

## **HISTORIOGRAPHY IN THE NOVELS OF AMITAV GHOSH**

**DR. L.V. PADMARANI RAO:** P. G. Department Of English, Yeshwant Ahavidyalaya, Nanded - 431602

The profound interdependence between religion, philosophy, and literature in India defies assessment in terms of the aesthetic categories evolved in the modern west. The multiplicity of cultures, sects and languages in India poses an incredibly difficult challenge to literary comparison. The cultural history of literatures in Indian language is far more complex than one imagines. The appropriateness of a common approach is further called to question by the fact that there is a vast variation in sociology, culture and political history from language to language

Literary history is basically an apparatus of canon formation, which is a process of drawing and re-drawing the boundaries of fields of literary production in terms of what is socially acceptable or unacceptable. Literary history reflects the values of the society in which the historian lives, or for which he writes. A history of literature without these values and judgments implicit in them is as impossible as a state without power structures. Justification of the authority wielding power is in fact the main purpose of canons. Canon formation is the process of translating the rules of social domination to the field of aesthetic creation. All through the nineteenth century history, historiography and literary history developed rapidly in the world of European scholarship. Colonialism and nationalism provided the appropriate background for this development. Primarily, canon and nation were the two goals of European literary historiography.

Historical narratives not only order events to be represented, but also select them; and quite often historians invent these events. The process of exclusion and inclusion of events in historical narratives is tacitly guided by the community for which, and within which, the narrative is being constructed. It is these principles, which remain almost entirely unarticulated, that constitute a community's sense of self. This sense of self, in relation to the associated sense of the other, becomes the community's sense of tradition when projected on to a vaster temporal scale. Literary history, like other forms of historical narrative, can but represent through symbolic selection of texts. A community of readers forms this unconscious sense of tradition collectively and unconsciously. Yet, the sense of self itself is considerably influenced by works of literature in its oral and written forms. The historiographical community is not a community tightly sealed off from literary practice and participation. If literary history is molded by a community's sense of the self other relationship, this sense of the self other relationship originates, to some extent, in literature and language. Literature and the historical consciousness of literature in fact form a continuity which literary history intercepts temporarily, and thus, creates a fiction.

Historiography is the craft of writing history. If the traditional historical writings are disorganized mass of half truths, the modern historiography is quite incomprehensible and complex, the former without any powerful framework of coherence principle, the latter pretends to be based on Olympian principle of coherence; the former manifests past, the latter analyses it; the former being the narrative that pleases readers, the latter impresses them with its intellectual insights. Unlike the scientists, the historians have not been able to evolve an affective and even generally acceptable principle of organizing and presenting historical data. The new historian, unlike the traditional historians do not connect chain of events in a long chronological sequence but concentrate on the narration of a single event from old narrative form to linear casualty, then to structural casualty and finally to historiographical explanation.

The British critic Graham Holderness describes cultural materialism as 'a politicized Form

of historiography'. One can explain this as meaning the study of historical material, which includes literary texts within a politicized framework. This framework includes the present, which those literary texts have in some way helped to shape. Jonathan Dollimore and Alan Sinfield coined the term as the subtitle of their edited collection of essays of political Shakespeare. According to them it is a critical method, which has historical context, theoretical method, political commitment and textual analysis.

Historical context emphasizes that 'undermines the transcendent significance traditionally accorded to the literary text' and the emphasis on theoretical method signifies the break with liberal humanism and the absorbing of the lessons of the structuralism, post-structuralism and other approaches which have become prominent since the 1970s. The emphasis on political commitment signifies the influence of Marxist and feminist perspectives and the break from the conservative Christian framework, which hitherto dominated Shakespearean criticism. Finally, textual analysis, locates the critique of traditional approaches where it cannot be ignored. So, there is commitment not just to making theory of an abstract kind, but also to practicing it on (mainly) canonical texts which continue to be the focus of massive amounts of academic and professional attention, and which are prominent national and cultural icons. In the word 'cultural materialism'; 'culture' will include all forms of culture and 'materialism' signifies the opposite of 'idealism'.

The new historicist situates the literary text in the political situation of its own day, while the cultural materialist situates it within that of ours. A fiction of history is at once realistic and interpretative. It is, in addition, evaluation of the segment of historical reality as projected by the novelist whose techniques of writing fiction enable him or her to discover his or her vision or world-view. As a product of history, the novel shares with it a formal concern for the fidelity to facts without compromising on its own autonomy. What seem to matter in this context are not a mere factual accuracy of details but the inclusiveness and moral significance that a given novel achieves in no uncertain terms. T.S. Eliot aptly puts it in his essay, *Tradition and Individual Talent* (1919), "the historical sense involves a perception not only of the pastness of the past but of its presence". It follows that a historical novelist writes his or her fiction not in an antiquarian spirit but with a view to interpreting the interfaces of past and present as well as the ways in which our collective past impinges on our present. Henry James justifies the existence of the form of the novel in terms of its representational quality and establishes parallels between the picture and reality and novel and history. He declares that the subject matter of fiction is stored up likewise in documents and records, and if it will not give itself away, it must speak with assurance, with the tone of the historian. Hence, 'to represent and illustrate the past, the actions of men' is the Jamesian description of the common task of the historian and the novelist.

'Indian literature is a historian's despair' says G.N. Devy (1997: 1). Born in Calcutta, grew up in Bangladesh, Srilanka, Iran and India, studied at Delhi and Oxford stayed in Egypt and Cambodia to do the field work, settled in India, Amitav Ghosh in his writings seems to believe that an effective fiction emanates from a particular historical moment which intersects the narrator and the nation at the crucial point of their evolution and growth. As Devy says, 'Alienation between speech and life seems to have disappeared now' and so storytellers like Rushdie, Amitav Ghosh almost are poets enjoying their 'poetic rhetoric'. Ghosh uses English language skillfully and artistically to present the narrator and what is peculiar of Ghosh's novels is that he varies his choice of narrator in each of his novels. Being an anthropologist himself, Ghosh takes the readers through many parts of the work. He wanders through the ancient land of Egypt as well as the war-ravaged London during the Second World War, through Dhaka before and after partition. Coming and going, arriving and departing find a frequent place in his fiction. This is not merely a geographical or physical movement but also a movement from

ignorance to knowledge, awareness and understanding. The novelist has a roving eye and perceives in depth the events of the world.

There are no barriers of time and space in his fiction. Ghosh uses 'time' to maximum effect because yesterdays, todays and tomorrows fuse into one. To him past, present, and future coalesce into one. He does not arrange events in a historical or chronological order. Instead, the reader is able to move with the characters 'to envision the way in which his past colors his present, in which the past is ever present within his consciousness'. His novels are never limited by clock-time, as they do not deal merely with externals.

Amitav Ghosh's first novel *The Circle of Reason* (1986) places him as a master craftsman in the art of fiction. It is about an eight year old orphan who lives in Lalpukur in West Bengal but from where he is on the run. Using the motif of the journey, Ghosh has drama, suspense and mystery. In fact it is a unique combination of myth and history. Myth mediates the immediate temporality and it offers itself to subversion to highlight the contemporary socio-cultural history. The text embodies the concept of new-historicism, which defines the literary work as produced representations of real into an imaginary object. According to this concept, the text is "over determining" in nature and it is a product of certain signifying practices, whose source and referent is history itself.

