benefits of yoga in faculties.

➤ Makes The Brain Sharper-

One begins targeting things after doing yoga, and due to stepped forward concentration your mind absorbs greater. Shunning out of unimportant matters is likewise similarly essential. Yoga via its numerous sporting activities helps the man or woman in becoming smarter, sharper, confident and more potent.

Personality Development-

Yoga will assist the student recognize that he/she is very much a part of nature. They will experience extra connected to the sector and themselves. They will apprehend the that means of respiratory and respect life as a whole. Other than this yoga imbibes notable and pure thoughts in someone's thoughts, he/she starts respecting fellow beings and also will become compassionate. They additionally have a peaceful and rational thoughts. The standard persona of a person modifications due to the fact with an ideal body, they get a smooth soul and a relaxed mind.

Teaches Correct Breathing Techniques-

Breathing is fundamental to lifestyles and how we breathe is directly associated with our general properly-being. Good respiration impacts our motion, our posture, and our capacity to address strain in a tremendous way. Through pranayama and different respiration sporting activities in yoga, students can study at a younger age the way to master the approach of breathing efficaciously and enhance the satisfactory of their life.

Encourages Self-Love And Self-Care-

Yoga promotes restoration from the interior

teaches people the way to recognize and love their own our bodies - an vital message for younger youngsters who're constantly marketed with warped body picture ideas on social media.

Improves Self-Control-

Through managed breathing and controlled movement, yoga teaches people strength of mind. As a result, they do not react all of a sudden or make hasty decisions even in an emotional nation.

Reduces Absences And Violence In School-

Because of true health and balanced temperament, youngsters are much less probable to stay absent from college or pick out fights with each other over small problems. Instead, they have a tendency to engage greater positively in college and develop wholesome relationships with their instructors and friends.

Enhances Coping Skills-

As stated earlier than, kids are burdened with numerous pressure. Yoga teaches kids how to properly cope with the pressure, manipulate it, and live productive. This is because the children learn how to breathe deeply and be greater mindful.

➢ Boosts Immunity and Improves Physical Appearance-

Yoga also boosts immunity and forestalls assaults from specific viruses and bacteria by means of growing the tiers of antibodies. Yoga promotes blood move which could work wonders for the skin, hair and nails. A wholesome body feels and looks glad.

Improves the Quality Of Sleep-

Children ought to sleep for up to 7-eight hours every night. A desirable night time's sleep lets in the frame to be healthful, prepared, and energetic for day after today. As yoga allows the body and the mind to loosen up, practitioners observe a better satisfactory in their sleep. With higher sleep, children can consciousness higher in magnificence, play extra actively, and carry out better at examinations.

Increases Self-Confidence And Self-Esteem-

Yoga is tangible. Through asanas, in preference to looking good on the out of doors. It youngsters construct electricity, staying power,

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confidence as well as the mind-frame connection. You can self-verify the changes and positivity you sense after having engaged in this for some time. Conclusion:

Practicing voga at least once an afternoon will most effective help the scholars in turning into higher humans. They will even start performing properly academically and in any other case. Yoga teaches the scholars the art which may be used to other recreation every like tenacity. grasp perseverance, recognition, concentration and recognize for fellow beings. Yoga could make a scholar and all rounder in almost no time and this modification within the persona can never pass ignored so the kid will feel more assured. The normal opinion of the arena about the child and the child's about him/herself will become higher. Thus, yoga is a boon which blessings a student in his childhood and will preserve doing the equal for a long time.

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SKILLS AND TECHNOLOGIES IN CRICKET AND THEIR IMPACT ON CRICKET

PRINCIPAL DR. YASHVANT PATIL

DR. MADHUKAR WASNIK P.W.S. COLLEGE KAMPTEE ROAD NAGPUR, DIST NAGPUR

Abstract

Cricket is a bat-and-ball game played between two teams of eleven players on a field at the centre of which is a 20-metre (22-yard) pitch with a wicket at each end, each comprising two bails balanced on three stumps. The batting side scores runs by striking the ball bowled at the wicket with the bat, while the bowling and fielding side tries to prevent this and dismiss each player (so they are "out"). Means of dismissal include being bowled, when the ball hits the stumps and dislodges the bails, and by the fielding side catching the ball after it is hit by the bat, but before it hits the ground. When ten players have been dismissed, the innings ends and the teams swap roles.

Introduction

There are various formats ranging from Twenty20, played over a few hours with each team batting for a single innings of 20 overs, to Test matches, played over five days with unlimited overs and the teams each batting for two innings of unlimited length. Traditionally cricketers play in all-white kit, but in limited overs cricket they wear club or team colours. In addition to the basic kit, some players wear protective gear to prevent injury caused by the ball, which is a hard, solid spheroid made of compressed leather with a slightly raised sewn seam enclosing a cork core which is layered with tightly wound string.

Historically, cricket's origins are uncertain and the earliest definite reference is in south-east England in the middle of the 16th century. It spread globally with the expansion of the British Empire, leading to the first international matches in the second half of the 19th century. The game's governing body is the International Cricket Council (ICC), which has over 100 members, twelve of which are full members who play Test matches. The game's rules are held in a code called the Laws of Cricket which is owned and maintained by Marylebone Cricket Club (MCC) in London. The sport is followed primarily in the Indian subcontinent, Australasia, the United Kingdom, southern Africa and the West Indies, its globalization occurring during the expansion of the British Empire and remaining popular into the 21st century.^[1] Women's cricket, which is organized and played separately, has also achieved international standard.

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Origin of Cricket

Having originated in south-east England, it became the country's national sport in the 18th century and has developed globally in the 19th and 20th centuries. International matches have been played since 1844 and Test cricket began, retrospectively recognized, in 1877.

Cricket was probably created during Saxon or Norman times by children living in the Weald, an area of dense woodlands and clearings in south-east England that lies across Kent and Sussex. The first definite reference is dated Monday, 17 January 1597 ("Old Style" Julian date, the year equating to 1598 in the modern calendar).

There have been several speculations about the game's origins including some that it was created in France or Flanders. The earliest of these speculative references is dated Thursday, 10 March 1300 and concerns the future King Edward II playing at "creag and other games" in both Westminster and Newenden.

Methodology of Cricket

The object of the game is to score runs when at bat and to put out, or dismiss, the opposing batsmen when in the field. The cricket rules displayed on this page here are for the traditional form of cricket which is called "Test Cricket". Test cricket is a game that spans over two innings. This means that one team needs to bowl the other team out twice and score more runs then them to win the match. Another key difference between test cricket and other forms of cricket is the length of the innings. In test cricket there is no limit to the innings length. Whereas in one day cricket & Twenty20 cricket there are a certain amount of overs per innings. The only limits in test cricket is a 5 day length. Before the game begins an official will toss a coin. The captain who guesses the correct side of the coin will then choose if they want to bat or field first. One team will then bat while the other will bowl & field. The aim of the batting team is to score runs while the aim of the fielding team is to bowl ten people out and close the batting teams' innings. Although there are eleven people in each team only ten people need to be bowled out as you cannot have one person batting alone. Batting is done in pairs.

Technologies in Cricket

1. Hot Spot

The Snicko was not considered as accurate enough, hence the Hot Spot was introduced to Cricket. It is an infra-red imaging system used to determine where the ball has struck before going to the fielder. The infra-red image shows a bright spot where contact friction from the ball has elevated the local temperature.