Amitav Ghosh constructs the text on the lives of 'epic restlessness', which is characteristic of growing internationalism and sweeping winds of globalization. As Dutta Pradeep puts it - What is striking is how the writer accomplishes this through the medium of Empire's language, which simultaneously decentering Empire's continued cultural hegemony. A.S. Rao (2000: 58) puts it as

History as chronology and memory suggests a specific placing and recurrences of events. The second aspect becomes evident by the human experience. The action in the novel can be viewed in terms of concentric circles, with certain faces moving centripetally and other centrifugally. The locales are small, over crowded places and add a socio-cultural dimension dealing with socio-economic problems of refugee population. Alu and Jyotidas go through all three full circles. Their stay in and around Lalpukur, their stint at al-Ghazira and their affinity with Mrs. Verma mark the completion of these three circles.

The text also deals with the post-colonial politicality of the situation, in as much as it seeks to expose the betrayal of the twin objects of socialism and democracy by people like Maithili Charan Mishra and his son. The text reflects the theory of political unconsciousness; following the new-historicists point that there is nothing that is not political in the last instance. The multiple dimensions of the text are easily accessible to the 'over determining' concept of the text on new historicist's lines. The novelist successfully evolves a new political paradigm free from the polluted influences of prevailing political culture in India.

As in other forms of narration, in literary history too the narrator does not have unconditional and uncontroverted space to construct the narrative. The historian has to be involved in the narrative not as a disinterested analyst but as a politically preconstituted subject. The narration is conditional, therefore, by the conscious or the unconscious ideology of race, class and gender while in which the historian's intellectual sympathies are engaged. It can be said that every historical narrative was written in the ideological space within the consciousness of the historian much before it was written in language.

Amitav Ghosh's *The Shadow Lines* (1988) is an effective fiction, which emanates from a particular historical moment, which intersects the narrator and the nation at a crucial point of their evolution and growth. It has a unique narrative technique, sensitive handling of language and perceptive concepts of political issues. It is basically a memory novel, which skillfully weaves together, personal lives and public events in three countries, India, England and Bangladesh.

Amitav Ghosh with his subtle humour and awareness of contemporary politics ensures that private turmoil and crises are mirrored in public turmoil and crises. Conventional chronological narrative is not used. The novel thus offers a radical critique of political boundaries, vapourizing their rigidities into shadow lines. It questions the idea of nationhood that is consolidated through wars. The force of nationalism in the question for freedom or an ideology is often a source of violence. The significance of the novel is that it recognizes and acknowledges the violence in our lives. On the whole, 'the novel is memorable for the defamiliarizing perspective which cultivates an interrogation of the organizing principles of division' as Meenakshi Mukherjee says. Imagination and politics are the binding force of Amitav Ghosh's second work of fiction.

Ghosh's *In An Antique Land* (1993) also repudiates canonical forms of history. The story of the Egyptian merchant Ben Yiju and his slave Bomma is intertwined with the narrator Amitav's own stay in the two villages of Egypt while doing research on the merchant. Ghosh is himself given permission by Oxford to use the Geniza library, '... the study of Egyptian antiquities passed from being an esoteric and quasi-mystical pursuit into a freshly charted field of scholarly enterprise, and in the service of the new science several travelers undertook journeys of discovery into Egypt.' This is clearly a comment on the fact that the Oriental School activated historical research after the discovery of the colonial 'other', though the Geniza Library contains every written document of the past. The novel has Antiquarism, immessence, helps contemporarily, tale grows into story, ordinariness assumes historicity and anthropology becomes the half sister of history. Amitav Ghosh's, *In an Antique Land* has created a novel that is beautiful and powerful but also works to record and reclaim history, history that can lead to a more fruitful reckoning with the present and the future.

Amitav Ghosh's *The Calcutta Chromosome* (1996), with its multiple diegetic levels- 1895 and the Ross research, 1995 and Murugan's quest, and the "future" with Antar in New York, is a post modern narrative with peaks at various singularities.

Amitav Ghosh's *The Glass Palace* (2000) is divided into seven parts with the events beginning and ending in Burma. The Glass Palace of the Royal family with King Thebaw, Queen Supayalat of Burma, the British invasion and by 14th November, 1885, the complete occupation of the British on Burma, to the Royal family to be transported from Mandalay to Madras and then to Ratnagiri forms the first part of the novel. Dolly is an assistant to the princess of the Royal family and during their movement out of Mandalay, from a cross sea, Rajkumar, 'the Kalaa, an Indian' is fascinated by her. The later part of the novel deals with Rajkumar Dolly relationship. Historiographically, the novel also aims at depicting Burma, India, and the Japanese invasion.

*The Hungry Tide* (2005) is the sixth novel by Amitav Ghosh. It won the 2004 Hutch Crossword Book Award for Fiction. *The Hungry Tide* tells a very contemporary story of adventure and unlikely love, identity and history, set in one of the most fascinating regions on the earth. Off the easternmost coast of India, in the Bay of Bengal, lies the immense labyrinth of tiny islands known as the Sundarbans. For settlers here, life is extremely precarious. Attacks by deadly tigers are common. Unrest and eviction are constant threats. The Morichjhanpi massacre incident of 1978-79, when the newly elected CPI(M) government of West Bengal forcibly evicted thousands of Bengali refugees who had settled on the island, forms a background for some parts of the novel. The novel explores topics like humanism and environmentalism, especially when they come into a conflict of interest with each other.

*Sea of Poppies* (2008) is a novel by Amitav Ghosh which was shortlisted for the Man Booker Prize in 2008. It is the first volume of what will be the *Ibis* trilogy. The main characters of the story are Deeti, an ordinary village woman, a mulatto American sailor named Zachary Reid, an Indian rajah / zamindar called Neel Rattan Halder, and Benjamin Burnham, an evangelist opium trader. The story is set prior to the Opium Wars, on the banks of the holy river Ganges

and in Calcutta. The author compares the Ganges to the Nile, the lifeline of the Egyptian civilization, attributing the provenance and growth of these civilizations to these selfless, ever-flowing bodies. He portrays the characters as poppy seeds emanating in large numbers from the field to form a sea, where every single seed is uncertain about its future.

Ghosh's *The Circle of Reason* (1986), *Shadow Lines* (1988), *In an Antique Land* (1992), *The Calcutta Chromosome* (1996), *The Glass Palace* (2000), *The Hungry Tide* (2005) and *Sea of Poppies* (2008) show him attempting different strategies. In fact no two novels by him are alike in tone and spirit. Amitav Ghosh is a characteristic post modern writer who attempts to subvert meta-discourses on 'freedom' 'nationality' 'history' etc. in his fiction. After the arrival of post-structuralism and later post-colonialism on the academic scene, history in its institutionalized, canonical form has been repudiated and its objective truth claims have been questioned. Post colonial writers often use allegory to proceed beyond a "deterministic view of history by revising, re-appropriating or reinterpreting it as a concept, and in doing to articulating new codes of recognition within which those acts of resistance, those unrealized intentions and those reordering of consciousness that 'history' has rendered silent or invisible can be recognized as shaping forces in a cultural tradition.

The novels *The Shadow Lines* and *In An Antique Land* by Ghosh are allegorical in that they rectify the status of history as an objective record of the past by asserting it as the relation of the individuals to his/her past. In both novels we have a clean demarcation between 'histories' the phenomenon i.e. actual happenings in the lives of people and 'historiography' i.e. the business of writing history in certain ways. Notions of nationality and freedom come to the canonical history, which is treated as an objective truth supposed to be recorded in a chronological order of events. This is what Ashish Nandy (1983:55) call "imperialist western history". Ghosh, like Nandy, prioritizes the mythical form of history whereby all versions of a given historical event are considered equally valid. He places the individual at the center of society and thus defies the forms of collective identity created by institutional history. Besides, the past is seen in continuous with the present. Every age and every person interprets it differently. Amitav Ghosh seems to be arguing that the continuum can be maintained only when it is expressed through fiction and not through historical documents.