International Research Journal of Management Sociology & Humanity (IRJMSH) Page 240 www.irjmsh.com Where referrals to an off-field third umpire are permitted, the technology is used to enhance the on-field umpire's decision-making accuracy. Where referrals are not permitted, the technology is used primarily as an analysis aid for televised coverage.

2. Hawk Eye (UDSC)

This technology is widely used among popular sports like Cricket, Tennis, Soccer, Hurling and more for visually tracking the ball and display a record of its statistical path through movie image. Developed by Dr Paul Hawkins from the UK, the system was originally implemented in 2001 for making the television broadcast more interactive.

The technology works via six or seven powerful cameras, normally positioned on the underside of the stadium roof, which track the ball from different angles. The video from the six cameras is then triangulated and combined to create a three-dimensional representation of the trajectory of the ball. Hawk-Eye is not infallible and is accurate to within 5mm (0.19-inch) but is generally trusted as an impartial second opinion in Cricket.

Skills in Cricket

Batting Skills

Bob Woolmer, former head coach of the South African cricket team, wrote in "The Art and Science of Cricket," that batting has five basic principles: "Watch the ball, keep your head still on release of the ball, judge length accurately, allow your hands to lead your body and feet into the correct position and select the correct shot."

Your grip on the bat should feel natural, using the same tension as when you pick the bat up from the ground. Try to relax at the crease since tension will restrict your movement and have a negative impact on your technique. Lift the bat up as the bowler approaches, keep your head still, focus on the ball and commit fully to the shot you select.

Bowling Skills

Whether you're a fast bowler, medium-paced bowler who swings the ball in the air or spin bowler who gets the ball to move dramatically off the pitch, bowling has a foundation of skills that each player must learn. Woolmer wrote that by focusing on "momentum, balance and timing" within the context of the run-up, the set-up, the unfold, the delivery and the follow through, bowlers will become consistent and accurate and will be able to take wickets.

Other Fielding Skills

Picking the ball up quickly and efficiently and throwing the ball at the wickets are the other skills required to be a good fielder.

A quick pickup requires short steps as you approach the ball. Bend your knees, place your strongest foot alongside the ball and pick it up with one hand.

Woolmer explains that "the ideal throw is the one used in baseball," where you draw the ball back over the shoulder "so it faces backward" before unwinding the arm and throwing it straight over the shoulder at the target.

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Conclusion

Cricket can be played for competition or for fun. Cricket is a good sport for developing overall fitness, stamina and hand-eye coordination. Cricket uses a hard ball, so protective gear should be worn to avoid injury.

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Physical Inactivity, Health Outcomes and Exercise

Dr. Yeshwant Patil PWS College , Kampti, Nagpur (MS)

Abstract

Physical inactivity has a negative impact on anxiety, depression, mood, and wellbeing, all of which may impact on academic achievement too. Physical inactivity increases all causes mortality, doubles the risk of hyper and hypo tensions, cardiac related disease, diabetes and obesity. It also increases the risks of asthma, stress cancer, lipid disorders, osteoporosis and other psychological related disorders.Reduced physical activity which characterizes Physical Inactivity leads to accumulation of excess calories and fatty acids. This is because weight maintenance depends largely on the number of calories absorbed through food intake and the number expended through physical activity and metabolism. Physical exercise improve musculoskeletal function, or maintain a state of psychological-being and Exercise contribute to control or minimize Diabetes, Blood pressure Obesity and Cardiovascular Diseases.

Introduction

Physical Inactivity is one of the major causes of life style disease disability around the world. Approximately two million deaths every year are attributable to Physical Inactivity; the findings from a WHO study on risk factors suggest that Physical Inactivity is one of the ten leading causes of death and disability in the world. Physical inactivity increases all causes mortality, doubles the risk of hyper and hypo tensions, cardiac related disease, diabetes and obesity. It also increases the risks of asthma, stress cancer, lipid disorders, osteoporosis, depression anxiety and other psychological related disorders. This includes home, business centres, long screen time, car driving prolonged sitting at work, and leisure time. Inevitably, the results are increased levels of different chronic disease such as asthma, stress, cancer, lipid disorders, osteoporosis, depression anxiety etc. Obesity is one of the emerging health related problems of the younger age especially those in urban areas due to urbanisation, industrialization, and over-eating tendencies

Impact of Physical Inactivity on health outcomes

Physical inactivity increases all causes mortality, doubles the risk of hyper and hypo tensions, cardiac related disease, diabetes and obesity. It also increases the risks of asthma, stress cancer, lipid disorders, osteoporosis, depression anxiety and other psychological related disorders. Levels of inactivity are high in college students too. In the India, chronic diseases are now the leading causes of death. Currently, world health organisation assessed the global burden of disease from several health risk factors, including Physical Inactivity. Sedentary behaviour(Physical Inactivity) contributes to a major public health problem that effects huge numbers of people in the globe. In developed countries especially in India more than half of adults are insufficiently active. Poverty, crime, Crowding, poverty low air quality, and a lack of parks, sports and recreation facilities, and sidewalks make physical activity a difficult choice. Even in the sub urban and rural areas sedentary increases due to watching television, are increasingly popular. Inevitably, the results are increased levels of different chronic disease such as asthma, stress, cancer, lipid disorders, osteoporosis, depression anxiety etc.

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Health Risks Associated with Physical Inactivity

Physical inactivity increases all causes mortality, doubles the risk of hyper and hypo tensions, cardiac related disease, diabetes and obesity. It also increases the risks of asthma, stress cancer, lipid disorders, osteoporosis and other psychological related disorders. World Health Organization (WHO), identified obesity as a worldwide public health problem affecting over 100 million people. Reduced physical activity which characterizes Physical Inactivity leads to accumulation of excess calories and fatty acids. This is because weight maintenance depends largely on the number of calories absorbed through food intake and the number expended through physical activity and metabolism. Lucas, Ward and Brain (2008) identified Physical Inactivity attributed to risk of obesity in students. An individual, who is sedentary, absorbs and stores a lot of calories because of reduced energy expenditure. These unwanted calories may lead to obesity. Obesity is one of the emerging health related problems of the younger age especially those in urban areas due to urbanisation, industrialization , and over-eating tendencies. And these factors miss the opportunity to take part in sporting or physical activity. Obesity in children and adolescents are associated with health risk of insulin resistance leading cardiovascular and enhance the bad cholesterol.

Impact of physical exercise on health outcomes

Physical Exercise that involves intense bursts of energy also stimulates the release of thyroxine from your thyroid gland. Physical Exercise can help you control or reduce your weight because testosterone and thyroxine speed up your metabolism. Physical exercise as bodily movement prescribed to correct impairment, improve musculoskeletal function, or maintain a state of psychological-being. Physical exercise Release contracted muscles, tendons, and fascia, Mobilize joints, Improve circulation, Improve respiratory capacity, Improve coordination, Reduce rigidity, Improve balance, Promote relaxation, Improve muscle strength

Conclusions

Physical Inactivity is a seriously growing health problem in the globe Physical Inactivity will contribute to the early onset and progression of life style disease such as cardiovascular disease, hypertension, diabetes and obesity. Healthy body through participation in sporting activities and physical work is necessary for increasing the working capacity and maintaining physical fitness of any individual to perform his daily tasks vigorously without undue fatigue, to spare the energy to enjoy leisure time activities. Finally, this paper provide a greater insight to eliminate the risks of diseases such as diabetes mellitus, chronic obstructive lung diseases, osteoarthritis diabetic, articulation pains, hypertension, and cardio vascular problems to the people.