History, therefore, conditions people into believing only in the reality of its own making. Every form of reality that is personal and not part of written history is written off as fictive or imaginative by Ghosh in his fiction. The novels also show how notions of nationhood are created. In *The Shadow Lines* though an individual like the narrator may not be able to free himself from the terrifying memory of Tridib's death in the riots, he is expected to believe that he is living in a 'free' country with 'free people'. The narrator's grandmother is a victim of a notion of nationalism that is functional rather than factual. While on one hand she aspires political freedom, on the other, she subscribes to a stereotypical form of hero-worship in the name of nationalism and patriotism, so much so that when the reality around her does not match with this idea, she starts living in an imaginary world which fits into the framework of the 'reality' created by the history books.

Thus "New Historicism" has lead to plurality of the subject that believes in the fact that history consists of many irreconcilable presentations and also tends to explain historical phenomenon by which a particular viewpoint including political to be predominantly established. Moreover, by neglecting the downtrodden and illiterate and depending on the conscious bias of the literates, the new historians tend to impose hegemonic view upon history. The so called traditional historians viewed people merely as homogenized undistinguishable masses instead of in terms of groups, recast people, classes, sections etc. and emphasized upon uniformity, stability and homogenous culture. In the context of Indian history, the national movement

strengthened this notion and is still helping in maintaining its continuity. The pluralism in the Indian society is of such a bold as well as sharp characteristic that the paradigm of homogeneity that it is gradually being replaced by the paradigms, of fragmentation and heterogeneity. The debate between homogeneity and heterogeneity, professional and popular political and socio-cultural, narrative and analytical fragmentary and synthetic historiography still goes on and perhaps would perennially continue. As regards critical reflectivity of the historians, pluralism of the subject and hegemony of the present cannot prohibit us from accepting the notion that history is an ever changing discipline, its change and renewal impart vitality to greater validity to it. Moreover, the open ended history, based on historical consciousness of divergence, historical experiences and cultural perspectives with dynamic changes and proliferating lines of opposition, reciprocity and mutual recognition with empirical reconstruction would lead the writing of history in which all human beings would be recognized as active participants and makers of their own history, rather cultures, through living in highly technologically developed, compact world than ever before, of separate people as separate and strident histories.

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## **PSYCHOLOGICAL IMPLICATIONS AMONG INTER – UNIVERSITY BASKETBALL TEAMS**

**DR. N. GOVINDARAJULU:** Professor, Department of Physical Education and Sports, Pondicherry University, Pondicherry – 605 014.

### **ABSTRACT**

The purpose of the study was to analyze the “Psychological Implications among Inter-University Basketball Teams”. 31 teams participated in the South Zone Inter-University Basketball Tournament. On a purposive random sampling 162 players were selected on each individual’s willingness. The age of the subjects was below 30 years. The sport competition anxiety [SCAT] test was used to group the subjects into a high competitive group and low competitive group. SCAT and CSAI-2 instrument was used to collect data. Statistical analysis of one-way analysis of variance revealed that the players with less cognitive anxiety and with less somatic anxiety performed well and players with high self-confidence also excelled in their performance.

**Key word:** SCAT, CSAI-2, Cognitive, Somatic and Self Confidence.

### **INTRODUCTION**

Sports psychologists seek to understand and influence sporting behavior through the application of psychological knowledge from areas like motivation, skills, learning, theory and personality. Psychology is usually defined as the scientific study of behavior and experience.

The competitive anxiety is associated with sport and in particular competition. High levels of competitive anxiety will produce feelings of worry nervousness and fear. The competitive situation is perceived as threatening because competition involves the evaluation of performance by others competitive state anxiety typically tracks a pattern of subjective feelings of tension and inadequacy, combined with finely tuned arousal of the autonomic nervous system [Hackfort and Schurenkmezger 1989] Competition is seen as a feature of sport, but it must be nurtured as to achieve a ‘whole some’ attitude. The competitive process model applies a cognitive paradigm to competition. Cognitive is to emphasis on the organisms a mediator between stimulus and response.

Anxiety is a psychological state resulting from our awareness of increases in arousal. It is usually considered a negative emotional state often experienced as fear (or) apprehension because the situation is perceived as threatening in someway.

According to Spiel Berger (1966) state anxiety refers to an existing (or) immediate emotional state characterized by apprehension and tension. Anxiety is a predisposition to perceive certain situations as threatening and to respond to these situations with varying levels of state anxiety. Cognitive anxiety as the conscious awareness of unpleasant feelings about oneself or by external stimuli, apprehension and problems in the opt infield disturbing visual in ages [Morris, Davis and Hutchings 1981], Cognitive anxiety is the mental component of anxiety and is caused by negative expectations about success (or) by negative self-evaluation. Somatic anxiety is the perceived physiological arousal and the effective elements of the anxiety experience that develop directly from autonomic arousal. It is reflected in specific physiological responses, such as rapid heart rate, shortness of breath palms swelling, butterflies in the stomach and tense muscle [Martens, Vealey and Burton 1990]. The third measurement of stat anxiety is self-confidence. Self-confidence is the realistic expectation of competitors to success.

i.e. it is their faith in themselves and their abilities.

The present study was to compare the psychological implications. i.e. cognitive, anxiety, somatic anxiety and self-confidence between high competitive group and low competitive group among South Zone Inter-University Basketball players.

#### **STATEMENT OF THE PROBLEM**

The purpose of the study was to analyze the psychological implications among Inter-University Basketball Teams.

#### **HYPOTHESIS**

It is hypothesized that there will be no significant difference in the psychological implications among University Basketball players.

#### **REVIEW OF RELATED LITERATURE**

Scalan<sup>1</sup> (1978) assessed 'perceptions and responses of high and low competitive trait – Anxious males to competition. He assessed competitive A-state in 27 high and 27 low competitive A-trait men performing a ring-peg task in three conditions; based [at rest] non competitive [performance evaluation de-emphasized], and competitive [competing against an opponent of equal ability]. A significant interaction was obtained between situations and competitive A-trait, as competitive A-state was higher in the competitive condition than in the basal and non competitive. A-trait subjects exhibited the greatest increase in competitive A-state in the competitive conditions.

Passer<sup>2</sup> (1983), in his study "Fear of failure, fear of evaluation, perceived competence and self-esteem in competitive Trait-Anxious children found that low competitive A-trait youth athletes had higher expectancies about how they would perform in an upcoming season and tournament, respectively, than did high competitive, A-trait youth athletes. However, expectancy was measured in the study in non competitive situations in conjunction with the administration of SCAT, and so expectancy measures are not representative of state characteristics.

Martens, Vealey and Burton<sup>3</sup> (1990) in their study "Competitive Anxiety in sport", determined if athletes competing in solo differ from those who compete as part of a team with regard to anxiety and self-confidence. For this purpose 49 men and 35 women athletes were selected on a voluntary base. The athletes were subjected to the competitive state Anxiety Inventory [CSAI-2], Results revealed that the individual sport athletes exhibited significantly higher levels of cognitive and somatic anxiety and lower levels of self-confidence than team sport athletes who scored less in cognitive anxiety, somatic anxiety and scored more in self-confidence.

#### **METHODOLOGY**

162 Inter-University basketball players were selected on a voluntary base from a population of 372 players. Thirty one teams participated in the South Zone Inter-University tournament. The players voluntarily participated as subjects in this study. The Sports Competition Anxiety Test [SCAT] and Competitive State Anxiety Inventory – 2 [CSAI – 2] was administered individually to the subject during the South Zone Inter-University Basketball Tournament.

The scores of the subjects on SCAT were assessed on the rating given by the subject and of the three options. The test consisted of 15 items representing each sub-scale. For each item three responses are possible (a). Hardly Ever (b). Sometimes (c). Often.