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MANAGING RELATION AND INTEGRITY IN INDIVIDUAL AND TEAM SPORTS

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Abstract: The objective of the study is to compared the **Managing Relation and Integrity in Individual and Team Sports.** Total 100 players of Individual sports and 100 team sports were randomly selected as subject for the present study. Their age ranged from 18-25 years. Self design Questionnaires were distributed to the respondents. Descriptive statistics for all studied variables, T-test analysis, was considered statistically technique throughout the study and the level of significant was set-up at.05 level. Team Sports was found to have got more managing relations emotional intelligence as compared to Individual sports which means the Individual sports incur significantly less self managing relations emotional intelligence.

INTRODUCTION

A strong coach-athlete relationship is important not only for the athlete's growth as a positive, ethical and moral person, but for the team's performance as a whole. It's all about your ability to get the best out of others ... your ability to inspire and influence them, your ability to communicate and build bonds with them, and your ability to help them change, grow, develop, and resolve conflict. Relationship Management includes the identification, analysis, and management of relationships with people inside and outside of your team as well as their development through feedback and **coaching**. It also incorporates your ability to communicate, persuade, and lead others, whilst being direct honest without alienating people.(http://www.free-management-ebooks.com/faqpp/developing-05.htm). and Relationship Management includes the identification, analysis, and management of relationships with people inside and outside of your team. It is the aspect of your EQ that enables you to succeed in inspiring other people and helping them to reach their full potential. Relationships are very important part of our lives, and often give us meaning, purpose, positive emotions, and contribute to an individual's sense of well-being, self-esteem and security. Meanwhile, integrity means that you live in accordance to your deepest values, you're honest with everyone, and you always keep your word. Integrity is a highly valued trait, especially in leaders. When you live with integrity, you're more likely to be considered for important promotions and leadership positions. A team sport is an activity in which a group of individuals, on the same **team**, work together to accomplish an ultimate goal which is usually to win. ... Some **team sports** are practiced between opposing teams, where the players interact directly and simultaneously between them to achieve an objective. individual sports boxing, wrestling, golf, fencing, martial arts, tennis, ice skating, skiing, rodeo events and much more. Several sports have both team and individual components, such as track and swimming

METHODS

A **team sport** includes any sport where individuals are organized into opposing teams which compete to win. Team members act together towards a shared. An individual sport is **a sport in which participants compete as individuals**. However, team competitions in individual sports also occur. Total 100 players of different sports discipline and 100 students who are not playing any other games were randomly selected as subject for the present study. Their age ranged from 18-25 years. Self design Questionnaires were distributed to the respondents . Instructions were given to the individuals and team players before filling these questionnaires by the researcher. The demographic information was collected through respondents in the form of different descriptive tests.Data was collected individually through a questionnaire from 100 individual sport and 100 **team sport** by contacting individuals and team players at the venue of Inter-collegiate tournament -2019-20. The collected data was analyzed as a whole .The data was checked for accuracy and completeness and was coded and put up into the SPSS Descriptive statistics for all studied variables, T-test analysis, was considered



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Table -1

Mean Scores, standard deviation and t-ratio of managing relations Individual sports and Team Sports

Dimension	Players	Number	Mean	S.Ds	T-ratio
Managing relations	Individual sports	100	23.65	4.56	3.23*
	Team Sports	100	26.23	6.12	

*Significant at 0.05 level of confidence.

Table 1 shows that the mean scores, standard deviation and t-ratio of the managing relation of Individual sports and Team Sports they have obtained the mean value of 30.54 and 32.11 respectively which are given in table 1 reveals that the significant difference was found out in (t=4.08, P < 0.05) Individual sports and Team Sports. Team Sports was found to have got more managing relations emotional intelligence as compared to Individual sports which means the Individual sports incur significantly less self managing relations emotional intelligence. This may be due to the differences of nature of game.

Table 2

Mean Scores, standard deviation and t-ratio of integrity of Individual sports and Team Sports

Dimension	Players	Number	Mean	S.Ds	T-ratio
	Individual	100	23.98	3.67	
Integrity	sports				1.43NS
	Team Sports	100	23.98	3.45	

NS= Not Significant

Table 2 shows that the mean scores, standard deviation and t-ratio of the integrity emotional intelligence scale of Individual sports and Team Sports they have obtained the mean value of 23.98 and 23.98 respectively which are given in table 2 reveals that the no significant difference was found out in (t=1.90) of Individual sports and Team Sports

DISCUSSION

The findings of the study reveals that the significant difference was found out in (t=4.08, P < 0.05) Individual sports and Team Sports . Team Sports was found to have got more managing relations emotional intelligence as compared to Individual sports which means the Individual sports incur significantly less self managing relations emotional intelligence. This may be due to the differences of nature of game. Managing Relatinship is an ability to be aware of the emotions of those people your interact with and along with your own emotions build a strong working relationship. Relationship Management is all about your interpersonal communication skills. Genuine relationships between athletes and coaches generate more trust, better communication and a winning attitude. An open line of communication helps everyone be more honest with one another, which leads to stronger training, athletic progress and personal growth (Gels,2017) Relationships are the foundation of coaching and even though a relationship is a two-way street, it's the coach's responsibility to pursue a real relationship with their athletes. Coaches hold a place of respect and authority, but still feel reachable enough for athletes to open up and view their coach as a role model or mentor (Gels, 2017). strong relationships and a holistic approach to coaching, young athletes will develop as people and play better as a team. Sports can also help build relationships with family, whether it's encouraging your siblings to join a rec league with you, playing tennis with your spouse, or simply throwing a baseball with your child. Working together as a team can put new perspectives and value on familial relationships, plus it's a good way to air out any potential grievances (https://blastmotion.com/blog/sports-on-relationships/#gref). There's a sense of belonging that comes with playing sports as part of a team, as well as a significant boost in self-esteem. It's where many important social skills are learned, including acceptance of others, support of our peers, and the value of competition(https://blastmotion.com > blog > sports-on-relationships).

However, integrity the quality of moral consistency, honesty, and truthfulness with oneself and others. Honesty with patients, full disclosure when reporting information for a study and providing complete representation of all facts during research work are critical to a psychologist maintaining professional integrity. A psychologist should never lie,



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cheat, steal or commit fraud. A sport has integrity to the extent that the constraints that the competitors face in the means they can use to achieve a given end are coherent.

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YOGA AND ASTHMATIC PATIENTS OF COVID-19

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Abstract: Asthma is an inflammatory disease of the airways to the lungs. It makes breathing difficult and can make some physical activities challenging or even impossible. The coronavirus pandemic is an ongoing pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).Coronavirus disease (COVID-19) is a more serious and fatal disease caused by a coronavirus discovered in the year 2019 in Wuhan. There is no specific treatment available in the world but the risk of coronavirus disease may be reduce through enhancing the immunity system of the body. COVID-19 is a newly identified fatal disease and there is limited information regarding risk factors for are available in the globe. Asthma, is the common risk factors of Covid-19

Keywords: Diabetes , obesity, yoga, heart condition, chronic lung disease

INTRODUCTION

The practice of yoga reduces the risk of life-threatening non-communicable diseases such as hypertension, stroke, heart attack and diabetes but yoga also helps to reduce the risk of communicable disease such as like, Ebola, swine flu and coronavirus disease-2019 through improve the immunity system The coronavirus is anongoing pandemic disease,2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The firstwork of a virus that enters our bodies is to invade target cells so that it can comfortably remove its coat and deploy its RNA(Stamataki,2020).The virus is primarily spread between people during close contact through coughing, sneezing, or talking (Reich, 2020;Loh et. al. 2020). Coronavirus disease (COVID-19) is an infectious disease caused by a newly detected coronavirus (WHO 2020). This Disease traced in Wuhan city of China, in December 2019 and declared coronavirus as a pandemic on 11 March of 2020(Who 2020). At this time, there are no specific treatments for COVID-19 but regular practice of Yoga is able to eliminate infection in a couple of weeks(Stamataki,2020).

ASTHMA AND YOGA

COVID-19 is a newly discovered communicable disease and there is limited information regarding risk factors for are available in the globe. Asthma is one of the most common types of chronic disease **.Asthma** is a common long-term inflammatory **disease** of the airways of the lungs, in which airways narrow and swell and produce extra mucus attributed to difficult of breathing trigger coughing, wheezing and shortness of breath (Mayoclinic) . Asthma may contribute people at greater risk for severe illness from Coronavirus -19 (COVID-19). Coronavirus -2019 can adversely affect respiratory tract cause an asthma attack, and possibly lead to pneumonia and illness.COVID-19 pandemic is dreadful forcommon people, but those who have **Asthma** will have a worse outcome. Currently there is no evidence available in our society of increased infection rates asthma. But Centers for Disease Control and Prevention states that patients with asthma could be at greater risk for more severe disease. One researchalso reported that asthma may increase the risk of hospitalization from COVID-19 in 18-49 year old adults (Garg 2020). The Covid-19 is a new virus, there is limited evidence available regarding heart condition and Covid-19 . However, based on experience with this and other viral illnesses, patients with Asthama is the increased risk of becoming sick if infected with COVID-19 (**Madsbad S (2020**.Serious Asthmatic patient may be the serious illness from COVID-19(CDS,2020)..COVID-19, like other viral illnesses such as the flu, can damage the respiratory system and make it harder for heart to work.

This is an evidence for the effect of yoga in helping the co-ordination of breath and movement associated with good posturing for best relaxation of breath muscles. It also helps in controlling the panic attacks which aggravate individual's further deterioration and shortness of breath by letting a way to control physical body, the mind (Psycho somatic) and the autonomic nature of breath control (Mekonnen& Mossie,2010). The several studies have reported that that yoga has significant importance in improving symptoms of asthmatics (Mekonnen& Mossie,2010; Datey et.al 1969; Swami&Varandani 1975;Bhole 1967;Honsberger & Wilson 1973;Jains et.al. 1991;Talukdar 1993 Nagarathna,2002. Negendra& Nagarathna1986). Breathing exercises and stretching postures are used to increase respiratory stamina, relaxation of the chest muscles, expansion oflungs, raising energy levels and calming the body (Jonas 1998) .Behera (1998) studied the effect of yoga on COPD patients and showed that lung function parameters

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(forced vital capacity (FVC), forced expiratory volume in first second (FEV₁)and peak expiratory flow rate(PEFR) improved after the practice of yoga.Yoga improves the blood circulation; which increases the strength of respiratory muscles. The further advantage of yogic breathing lies in the fact that it is more of a vertical breathing. By this vertical breathing, all the alveoli of both the lungs open up evenly. Due to the even expansion of all the alveoli, a vast expanse of alveolar membrane is available for exchange of gases. The purpose of yoga breathing exercises is to supply the body with oxygen and cleanse it of carbon dioxide and other toxins. Generally, a small portion of lung capacity is been utilized. (Soni et.al.2012).

DISCUSSION

Asthma is a chronic (long-term) condition that affects the airways in the lungs. The airways are tubes that carry air in and out of your lungs. If you have asthma, the airways can become inflamed and narrowed at times . People with **asthma** (PWA) generally are considered at higher **risk** from respiratory infections, as is seen annually with influenza. At the outset of the **COVID**-19 pandemic, PWA were widely assumed to be at increased **risk** from **COVID**-19 Many people with **asthma** report feeling better by doing **yoga**. It's said that **yoga** may help by improving posture and opening the chest muscles, which encourages better breathing. It could also teach you to control breathing and reduce stress, a common trigger of **asthma** symptoms. Pranayama leads to healing of the mind and body which improves your well-being. Pranayama can also reduce the chances of getting an **asthma** attack and help you do physical activities with ease

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## PSYCHOLOGICAL EFFECTS OF COVID -19 TO THE STUDENTS OF HIGHER EDUCATION

## Dr. Yeshwant Patil

Principal APWS College, Kampti, Nagpur

**Abstract:** The outbreak of COVID- 19 has created a social and psychological problem including mental health that has had a deep impact on students of Higher education. The all universities (993 universities In India ,and colleges ( 39931 Colleges) with other higher education Institutions decided to temporary suspended the classes , conferences, seminars. Examination and sports activities due to badly hit of COVID-19. The closure of university and colleges with institution of higher education may create the situation of frustration, stressors, worry and fear towards the students. The Covid-19 outbreak brought not only the risk of death from the viral infection but also unbearable psychological pressure to students in higher education suspended or postponed due to spreading of coronavirus -2019, this attributed to anxiety, fear and other psychological impact of the students.

Key words: Students, Higher education, Stress, Anxiety, Mental Health, Covid-19

### INTRODUCTION

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, early childhood education and care (ECEC) services, universities and colleges. The outbreak of coronavirus disease-2019 (COVID- 19) has created educational problems especially in Higher education sector. The covid-19 is deeply affected on students of higher education and day to day life. The outbreak of Covid-19 has affected educational systems globally, leading to the near-total closures of universities and colleges A large numbers of literature are available in our society on the closure of academic institution to control and prevent the spread of Covid -19 to the human society by breaking the chains of Transmission (Kawano & Kakehashi 2012 Lucaet.al 2018, Wheeler, Erhart & Jehn 2010, Sahu , 2020). The covid-19 globally hit the people, speedy enhancing the infected people has created a fear and anxiety worldwide. The rapidly spreading of newly detected Covid-19 caused a severe level of academic stress among the varsity students. The academic stress may lead to adversely impact on learning, cognitive ability and mental health of students (Al-Rabiaahab et.al.2020, Zhai & Du 2020, Sahu P (2020)). The outbreak of COVID-19 may have a deeply effect on the careers of current of students. As of 12 January 2021, approximately 825 million learners are currently affected due to school closures in responsee to the pandemic. According to UNICEF monitoring, 23 countries are currently implementing nationwide closures and 40 are implementing local closures, impacting about 47 percent of the world's student population. 112 countries' schools are currently open.