The 10 test items S. No: 2, 3, 5, 6, 8, 9, 11, 12, 14, and 15 were scored according to the following directions, whereas the items S. No: 1, 4, 7, 10 and 13 are not scored.

1 = Hardly ever; 2 = Sometimes; 3 = Often

Scoring for items 6 and 11 is reversed according to the following key.

1 = Often; 2 = Sometime; 3 = Hardly ever.



The higher the score the more sport competitive anxiety is assumed on the part of the subject. Thus, the range of possible SCAT scores extends from 10 to 30.

The scores of the subjects on CSAI – 2 were assessed on the rating given by the subject on the three opinions. Three sets of responses are summed separately the cognitive anxiety was scored by the response of S. No: 1, 4, 7, 10, 13, 16, 19, 22 and 25 the somatic anxiety was scored by the response of S. No: 2, 5, 8, 11, 14, 17, 20, 23 and 26 the self-confidence was scored by the response of S. No: 3, 6, 9, 12, 15, 18, 21, 24 and 27 numbered questions. Response loading was done by the following method.

Not at all = 1, Somewhat = 2, Moderately so = 3, Very much = 4.

The higher the score the more competitive state anxiety was assumed by the subjects. Higher scores on cognitive and somatic anxiety indicate higher levels of anxiety; whereas higher scores on self-confidence sub-scale correspond to higher levels of self-confidence. The data collected from CSAI – 2 were subjected to one-way Analysis of variance to determine the differences between high to low groups. The difference between the varsity teams was also analyzed by one way analysis of variance. The obtained 'F' ratio of post-hoc was tested for significant differences by the application of SPSS [version Bonferroni test 11.00 Inc., Chicago Illinois].

**TABLE I  
MEAN DIFFERENCE BETWEEN HIGH COMPETITIVE GROUPS AND LOW COMPETITIVE GROUPS ON PSYCHOLOGICAL IMPLICATIONS**

Psychological variable	Groups	Mean	Std. Deviation	Mean Difference	Std. Error of Mean Difference	Critical Ratio	't'
Cognitive Anxiety	Low Competitive Group	24.18	3.71	2.49	0.62	4.02*	1.98
	High Competitive Group	21.69	4.19				
Somatic Anxiety	Low Competitive Group	28.73	4.33	2.38	0.70	4.12*	1.98
	High Competitive Group	25.84	4.53				
Self Confidence	Low Competitive Group	15.93	4.23	1.42	0.70	2.04*	1.98
	High Competitive Group	17.36	4.65				

- Significant at the 0.05 level of confidence.

**TABLE II**

**ANALYSIS OF VARIANCE AMONG SOUTH ZONE INTER-UNIVERSITY BASKETBALL TEAMS ON PSYCHOLOGICAL IMPLICATIONS**

Psychological variable	Sources of variance	Sum of Squares	Degrees of Freedom	Sum of Mean Squares	'F' Ratio
Cognitive Anxiety	Between groups	339.38	9	37.71	2.34*
	Within groups	2468.34	152	16.13	
Somatic Anxiety	Between groups	414.43	9	46.05	2.26*
	Within groups	3122.60	152	20.41	
Self confidence	Between groups	697.29	9	77.48	4.56*
	Within groups	2597.73	152	16.98	

\*Significant at 0.05 level of confidence.

**TABLE III**

**ORDERED WEIGHTED MEANS AND DIFFERENCE BETWEEN MEANS AMONG SOUTH ZONE INTER-UNIVERSITY BASKETBALL TEAMS**

Psychological variables	Name of University	Mean Difference	Confidence Interval
Cognitive Anxiety	Annamalai University	5.38*	1.40
	Calicut University		
Somatic Anxiety	Kerala University	6.03*	1.58
	Calicut University		
Self Confidence	Bharathiar University	5.93*	1.44
	University of Madras	5.84*	1.44
	Bharathiar University	6.53*	1.44
	Calicut University		
	Kerala University	6.44*	1.46
	University of Madras		

\* The mean difference is significant at 0.05 level.

From the analysis results in table I, II, and III it is concluded that players with cognitive anxiety and somatic anxiety perform well in competition players with high self-confidence also perform well in the game situation.

The results of the study exhibited a significant difference in the psychological implication in competition and the null hypothesis was rejected.

Further the results of the study are supported by the results of Martens (1990), Passes (1983) and Scahlan (1978) studies.

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<sup>3</sup>R. Martens, et. al., "Development and Variations of the Competitive State Anxiety Inventory II Competitive Anxiety in Sports" **Journal of Sports and Exercise Psychology** (1990): 117-191.

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## **EFFECT OF POST-INDEPENDENCE EDUCATION ON THE EDUCATIONAL AND FAMILIAL ATTITUDES OF WOMEN**

**Sobhana Londhe:** Shri Shivaji College of Education, Amravati – 444 603 (MS)

By education, "I mean an all round drawing out of the best in child and man body, mind and spirit." M.K. Gandhi

In the wider sense, education includes the development from infancy to maturity. Education may be defined as a progress of continuous reconstruction of experience with the purpose of widening and deepening in social content, while at the same time the individual gains control of the method involved. The function of education is both towards the individual and towards the society.

With the achievement of independence, the entire outlook towards women changed for the better and a new era was ushered in activating the social, economic and legal changes required for equalising the status of women with men and their equal participation in the national life of the country. The Constitution of India provides for equal rights and privileges for men and women and also some special provisions for the development and upliftment of their social, economic and political status. Articles 15(1), 16(1) and 16(2) respectively state that "The State shall not discriminate against any citizen on grounds only of religion, caste, sex, place of birth or any of them" and that "There shall be equality of opportunity for all citizens in matters relating to employment or appointment under any office under State".

The literature and culture of Ancient India was mostly the means of preaching religious, but it did not altogether neglect the worldly affairs. Religion was no doubt predominant in every sphere of life and so it may be said that ancient India was built up in religion field much more than in political, social and economical.

Women account for roughly half the world's population, perform two-thirds of the hours worked, receive one-tenth of the world's income, and have less than one hundredth of the world's property registered in their names.(5) Female deprivation is particularly acute in the developing countries with high levels of poverty, though in affluent nations women also suffer low status due to conservative attitudes.

The most dramatic and telling statistic of women's status is the sex-ratio in the population, that is, the number of females per 100 males. It is a well-known fact that life-expectancy at birth favours females. This appears to be a biological constant. Yet, the proportion of females to males varies greatly across different regions of the world. For example, the proportion of females is 52.5% in the industrialised world but in sub-Saharan Africa women account for only 51% of the population.

The figures are 48% of the population in East Asia and less than 47% in South Asia. From figures such as these, economist Amartya Sen(6) has estimated that there are 100 million women "missing" in the world. Sen describes the fate of these women as "one of the more momentous problems facing the contemporary world." This is a moral as well as a development-related problem.

In all the six Five Year Plans drawn for the national development, special provisions

have been made for the welfare and development of women. Briefly, these programmes aimed at providing minimum health facilities integrated with family welfare and nutrition of women and children; acceleration of women's education; the increase in labour force and welfare services for women in need. As a result of this and other welfare programmes, the living conditions of women have improved and they have become increasingly conscious of their rights and capabilities.

Education has been an important factor of development, which has helped in raising the status of women and their role in society since independence and there has been an accelerated rate of expansion of women's education among girls and women. While the percentage of girls and women enrolled was only 25 of the total enrolment in 1951, it has risen to 35 at present. Similarly, the literacy rate of women has increased from 7.30 per cent in 1951 to 24.88 per cent in 1981.

The proportion of enrolment of girls to boys in educational institutions has also risen from 33 per cent to 55 per cent during this period. At the primary stage of education, 62 girls for every 100 boys are now under instruction, as against 38 in 1951. The number of literate women in the country has increased from 14 million in 1951 (Census) to nearly 80 million in 1981 (Census).