### **PSYCHOLOGICAL IMPACT OF COVID-19 ON STUDENTS**

A major adverse consequence of the COVID-19 pandemic is likely to be increased social isolation and loneliness (The Academy of Medical Sciences, 2020) which are strongly associated with fear, anxiety, worry, depression, stress, selfharm, frustration and suicide attempts across the lifespan. Several countries in the global including India has announced the closure of Malls, social function, public place, Cinema Halls, sports activities, gym activities industry, museums, Railway, public transport, swimming pools, schools, college, universities and other higher education institute to fight against terrible coronavirus -2019 or Covid-119 Over 90.00 % of enrolled learners are now out of education globally .(UNESCO 2020) This is surprising given that mass tragedies, particularly ones that involve infectious diseases, often trigger waves of heightened fear and anxiety that are known to cause massive disruptions to the behaviour and psychological well-being of many in the population (Balaratnasingam & Janca, 2006). Meiet.al.( 2020) found that public health emergencies can have many psychological effects on college students, which can be expressed as anxiety, fear, and worry, among others. The anther study conducted by the Cao, et.al.(2020) on evaluation of the psychological condition of college students during an Covid-19, they found that, 24.90% of college students reported anxiety due to fear from COVID-19 epidemic. Of these students, 0.9.00% Reported severe anxiety, and 21.3.00 % reported mild anxiety. The study also revealed that that male and female students reported similar stresses and negative emotions as a result of the Novel coronavirus. Cao, et.al.(2020) also indicated that, students' anxiety regarding the Covid-19 was associated with source of parental income, place of residence, living with parents and a

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relative or an acquaintance wasinfected with Coronavirus- 2019 epidemic . The study conducted by the Zhai and Du (2020), indicates that students fears due to infection and transmission of Coronavirus-2019 to their family members when they return to the native house. The study conducted by the Pan et.al.(2020), found that , students may be worried about their family members at increased the risk for infection from COVID-19. The Outbreak of covid-19 has been creating problems in the welfare of human beings globally, and type of situations generates worry, fear and other psychological consequences (Liu et.al.2020), such as anxiety, depression, substance abuse, to insomnia and behavioural changes etc. several universities across the global including India decided to suspend class room teaching and evacuate students in responding to the intensifying concerns surrounding COVID-19. This type of act may lead to adverse psychological problems among the students of higher education. Student's distress contributed by the uncertainty and abrupt disruption of the semester in addition to the anxiety caused by institutional closure. The COVID-19 pandemic has disrupted the day to day life of every one specially the, daily wages workers, labours and students.

The government and the university authority either postponed or cancelled all campus events such as seminars, Examinations, Classroom teaching workshops, conferences, symposia sports events and other academic and non-academic activities. [Gewin, 2020, Sahu , 2020]. The coronavirus-2019( Covid-19) may also increase the risk of mental health for our society. The uncertainty, isolation , quarantine the anxiety, , depression, the fear of becoming ill , disturbed normal day to day life , the difficulties to established an social relation , and in several cases the disruption to academic life could have a profound impact on mental health (**Young Minds**).

#### CONCLUSIONS

As the coronavirus pandemic rapidly sweeps across the world, it is inducing a considerable degree of fear, worry and concern in the population at large and among certain groups in particular, such as older adults, care providers and people with underlying health conditions. The outbreak of coronavirus disease-2019 (COVID- 19) has created a health crisis worldwide that has had a deeply affected on students' mental health and day to day life. The ongoing Novel coronavirus (COVID-19) is impacting the lives of students in several ways and is associated with social and psychological problems. The COVID-19 outbreak is a serious health crisis and associated with adverse mental health consequences and poor quality of life among students. The findings of research will create the information hub to share resources, best practices, and reflection of covid-19 and its impact on the mental health and well-being of all of us around the global.

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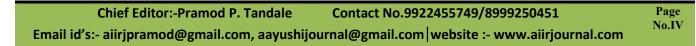
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## **Role of Goal-Setting: Sport's Performance Enhancer**

**Dr. Yeshwant Patil** PWS College , Kampti, Nagpur (MS)

## Abstract

Sport and exercise psychology, research on goal-setting has been influenced by two distinct theoretical traditions: cognitive psychology and organisational psychologyGoal setting is one way for groups or individuals to attempt to improve their success. Goal setting can be a way of improving motivation and helping athletes to enhance performance. Reaching an appropriately set goal can represent a small victory and show athletes that they are on their way to continued success. The effectiveness of goal setting is evident, why, then, would a coach or athlete go without their performance enhancing activity? Some coaches and athletes lack knowledge of goal setting, especially of how to set goals systematically. Another barrier to effective goal setting can be the failure to appropriately review progress toward goals and revise goals, if necessary, based upon that progress. Finally it can be concluded that Goal setting is a very psychological element of sport and games. Specially those athletes involved in high level of competition.

## Introduction

A goal is a target or objective which people strive to attain. For example, it might be winning a match, losing weight or being selected for a club team or national squad (Weinberg, 2002). So, goalsetting is the process by which people establish desirable objectives for their actions. Setting goals is a important aspect to your success as athletes in the sport performance. It's well recognized that you stay committed to evaluating and changing your goals when it will be needed. You should create and monitor goals for practice and competitions or games. The coach has a very important role in goal setting, both for teams and individuals. Thus coaches must first educate themselves about goal setting, obtaining the most current information. Coaches will be called on to help athletes set their short- and long-term goals. They need to ensure that all goals are both realistic and relevant to the athlete. Once goals are in place, coaches will need to take time to measure and evaluate progress toward goals, making sure athletes are on track to meet them. If the goal setting process is to work successfully, coaches must assume an important role in both education and implementation. Goal-setting is not only one of the most widely used performance-enhancement techniques in sport and exercise psychology but also one of the most extensively researched. Hall and Kerr (2001) asserted that "not only is the efficacy of goal setting assumed; it is also claimed that the technique is a fundamental psychological skill that all athletes must develop if they are to maximize athletic potential" alirjournal.co

## Types of goal setting

Three main types of goals have been identified in sport and exercise psychology research

## 1. Outcome" or Result goals

Objective targets such as winning a competition, defeating an opponent or achieving a desired finishing position (e.g., making the cut in a golf tournament). What is not often appreciated about such goals, however, is the extent to which their achievement depends on the ability and performance of one's opponents. For example, a tennis player could play the best game of his or her life but still lose a match because the opposing player has played better on the day.

## 2. Performance Goal.

This goal designates the attainment of a personal standard of competence with regard to technique (e.g., learning to hit a top-spin backhand in tennis), effort (e.g., "giving 100 per cent effort at all times in a match"), time (running a marathon in less than four hours) distance and/or height (in certain athletic events). Unlike its predecessor, the characteristic feature of performance goals is that they are largely under the control of the performer. For example, a golfer could set as her performance goal the task of putting to within 30 cm of the hole every time she is on the green. Nobody can stop the player from achieving this level of accuracy because putting is a self-paced skill

## 3. Process" goal

Behavioural strategy by which an athlete executes a particular skill. For example, in golf,a process goal in putting might be to keep one's head steady while taking a slow backswing. Performance and process goals are usually regarded as being more motivational for athletes than are result goals. Weinberg (2002) exhorted people "to set goals that are based on their own levels of performance rather than on the outcome of winning and losing. Likewise, Orlick (1986) proclaimed that "day-to-day goals for training and for competition should focus on the means by which you can draw out your own potential. Daily goals should be aimed at the improvement of personal control over your performance, yourself, and the obstacles you face" (p. 10). In a similar vein, Gould (1998) proposed that athletes should "set process and performance goals as opposed to outcome goals" and Hodge and McKenzie (1999) advised athletes to "set performance goals rather than outcome goals".

## Factors Affecting Goal setting

The goals must be more than just a wish or dream they must be realistic. Specific factors must be considered in setting goals.

## **Performance :**

Performance goals are the individual's long term goal, the individual's current level, and the number of seasons available to achieve the long term goal. These are used to set a reasonable seasons or short-term goal as the intermediary step to achieving a long term goal.

## Commitment of the individual:

A less obvious but crucial factor in planning goal is the Commitment of the individual. This relates to the amount of time and the degree of effort that the individual is welling to dedicate to achieving his goals.

## **Opportunity.**

It is also important to consider the effective opportunity that the individual has to achieve his goals. The types of opportunities that should be consider are (a)practice time and facilities available,(b)the limits of coaches,(c)competition available,(d)funds and climatic conditions.