Education has been regarded as the most significant instrument for changing women's subjugated position in the society. It not only develops the personality and rationality of individuals, but qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic status.

One of the direct expectations from educational development in a society is the reduction in the inequality among individuals and that is why Education was included as the basic right of every human being in the Universal Declaration of Human Rights. The constitution of UNESCO also directs its efforts to achieve 'The ideal of equality of educational opportunity without regard to race, sex or any distinction, economic or social'.

#### **Objectives Of The Study:**

The main purpose of the study, is to study the effect of post-independence education on the Educational and Familial attitudes of women"

#### **Significance Of The Study:**

The significance of the study is that it will focus on the change in the attitude of women due to post-independence education in Educational and Familial Development.

#### **Method used in Research**

In this present research work, method applied is survey research method. This method is factual and hence supplies practical information. The research employs application of the scientific method by critically analyzing and examining the source material by analyzing interpreting data and by arriving at generalization and predictions. Therefore the researcher has chosen the survey method for her research.

Opinionnaires were given to 100 women to know their opinion and knowledge about the impact of post-independence education on the Education and Familial attitudes of women. There were five categories of agreement viz. Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.

#### **Analysis of data Collected –**

The tool collecting for data is mainly Opinionnaire form. It consists of closed end questions. She analyzed the data indicating the percentage of responses and Chi-Square on each statement.

Table No. 1

Showing Agreement/Responses to Different Five Categories To ten Different Statements Pertaining TO impact of post-independence education on The Educational and Familial Attitudes of women

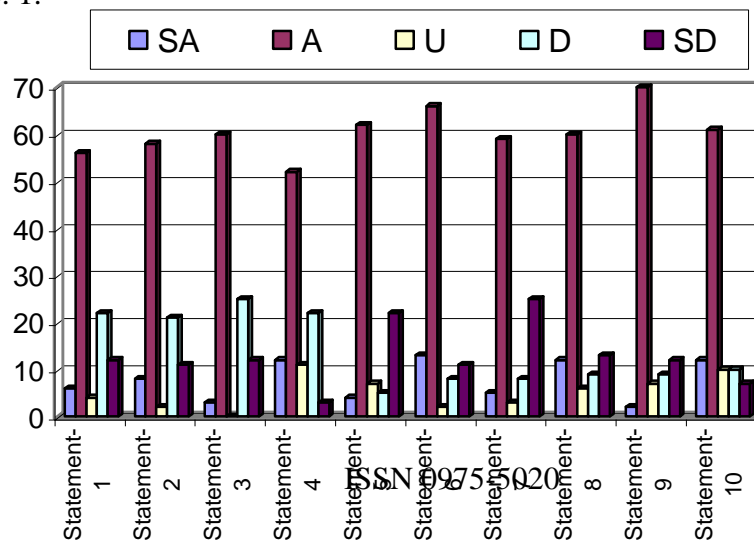
	SA	Cell-□□	A	Cell-□□	U	Cell-□□	D	Cell-□□	SD	Cell-□□	Total-□□
Statement-1	6	9.8	56	64.8	4	12.8	22	0.2	12	3.2	90.8
Statement-2	8	7.2	58	72.2	2	16.2	21	0.05	11	4.05	99.7
Statement-3	3	14.45	60	80	0	20	25	1.25	12	3.2	118.9
Statement-4	12	3.2	52	51.2	11	4.05	22	0.2	3	14.45	73.1
Statement-5	4	12.8	62	88.2	7	8.45	5	11.25	22	0.2	120.9
Statement-6	13	2.45	66	105.8	2	16.2	8	7.2	11	4.05	135.7
Statement-7	5	11.25	59	76.05	3	14.45	8	7.2	25	1.25	110.2
Statement-8	12	3.2	60	80	6	9.8	9	6.05	13	2.45	101.5
Statement-9	2	16.2	70	125	7	8.45	9	6.05	12	3.2	158.9
Statement-10	12	3.2	61	84.05	10	5	10	5	7	8.45	105.7

□□ AT 4 DF AND 0.05 LEVEL OF SIGNIFICANCE IS 9.488.

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

From the analysis of the data given in the above table it is crystal clear that the □□□ for all the 10 statements is greater than the required value of □□□ i.e. 9.488. Hence it was concluded that the agreement of the women to different five categories differ significantly. The obtained frequencies of the statements are shown graphically in Figure No. 1.

Figure No. 1.



Showing Agreement/Responses to Different Five Categories To ten Different Statements Pertaining TO impact of post-independence education on the Educational and Familial Attitudes of women

### **Conclusions and recommendations**

After the statistical analysis of the data it was found that:

- i. There has been a significant impact of post-independence education on the attitude of the women pertaining to educational development.
- ii. There has been a significant impact of post-independence education on the attitude of the women pertaining to family development.
- iii. There has been a significant impact of post-independence education on the attitude of the women pertaining to self-image.
- iv. There has been a significant impact of post-independence education on the attitude of the women pertaining to the importance of education.
- v. There has been a significant impact of post-independence education on the attitude of the women pertaining to educational status of family.
- vi. There has been a significant impact of post-independence education on the attitude of the women pertaining to self-image of family members.
- vii. There has been a significant impact of post-independence education on the attitude of the women pertaining to educational achievement and excellency.
- viii. There has been a significant impact of post-independence education on the attitude of the women pertaining to educational growth of the family members.
- ix. There has been a significant impact of post-independence education on the attitude of the women pertaining to importance of educational in the locality.
- x. There has been a significant impact of post-independence education on the attitude of the women pertaining to educational growth of the region.

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## **A COMPARATIVE STUDY OF GENERAL MENTAL ABILITY OF INTERSCHOOL BASKETBALL PLAYERS**

**Dr. Quadri Syed Javeed:** Reader in Psychology, MSS College, Jalma

**Mr. Deshmukh Rajeshwar Bhaskarrao:** Lecturer in Physical Education, Nagnath College Aundha (M.S.)

### **Introduction**

Charles Spearman, an early psychometrician, found that schoolchildren's grades across seemingly unrelated subjects were positively correlated, and proposed that these correlations reflected the influence of a dominant factor, which he termed *g* for "general" intelligence. He developed a model where all variation in intelligence test scores can be explained by two factors. The first is the factor specific to an individual mental task: the individual abilities that would make a person more skilled at one cognitive task than another. The second is *g*, a general factor that governs performance on all cognitive tasks. The accumulation of cognitive testing data and improvements in analytical techniques have preserved *g*'s central role and led to the modern conception of *g*. A hierarchy of factors with *g* at its apex and group factors at successively lower levels, is espoused to be the most widely accepted model of cognitive ability.<sup>(2)</sup> Other models have also been proposed, and significant controversy attends *g* and its alternatives. Mental testing and *g* The abstraction of *g* stems from the observation that scores on all forms of cognitive tests correlate positively with one another, *g* can be derived as the principal factor from cognitive test scores using the method of principal components analysis or factor analysis.

The relationship of *g* to intelligence tests may be more readily understood with an analogy. Irregular objects, such as the human body, are said to vary in "size". Yet no single measurement of a human body is obviously preferred to measure its "size". Instead, many and various measurements, such as those taken by a tailor, may be made. All of these measurements will be positively correlated with each other, and if one were to "add up" or combine all of the measurements, the aggregate would give a better description of an individual's size than any single measurement. The method of factor analysis allows this.

The process is intuitively similar to taking the average of a sample of measurements of a single variable, but instead "size" is a summary measure of a sample of variables, *g* is like size, in that it is abstracted from various measures (of cognitive ability). Of course, variation in "size" does not fully account for all variation in the measurements of a human body. Factor analysis techniques are not limited to producing single factors, and an analysis of human bodies might produce (for example) two major factors, such as height and girth. However, the scores of tests of cognitive ability do in fact produce a primary dominant factor, *g*.

Tests of cognitive ability derive most of their validity from the extent to which they measure *g*. If quantifiable measures of the performance of a task correlate highly with *g*, it is said to be *g*-loaded. Creators of IQ tests, whose goals are generally to create highly reliable and valid tests, have thus made their tests as *g*-loaded as possible. Historically, this has meant dampening the influence of group factors by testing as wide a range of mental tasks as possible. However, tests such as Raven's Progressive Matrices are considered to be the most *g* - loaded in existence, even though Raven's is quite homogeneous in the types of tasks comprising it.

Elementary cognitive tasks (ECTs) also correlate strongly with *g*. ECTs are, as the name suggests, simple tasks that apparently require very little intelligence, but still correlate strongly with more exhaustive intelligence tests. Determining whether a light is red or blue and



determining whether there are four or five squares drawn on a computer screen are two examples of ECTs. The answers to such questions are usually provided by quickly pressing buttons. Often, in addition to buttons for the two options provided, a third button is held down from the start of the test. When the stimulus is given to the subject, he removes his hand from the starting button to the button of the correct answer.

Claudia Quaiser-Pohl(2004) The relationship between computer-game preference, gender, and mental-rotation ability This study examined how computer-game Preference relates to mental-rotation test (MRT) performance and to gender differences. Subjects were 861 German secondary-school children (mean age= 14.67; range 10-20 years). Latent class analysis with the data of a computer-game preference scale revealed three types of players: "non-players", "action-and-simulation

Game players" and "logic-and-skill-training game players". Large gender differences were found with respect to class assignment. More females than males were found in the "logic-and-skill-training game player" class (82.9%) and in the class of "non-players" (81.9%). Males in contrast were overrepresented (81.7%) in the class of "action-and-simulation game players". As expected, males on average outperformed females in mental-rotation test performance ( $d = 0.63$ ). Furthermore, ANOVA results indicated mean differences in mental-rotation ability between action-and-simulation players and non-players (partial  $\eta^2 = .01$ ) as well as age differences (partial  $\eta^2 = .04$ ). With boys, non-players on average had lower MRT scores than action-and-simulation game players. For females, computer-game preference was unrelated to MRT performance. Results are discussed within a nature-nurture-interactionist framework of gender differences in spatial abilities.

Pascal M. Gygax, Pascal Wagner-Egger(2009) In order to process through a competitive sporting event, athletes need to form mental representations of the situations they encounter. In this paper, we present three experiments exploring the mental representations of football players when presented with written material describing football game situations. Experiment 1 assessed off-line processing by having players of different levels generate written football scripts. The results predominantly showed that players of lower expertise were less "other-oriented" and included more emotional elements in their mental representations. Experiments 2a and 2b further explored these differences. Using an on-line measure, a reading-time paradigm, we showed that First Division players- mental representations more easily included "others" and less readily included emotions, as opposed to both National League and Fifth Division players. Although Fifth Division and National League were similar, different cognitive processes may underlie the construction of the players- mental representations.

## **METHODOLOGY**

### **Aim and Objectives of the study:**

- To Examine of General Mental Ability of Interschool Basketball Players.

### **Hypothesis:**

- Their would be significant difference between the Interschool Basketball Players on General Mental Ability.

### **Sample:**

- For the. present study 100 players were selected from various School of Aurangabad. The effective sample consisted of 100 subjects, out of which 50 subjects were 13-15years and 16-18years. The age range of subjects where 13to18 years.

### **Tools:**

- **General Mental Ability test:** Dr.Syamswarup Jalota test was used for measuring General Mental Ability. All the 100 items of the scale are presented in simple and brisk

style. Each of the 40item has five answer (multiple Choice) graded on 5 point scale on the positive dimension and a zero point on the Negative dimension. This is well known test having high reliability and validity coefficients.

**Procedures of data collection:**

- Each of the three instruments could be administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted. The subjects were called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test or scale, through informal talk appropriate rapport form Following the instructions and procedure suggested by the author of the scale and tests, the test were administered and field copies of each test was collected. Following the same procedure, the whole data were collected.

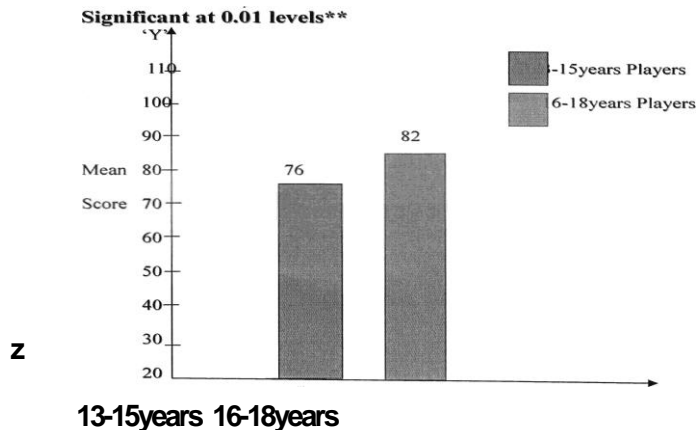
**Variables of the study:** **Independent:**  
 Age a) 13-15years b) 16-18 years  
**Dependent:** 1) General Mental Ability

**Statistical treatment of data:**

- I - Mean
- II - Standard deviation
- III - 't' tests has been used.

**13-15years and 16-18years Interschool Basketball Players Shows the mean S.D., and 't' value of factors 'General Mental Ability'**

PLAYERS	MEAN	SD	N	DF	t'
13-15 years Interschool Players	76	4.09	50	98	6.45**
16-18years Interschool Players	82	5.13	50		



The results related to the hypothesis have been recorded. Mean of General Mental Ability score of the 13-15years Interschool Basketball Players is 76 and that of the 16-18 years Interschool Basketball Players 82 The difference between the two mean is highly significant 6.45,df =98.

Thus the hypothesis is confirmed 16-18years Interschool Basketball Players have significantly high General Mental Ability than the 13-15years Interschool Basketball Players.

**Results:**

16-18years Interschool Basketball Players have significantly high General Mental Ability than the 13-15years Interschool Basketball Players.

**Reference**

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## A SURVEY OF THE THEMES OF KAMALA MARKANDAYA'S NOVELS

**Vinay Bhogle:** Research student, Swami Ramanand Teerth Marathwada University, Nanded,

In India during the freedom struggle movement the importance of literature gradually increased. Through their writing the writers could openly protest against the existing imperial hardships. The 'novel' as the literary genre developed in 19<sup>th</sup> century in India and gained momentum as it crossed the Gandhian age and entered the post-independence phase. This phase saw the emergence of big three- Mulkaraj Anand, R.K.Narayan and Raja Rao with Bhabhani Bhattacharya, Manohar Malgoankar, Nirad Choudhari and Khushwant Singh on the other hand. These writers established the tradition of social and political realism on a firm footing. They created social and political consciousness among the people. A notable event of this time was the arrival of the entire school of women writers on the scene.

Women writers world over, especially in England, and India, irrespective of their social standings have made some of the most significant contributions to 'novel writings'. It is almost a case of more women than men qualitatively as well as numerically. Jane Austen, Mrs. Gaskell, Dorothy Richardson and Virginia Woolf in England and Kamala Markandaya R.P.Jhabwala, Anita Desai, Nayantara Sahgal Kiran Desai India have established their own great tradition and made their mark in their respective national literature.