## **Potential:**

The last factor the individual 'Potential is the most difficult to assess. coaches sometimes think that they know their athletes potential however the certainy of this subjective evaluation is at best suspect. One clue to an athlete's potential may come from a review of the individuals rate of improvement, allowing for opportunity and effort. This necessitates that progress, opportunity, and effort be regularly recorded and evaluated.

## **Conclusion-**

Goal-attribute research suggests that certain properties of goals should energise the behaviour of athletes. Sport psychology is replete with claims about the value of goal-setting as a performance enhancement strategy in sport. Goal setting can be a way of improving motivation and helping athletes to

enhance performance. Reaching an appropriately set goal can represent a small victory and show athletes that they are on their way to continued success

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## **Sports Tourism in India: A New Industry**

Dr.Yeshwant Patil PWS College, Kampti, Nagpur (MS)

## Abstract

Sport tourism is a relatively new concept in terms of contemporary vernacular, its scope of activity is far from a recent phenomenon. India has many tourist attractions that have healing abilities capable of providing rewarding experiences of life. India has the Himalayan ranges in the north, a long coastline surrounded by seas in the West to south. In addition, India is rich in varied landscapes, enchanting historical sites and royal cities, clean beaches, serene mountain retreats, rich cultures and festivities to enjoy.

## Introduction

The first connections between sport and tourism emerged in the early to mid- nineteenth century with English competitive sports as a central pillar of modern western sports (alongside German exercises and Swedish gymnastics), which docu-ment themselves in the contemporary alpinism and its relationship to the colonial mentality of conquest. Standeven and de Knop (1999, 14-28) also provide an overview of the historical developments and the relationship between sport and tourism. Standeven and de Knop (1999,) also provide an overview of the historical developments and the relationship between sport and the relationship between sport and tourism. The term 'Sports Tourism' basically means tourism that is based on the theme of sports. It refers to a specific travel outside the usual environment for either passive or active involvement in competitive sport. Sport is the primary reason for travel whereas the leisure element may reinforce the overall experience.

## Sports tourism in India

People from different parts of the globe have started looking towards India as a world class holiday destination with top of the line sporting infrastructure. Sports tourism in India is also being encouraged by the tourism providers in India. It means that vacations to India are sports-oriented. Travelers book tickets on flights to India not only to enjoy some of the world's finest attractions but also to experience a vacation that is sports-oriented. Sports tourism in India is an absolute must for all the thrill and adventure seekers. The Historical and geographical diversities of India open up great avenues for adventure sports and activities.India has many tourist places that have healing abilities capable of providing rewarding experiences of life. India has the Himalayan ranges in the north region , a long coastline surrounded by seas in the west-south region . In addition, India is rich in varied landscapes, enchanting historical sites and royal cities, clean beaches in west-south region specially in Goa , Maharashtra , Karnataka , Tamilnadu and Kerala , serene mountain retreats, rich cultures and festivities to enjoy and rejuvenate. In any part of the year, India can offer a wide selection of destinations and experiences. In summer, there are lovely retreats amidst the heady beauty in the Himalayas or the lushheights of the Western Ghats with cool trekking trails, tall peaks, or stretches of white water for the adventure seekers.

## **Classification of Sports Tourism**

The following classifications on sport tourism are as .

## Hard Sport Tourism

Hard sport tourism is a quantity of players or athletes participating at competitive level sport events. Olympic Games, Asian games, commonwealth games, international and national level games FIFA World Cup, F1 Grand Prix and regional events such as NASCAR Sprint Cup Series could be described as Hard Sports Tourism.

## Soft Sport Tourism

Soft Sport Tourism may be definition as a is relatively the tourists travel for participating on recreational sporting to entertain, or signing up for leisure interests. Beach volleyball, beach kabaddi, Hiking, Skiing and Canoeing can be described as the Soft Sports Tourism.

## Sport Events Tourism

Sport event tourism refers to the people or visitors who visit the city with the purpose of watching the sports related events or tournament. Olympics, commonwealth, Asian games are the good examples of *Sport Events Tourism*. Each Olympics, commonwealth, Asian games host city receives an immense amount of tourism.

## Nostalgia sport tourism

Nostalgia sport tourism involves traveling to famous sport-related spots . Visitors to Visits various sporting hall , beloderm, swimming pools, indoor halls, basketball courts, multipurpose halls . Furthermore, sports museums in different places .

## Active sport tourism

The competitive athletes who travel to participate in different sporting tournaments comprise the active sport tourism category. These tournaments can take on a wide variety of forms in a wide variety of sports. Chess, football cricket, hockey, Kabaddi, Basketball Golf, kayaking, tennis, fishing, snow-mobiling and surfing are just a few examples of the sports that people travel to participate in the above tournaments.

## Adventure Site of sports in India:

Maharashtra, Himachal Pradesh, ChandīgarhGoa, Andaman and Nicobar, Kerala,Uttaranchal, Rajasthan, Andhra Pradesh, Tamil Nadu, Jammu and Kashmir, Assam,Sikkim, Lakshadweep. These sports spot scope for sports lover and enthusiasts from the entire part of the world.

## Sports to attract for sports tourism

Beach Volleyball, Softball ball, Handball, Mountaineering, rockclimbing, scubadiving, water rafting, kayaking, canoeing, sailing, surfing, water scooting. Aero sports like: ballooning, paragliding, hand gliding. These sports offer scope for sports lover and enthusiasts from the entire world.

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### Conclusion

Sports tourism is endless in India because of its diverse topography and climatic conditionIndia has many tourist places that have healing abilities capable of providing rewarding experiences of life.

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## **Relevance Of Meditation in Modern Life**

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## Abstract

Meditation means to attain mental purification and balance. The aim of the Meditation is to eliminate toxin and impurities within the body that accumulate due to dietary habit. Meditation provides mental relation is very much necessary to produce the desired results. Meditation provides a lasting spiritual rest, which must be experienced and to be understood. Once you can meditate; the time you normally devote to sleep can gradually be reduced to as little as three hours per night, and you will still feel more rested and peaceful than before. By reducing heart rate and consumption of oxygen, meditation greatly reduces stress levels. It seems that each part of the body, even down to the individual cells, is taught to relax and rejuvenate. Meditation helps to prolong the body's period of growth and cell production, and reduces the decaying process

## Introduction

The word meditation is come from the Latin word meditari, meaning "to think", "contemplate. Meditation is a distinct practice in Indian philosophy and it is mentioned in many Indian traditional texts. Meditation is the act of focusing one's thoughts or engaging in self – reflection or contemplation. Some people believe that, through deep meditation, one can influence or control physical and psychological functioning and the course of illness8. Meditation is a state of consciousness that can be understood only on a direct, intuitive level. Ordinary experiences are limited by time, space, and the laws of causality, but the meditative state transcends all boundaries.meditation, one slowly gains knowledge of the self, and gets freed from bondages, not merely the external ones, but in one's inner consciousness.Meditation is a process that anyone can use to calm oneself, cope with stress, and, for those with spiritual inclinations, feel as one with God or the universe Meditation provides a lasting spiritual rest, which must be experienced and to be understood. Once you can meditate; the time you normally devote to sleep can gradually be reduced to as little as three hours per night, and you will still feel more rested and peaceful than before.