Kamala Markandaya is one of the leading women novelists of India. She enjoys unique position in modern Indian English literature. This paper aims at an analysis of the novels of Kamala Markandaya with regards to east-west encounters, man-woman relationships, image of woman, and social values and traditions.

Kamala Markandaya, born in 1924 is one of the most outstanding and eminent Indo-English novelists. Her contributions have enriched Indian literary efforts in English to a great extent. Markandaya's novels reflect the awakened feminine sensibility in modern India as she attempts to project the image of the changing traditional society. Her themes are poverty, hunger, degradation, cultural conflict, rural life so on and so forth. The realistic approach towards life is the hallmark of her fiction. She presents all the follies and hypocracies of her characters.

Kamala Markandaya is an insider-outsider since she is an expatriate but has lived in India before marriage. She has produced more than half-a-dozen novels which includes-

1. *Nectar in a Sieve* (1954)
2. *Some Inner Fury* (1955)
3. *A Silence of Desire* (1960)
4. *Possession* (1963)
5. *A Handful of Rice* (1967)
6. *The Coffer Dams* (1969)
7. *The Nowhere Man* (1972)
8. *Two Virgins* (1979)
9. *The Golden Honeycomb* (1977)

Her first novel *Nectar in a Sieve* is a blend of real love for one character to another. It also deals with the life story of Rukmani and Nathan against the background of sufferings and agony of rural India. This novel is a portrayal of social relationships.

Her second novel and the narrator is again a woman, Mira. Unlike Rukmani Mira the

heroine is sophisticated and westernized. The central theme of the novel is the clash between passion and patriotism.

A Silence of Desire marks a further evolution of her genius. She leaves economics and politics behind and is more concerned with spiritual realities. The novel deals with the western-oriented rationalism of Dandekar and on the other hand the traditional religious faith of his wife, Sarojini.

Possession her fourth novel is different from her previous novels as its action takes place in England and again in India. Its theme is wider and more universal and its narrator, Anusuya, though a woman is not its heroine but a minor character. It deals with the Indo-British personal relationships. It is an encounter between lady Caroline and Swami for possession of the soul of Valmiki, the rustic artist.

The Handful of Rice is the fifth novel and in this novel, a man and not a woman occupies the central place and the narration is carried on by the omniscient novelist. Themes of this novel are urban Poverty, the exodus from the village to the city and the disintegration of the rural way of life under the impact of the large scale industry

The coffer-Dams is the most ambitious, dramatic and engrossing novel Kamala Markandaya has yet written. The novel centres round a European couple in India. Mr. Clinton is the incharge of the Coffer Dams and his wife Helen falls in love with Bashian, a native. The theme of the novel according to Mrs. Nand Kumari is- material versus spiritual values, the theme of the Tagore's Mukt Dhara and Bhabhani Bhattacharya's Shadow from Ladakh.

The Nowhere man is a powerful novel which studies the theme of East-West encounter through individual relationships and experiences. Its central figures are Indian immigrants in England who belongs neither to India nor to England. The novel is thus a psychological study in the problems of alienation and rootlessness

Through the Two Virgins Markandaya once again returns to India. The setting is provided by some unknown and remote Mysore village and the theme is once again the disintegration of the rural life under impact of modernity.

The Golden Honeycomb is the last novel which marked a new impact on contemporary English literature. The novel is concerned not with action so much, as the reaction of charges to events and their resultant development.

A study of Kamala Markandaya enables us to understand her literary cosmos. As a post colonial writer her literary works are the products of dialects of deliberate resistance to colonial discourse and involuntary subjection to the cultural imperialism of the west Markandaya re-enacts the story of imperial possession and the resultant displacement of the colonized subject. In novel after novel she fictionalizes the various phases of oppression and the impact of the British rule on the social, political and cultural aspects of life. On the whole Kamala Markandaya appears to be a rational feminist with her roots in the cultural ethos of India.

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## NUTRITION AND GROWTH OF SCHOOL CHILDREN IN RELATION TO ECONOMIC STATUS OF FAMILY IN PUNE CITY

**Dr.T.K.Bera:** Principal, Bharati Vidyapeeth University, College of Physical Education, Pune-411 043

**Mrs. Asha V. Bengle:** DIRECTOR OF PHYSICAL EDUCATION, ABASAHEB GARWARE COLLEGE, KARVE ROAD, PUNE - 411 004 (India).

### ABSTRACT

A survey study was carried out on three hundred students (n=300), aged 10-13 years, belonging to poor- (slum area), middle- and elite class families at Pune city with a view to see their growth and nutrition status. Growth in body weight and height was assessed with a stadiometer, while the nutrition status was evaluated by using rating scale. The findings revealed that elite class students are overweight, whereas middle class students could maintain their normal body weight and the students of slum area had below-normal body weight ( $X^2 = 18.49$ ,  $p < 0.01$ ). The result also revealed that elite class students had attended good height, whereas middle class students could maintain their normal body height and the students of slum area had below-normal body height ( $X^2 = 15.53$ ,  $p < 0.01$ ). High calorie food like Milk ( $X^2 = 37.26$ ,  $p < 0.01$ ) Fruits ( $X^2 = 43.17$ ,  $p < 0.01$ ), non-veg. / junk food ( $X^2 = 11.82$ ,  $p < 0.01$ ) intake of elite class students was very high than the students of middle class and slum areas. Further, intake of vegetables among middle class students was very high than the students of elite class and slum areas ( $X^2 = 20.29$ ,  $p < 0.01$ ). Breakfast intake of elite class and middle class students was very high than the students of slum areas ( $X^2 = 19.35$ ,  $p < 0.01$ ). Water intake of elite class, middle class and slum areas students was mostly similar ( $X^2 = 5.85$ ,  $p > 0.05$ ). Thus, this study concludes that the food consumption patterns of children in this study are strongly related to socioeconomic status. Breakfast skipping is common, particularly among those of low income group and the intakes of many nutritious foods such as animal food items, fruits and vegetables and foods rich in calcium seem to be low among adolescents of slum areas children. Further, children of middle class had superior status in growth and nutrition variables to the children belong to elite class and slum areas.

### Introduction

Nutrition science is a discipline that studies the relationship between diet, states of one's health and disease. Diet plays an important role in growth and health of a child. Deficiencies, extremes and unevenness in diet can produce negative impacts on health, which may lead to diseases such as scurvy, obesity or osteoporosis, as well as psychological and behavioral problems. It is well known that adolescence is a period of rapid growth and maturation in human development, and that extra nutrients are needed to support their growth spurt. Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development, as well as prevent health problems later in adulthood and old age (1, 2).

Nutritional deficiencies established during adolescence can have long-term consequences, including delayed sexual maturation and lower final adult height (3) and ultimately resulting into poor health. Earlier researches also suggest that human health depends on both genetics and ecological factors but second factor is more effective than the first one (4, 5). Robbins *et al.*, revealed that worldwide children suffer from protein energy malnutrition (6) and UNICEF (7) reported that one third of children were stunting in development countries in 2000. Several studies in different countries (9, 10) showed that the trend of obesity increases in the world which leads towards various health hazards (8). Some of the identified attributes of

obesity are metabolic factors, low physical activity, high watching TV, computer playing, high calorie diet and high income (11, 12, 13, & 14). Furthermore, the types of food is more dominated by 'westernized' diet with high intake of foods rich in fat, cholesterol, free sugars and sodium and low in dietary fiber. Such a status of diet obviously declines children's health.

Although economic status of a family largely plays a major role towards children's health, the status of health of school going children at Pune city is not known. In fact, Pune city is becoming a cosmopolitan one with increasing population and pollution. Obviously, like other cities in India, Pune's slum area is gradually spreading very fast. Further, in major cities the people are classified in different categories according to their family income or financial status. In fact, depending upon the financial status of a family, the children opt for types of school. Generally, children belonging to low income group prefer to study in municipal corporation schools, middle class students study in better schools, whereas elite class students study in highly paid private schools. Thus, there is a possibility that the status of growth and nutrition of the students belonging to low-, middle- and rich- class families would be different. Hence, the objective of this study was to see the nutritional and growth status among school children according to socioeconomic status of the parents.