## Historical preview of meditation

Research interest on meditation back to the 1960s, the breakthrough in the scientific evidence on health benefits of meditation largely took place during the 1980s and 1990s. The first description of meditation occurs in Vedas which is one of the oldest scripture of Hindu culture. Meditation was a part of daily life and known to everyone during Vedic age. Recently, the archeologists have discovered the sculptures in meditative pose in the ancient civilization, Mohenjo-Daro and Harappa. Specific meditation techniques have been developed for the convenience in the later period. Meditation has been expounded in Vedas, Upaniñad, BhagavadGétä, Pataïjali Yoga Sütra, Haöha Yoga Pradépikä, and Tantra texts. Meditation was considered as upäsanäand practiced by everyone during the vedicage. The Upaniñads emphasis on self-analysis through intellect, and establishing the mind on Self. Lord Kriñëa in Bhagavad Gétäsays, 'meditate on the Supreme Self by directing all the senses towards inside using the intellect'. Perhaps, the most profound description of meditation is found in Pataïjali Yoga Sütra. Sage Pataïjali describes añöäigayoga (eight limbs of yoga) to realize the

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ultimate. The sixth and the seventh limb of añöäìga yoga are pertaining to meditation. Haöha Yoga gives the description of the practice of meditation and its benefits.

## **Benefits of meditation**

In meditation, thinking come to the surface and develop experience a new ideas of the universe, a vision of unity, happiness, harmony, and inner peace. Negative tendencies vanish, and the mind becomes steady. Meditation brings freedom from fear of death, which is seen a doorway to a new name and form. People who meditate regularly land to develop magnetic and dynamic personalities, cheerfulness, powerful speech, lustrous eyes, physical health, and boundless energy. Others draw strength from such people and feel elevated in their presence.

## **Meditation and diseases prevention**

The engaging in regular meditation practices is particularly apparent in the prevention of several chronic diseases, including: obesity, depression, cardiovascular disease, diabetes, cancer, Blood pressure, and osteoporosis. The several studies shows that young people can benefit from meditation practices as it contributes to developing healthy bones, sound cardiovascular efficiency and, lung function as well as improved motor skills and cognitive function. Yogic practices and health related physical fitness may help to prevent fractures of different body segments among adults and reduce the risk of osteoporosis. Physically active can enhance functional capacity among young people, and can help to maintain the quality of life and independence.

## Meditation and psychological well-being

Meditation is essential for the enhancing of wholesome personality of an individuals which would depend upon the opportunities provided for universal development of the, physiological, psychological, physical, social and spiritual aspects. Hence a well-organized and properly administered meditation and health related health-related physical fitness for adults is very essential. Meditationthroughout the ages has been acclaimed for health and recreation. It provided fun and enjoyment. It also provided youthful exuberance and the elderly care.

## Meditation and cardio vascular diseases

Many researchers strongly support the regular meditation helps one to keep a strong and healthy and to prevent cardio vascular diseases. Physically fit person, heart beats at a lower rate and pumps more blood per beat at rest. As a result of regular meditation and individual's capacity to use oxygen is increased systematically energy production depends on internal chemical or metabolic change.

## **Concentration and meditation**

Concentration is the process of focusing your mind on a singular object, either within or outside your body, and keeping this attention steady for a period of time. Meditation and concentration are the two royal roads to perfection. Only true concentration will lead to meditation. The objective of concentration meditation is to develop a single-minded attention directed at some object: an image, a breath, a candle flame, or a word or phrase. Continually returning one's attention to this object develops one's ability to remain calm, focused, and grounded. Meditation in its Simplest, Natural and Original form does not involve any concentration technique, any suppression, struggle, controlling, fighting or wrestling with the mind.

## Conclusions

Today meditation is considered as the most important factor for around development. Everybody accepts the importance of meditation as a base for health of body and mind. It is very important to exercise the mind and body together. meditation is the necessity of spiritual and moral remediation of the society. As well all know that India is a country of various caste and creeds. In order to achieve higher degree of unity in diversity, meditation play a major role in bringing all together under the feeling of oneness. Through games when the traits of co-operation, belongingness, love, affection, attachment develop strongly in students, then automatically we march towards national integration. The good values of all the religion which gives them a good moral character. They love and respect other's religions also as they respect their own. They treat all human being equally. Better world is a place and atmosphere of peace for all people.

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क्रीडा व अध्ययन या दोन्हींची सांगड घालण्याचे महत्त्व वैद्यकशास्त्रही मान्य करते. विद्यार्थ्यांमधील सुप्तगुणांसह त्यांच्या बुद्धिमत्तेला चालना देण्याचा प्रयत्न करणारे व्यक्तिमत्त्व . .

– डॉ. यशवंत विट्ठलराव पाटील

## आवडते शिक्षक ...

''मी डॉ. गौरीशंकर पाराशर . माजी प्र– कुलगुरू, राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ . पी.एच .डीचे संशोधन करत असताना कुठे चूक होते व नक्की काय करायचे आहे, याबाबतचे अचूक मार्गदर्शनयांनी दिले .

प्रशासकीय अधिकारी म्हणून त्यांचा आदरयुक्त धाक होता . त्यांना आम्ही घाबरत होतो .

## पुरस्कार-

उत्कृष्ट शिक्षक पुरस्कार-रा.तु.म.ना. विद्यापीठ २०१७.

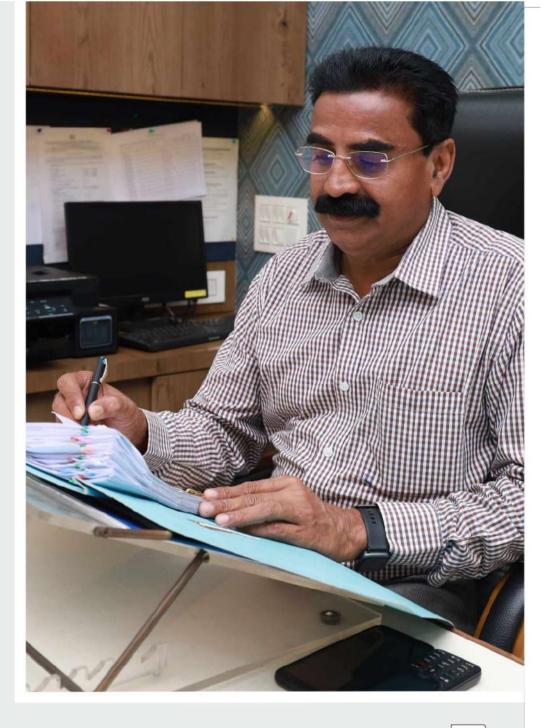
पीईएफआय पुरस्कार – फिजिकल एज्युकेशन फाऊंडेशन ऑफ इंडिया, नवी दिल्ली २१६ . शारीरिक शिक्षण क्षेत्रातील उत्कृष्ट कामगिरीकरिता.

महाराष्ट्र गुरू गौरव पुरस्कार–२०१६ . ग्लोबल ह्यूमन रिसर्च ॲन्ड वेल्फेअर सोसायटी, ठाणे, मुंबईतर्फे .

## आवडता विद्यार्थी . . .

''मी डॉ. संघपाल नारनवरे

शैक्षणिकशिबिरात एक विद्यार्थी झिलपी येथील तलावात अंघोळ करायला गेला असताना खोल पाण्यात बुडाला. त्यावेळी डॉ. संघपाल नारनवरे याने जिवाची पर्वा न करता मोठ्या धाडसाने त्या विद्यार्थ्याचे प्राण वाचवले. हा माझ्यासाठी फार मोठा अविस्मरणीय क्षण होता. त्यावेळी मी पदव्युत्तर शारीरिक शिक्षण विभागाचा प्रमुख होतो.







## बहुआयामीः डॉ. यशवंत विट्ठलराव पाटील "प्रावार, डॉ. मधुकरराव वसनिक पी.इल्यू.एस. कला व वाणिज्य महाविद्यालय, नागपूर

एकाग्रपण, झपाटलेपण, ध्यास घेणे या गुणविशेषांचा समुच्चय एखाद्या शिक्षकाच्या ठायी असेल तर, त्याच्या सभोवतीचे विद्यार्थी, तो कार्य करत असलेली संस्था वा विद्यापीठ आणि एकूणच वातावरण एक उत्साह, उमेद व आनंदाने भारलेले असते. त्या शिक्षकाच्या केवळ असण्यानेच विद्यार्थ्यांना आश्वस्त वाटते, हा अनुभव आपणही कधीतरी घेतलेलाच असतो.

आयुष्यातील अडचणी व संकटांवर मात करून पुढे जात राहण्याची प्रेरणा देत, स्वतःसोबतच इतरांच्याही विकासाच्या वाटा प्रशस्त करत जाणाऱ्या व्यक्तीची मग पुढे स्वतःसोबतच स्पर्धा होत असते. हे सर्व वर्णन ज्यांना तंतोतंत लागू पडते ते आहेत, डॉ. यशवंत विठ्ठलराव पाटील, प्राचार्य, डॉ. मधुकरराव वासनिक पी.डब्ल्यू.एस. कला व वाणिज्य महाविद्यालय, नागपूर.

शाळेत व महाविद्यालयीन जीवनात ॲथलेटिक्सची आवड असल्याने त्यांनी त्यात स्वतःला झोकून दिले. ते राष्ट्रीय दर्जाचे खेळाडू बनले. तिथूनच त्यांच्यात शिक्षकाचे, अध्यापनाचे बीज अंकुरायला सुरुवात झाली. पुढे एनसीसीचे सिनियर अंडर ऑफिसर पद सांभाळल्याने त्यांच्यातील सुप्त शिक्षकी तत्त्वाला शिस्तीचीही जोड मिळत गेली. पुढे आपण क्रीडा शिक्षक व्हायचे हा ध्यास त्यांनी तेव्हा घेतला होता.

#### शिक्षण

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पिपल्स वेल्फेअर सोसायटी, नागपूरच्या डॉ. मधुकरराव वासनिक पी.डब्ल्यू.एस. कला व वाणिज्य महाविद्यालय येथे ते प्राचार्यपदी आहेत. या क्षेत्राचा ३३ वर्षांचा अनभवत्यांच्या गाठीशी आहे.

#### सामाजिक क्षेत्र

क्रीडा, कृषी, शिक्षण संघटन, शिक्षकांच्या प्रश्नांना वाचा फोडणे यासह त्यांनी अनेक संस्था व संघटनांचे उच्च पद भूषविले आहे. तेथे भरीव कार्य केले आहे. यात त्यांनी, नागपूर युनिर्व्हसिटी टीचर्स असोसिएशन, नागपूर विभागाचे अध्यक्षपद, यंग टीचस असोसिएशनचे सदस्यपद, फिजिकल एज्युकेशन फाऊंडेशन ऑफ इंडियाचे विदर्भ विभागाचे अध्यक्षपद, शिक्षण मंचचे सदस्यपद, विदर्भ चेस असोसिएशनचे उपाध्यपद, नागपूर युनिव्हर्सिटी फिजिकल एज्युकेशन टीचर असो.चे उपाध्यक्षपद सांभाळले आहे.

ग्रामीण क्षेत्रात नैसर्गिक शेती, फळबाग लागवड, झीरो बजेट शेतीबाबत मार्गदर्शन केले. स्वतः शेतीत प्रयोगही केले आहेत. प्राथमिक शाळेतील विद्यार्थ्यांना मोफत गणवेश वाटप, खेळाडूंना मोफत गणवेश वाटप, क्रीडा साहित्य वाटपातही त्यांचा मोठा सहभाग राहिला आहे व सुरू आहे.

त्यांची इच्छा त्यांच्या महाविद्यालयात, राज्यात व देशात खेळाची आवऊ असलेला विद्यार्थी वर्ग निर्माण करणे ही आहे. तसेच आपले विद्यार्थी हे चांगले शिक्षक व्हावेत, चांगले प्रशासकीय अधिकारी व्हावेत असेही त्यांना मनापासून वाटते.

## कडूगोड अनुभव

१९८८ मध्ये शिक्षण पूर्ण झाल्यानंतर खेळात प्राविण्य होते, तरी नोकरीसाठी आलेले अनुभव विदारक होते असं ते सांगतात.



आपल्यापेक्षा कमी शिकलेले, खेळात प्राविण्य नसलेल्या उमेदवारांना नोकरीत प्राधान्य दिले जात असल्याचे पहावे लागले. मात्र हार मानायची नाही. प्रयत्न करत राहिलो. त्याला यश आले हेही ते साभिमान नमूद करतात.

नागपूर विद्यापीठाच्या पदव्युत्तर शारिरिक शिक्षण विभागात विभाग प्रमख व आता प्राचार्य म्हणून काम करताना शिक्षक व प्रशासक या दोन्ही भूमिका पार पाडताना आनंद वाटतो, या पदांचा मान राखून त्याला साजेसे काम करण्याचाच प्रयत्न राहील असा त्यांचे विनम्र प्रतिपादन आहे.

शिक्षण क्षेत्रात आल्यामुळे मला खूप कही शिकायला मिळाले असं ते सांगतात. त्यात आपल्याला विविध विद्यापीठात कार्य करण्याची संधी मिळाल्याचे नमूद करतात. यामध्ये रिसर्च रेक्नायझेशन कमिटी, बोर्ड ऑफ स्टडिज, स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड, शिवाजी विद्यापीठ, कोल्हापूर, संत गाडगेबाबा विद्यापीठ, अमरावती, गोंडवाना विद्यापीठ, गडचिरोली आदी प्राधिकरणांचा समावेश आहे. त्याचा वेगळा अनुभव व समाधान त्यांना आहे.

शिक्षण क्षेत्रात आल्याने या सर्व संधी मिळाल्या. नव्या गोष्टी शिकायला मिळाल्या. अनुभव मिळाले, नवे लोक जूळत गेले. ही जमेची बाजू वाटते.

माझ्या हातून चागंले काम व्हावे, त्यातून माझे विद्यार्थी, प्राध्यापक, शिक्षकेतर कर्मचारी यांना कोणताही त्रास होणार नाही, त्यांना मदत होईल असे कर्म हातून घडावे हीच इच्छा आहे. माझे महाविद्यालय हे नागपुरातील नामवंत महाविद्यालयत म्हणून नामांकित व्हावे असा प्रयत्न राहील, असे ते सांगतात.

विद्यार्थी हा आपल्या सर्व कामांचा केंद्रबिंदू असून, गोरगरीब, मागसवर्गीय विद्यार्थ्यांना चांगले शिक्षण मिळावे व त्यातून तो चांगला नागरिक व्हावा अशी वाटचालत्यांना करावयाची आहे.

विद्यापीठाच्या उच्चस्थ प्राधिकरणावर तेथील पदावर काम करण्याची संधी मिळावी हे त्यांचे एक स्वप्न आहे.

(भ्रमणध्वनी क्र.७)

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