#### Materials and Method

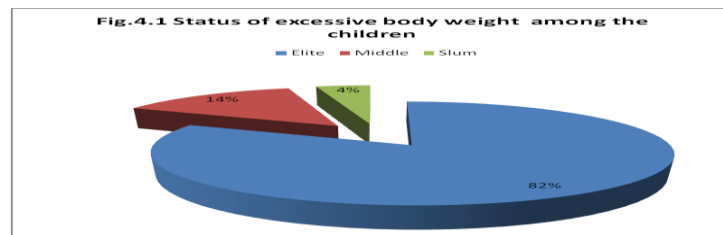
**Subjects:** The population of this study was the school children of Pune city belonging to slum area, middle class area and elite class areas. Although Pune city is very large, this study was conducted on a 300 male school children (n=300), age ranges from 13 to 15 years. Since there were three strata (viz., students belong to slum area, middle class and elite class families) from where the sample was pulled, stratified random sampling technique was employed for the purpose.

#### Results

##### Results on Growth Variables:

Participants were 300 males, age ranged between 13 and 15 years. The percentagewise results on growth variables i.e. weight and height are presented in **Table 1**. 25.00% of the students from elite class showed higher body weight, 70.63% had average body weight and 4.37% had lower body weight. The result on body weight of *Middle class students* indicates that 4.24% of the students showed higher body weight, 81.36% had average body weight and 14.40% had lower body weight. This indicates that the students belong to *Middle class families* are in alarming state because 14.40% of them are below normal level in body weight. The status of body weight of *Slum area students* indicates that 1.26% of the students showed higher body weight, 61.34% had average body weight and 38.40% had lower body weight. This indicates that the students belong to *the families of slum areas* are in alarming state because 38.40% of them remained below the normal level in body weight.

(Fig.1).



In case of body height, the result revealed that 8.63% of the students showed higher body height, 90.00% had average body height and 4.37% had lower body height in elite class

students. This indicates that the students of from *Elite class families* had no problems in body height. The result on body height of *Middle class students* indicates that 2.24% of the students showed higher body height, 87.40% had average body weight and 10.36% had lower body height. This indicates that the students belong to *Middle class families* are in alarming state because 10.36% of them remained at below normal level in body height. Further, the status of body height of *Slum area students* indicates that 0.20% of the students showed higher body height, 66.34% had average body height and 34.46% had lower body height. This indicates that the students belong to *the families of slum areas* are in alarming state because 34.46% of them remained below the normal level in body height. Further, the inferential data analysis on growth variables as presented in **Table 2** indicates that the growth pattern of the children belonging to elite class, middle class and slum area is different.

The findings revealed that elite class students could not control over their body weight i.e., most of them are overweight, whereas middle class students could maintain their normal body weight and the students of slum area had below-normal body weight ( $X^2 = 18.49, p < 0.01$ ). The result also revealed that elite class students had attended good height, whereas middle class students could maintain their normal body height and the students of slum area had below-normal body height ( $X^2 = 15.53, p < 0.01$ ). Appearance of such result indicates that the children belonging to the elite class must be given special attention about their growth in body weight and slum areas must be given special attention about their growth in both body height and weight.

**Table 1**

Percentage-wise results of Growth variable in school children

Parameters	Test	% of students status in Growth variable		
		High	Average	Low
Body weight	Elite class	25.00	70.63	4.37
	Middle class	4.24	81.36	14.40
	Slum area	1.26	61.34	38.40
Body height	Elite class	5.63	90.00	4.37
	Middle class	2.24	87.40	10.36
	Slum area	0.20	66.34	34.46

**Table 2**

$X^2$  (Chi-Square) test evaluates the Growth status of the school children

Parameters	% of students' growth			$X^2$ (with Yates correction)
	Elite Class	Middle Class	Slum Area	
Body weight	25.00	4.24	1.26	18.49**
Body height	05.63	2.24	0.20	15.53**
*p<0.05, **p<0.01				



**Result on Nutrition Status:**

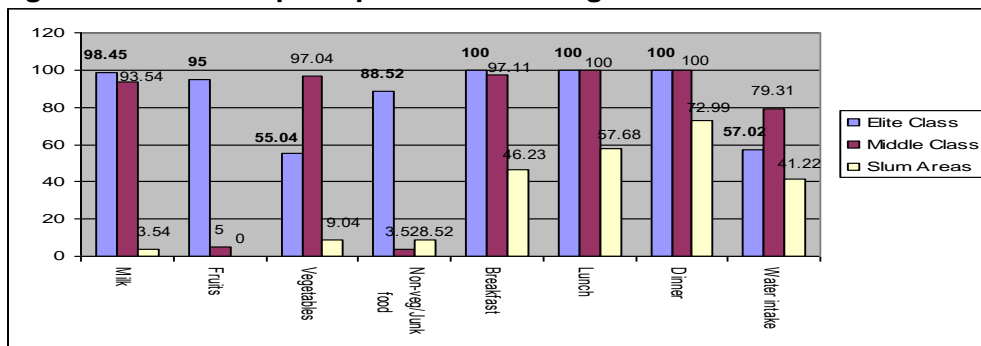
The findings presented in **Table 3** revealed that 100% of the students of Elite families take breakfast, lunch, and dinner. Overall result indicates that during their growing stage, all students get heavy breakfast, lunch and even dinner too. It is amazing that in between they also take fast foods. Such a state might have facilitated growth process excessively. Moreover, the students of elite class families also takes highly nutritious food like milk, vegetables etc. Majority of them (100%) gets costly nutritious foods with high calorie value. This might have caused for excessive growth, which are evident with their increase in body height and weight. The data revealed that water intake was found inadequate. Neither the students nor their parents are conscious about the intake of food with high calorie and even water intake too.

In case of middle class families the findings presented in **Table 3** revealed that 97.11% of the students of Middle class family take breakfast regularly, 100% sometimes get lunch, and 100% get dinner. Overall result indicates that during their growing stage, almost all the students' get breakfast, lunch and dinner, which have nutritional value. Such a state might have influenced their growth and development process. Furthermore, the student of middle class families mostly gets nutritious food, milk, vegetables etc. Majority of them get good and nutritious food. This might have created a favourable environment for facilitating their growth and development. The data revealed that water intake was mostly normal. Almost all the students and their parents are conscious about the intake of nutritious food and even water intake too. However, the findings from slum areas students revealed that 11.30% of the students never take breakfast and 2.32% sometimes get lunch, nevertheless, 99.04% get dinner. Overall result indicates that during their growing stage, many students do not get breakfast and some students do not get lunch too. Such a state might have disturbed their growth and development process. Furthermore, the slum areas students are deprived of nutritious food like milk and vegetables. Majority of them (57.68%) live with simple food just to fill the stomach only and there is no consideration of nutritional value. This might have affected their growth and development. The data revealed that water intake was very less that depends upon their nature of feeling thirsty. Neither the students nor their parents are conscious about the intake of nutritious food and even water intake too.

The inferential data analysis on nutrition status presented in **Table 4** indicates that the status of nutrition among the children belonging to elite class, middle class and slum area are different. Milk intake of elite class students was very high than the students of middle class and slum areas ( $X^2 = 37.26$ ,  $p < 0.01$ ). Although the students of middle class families also take milk, its availability among elite class students is ample. Moreover, the students of slum areas do not get a taste of milk. Here to enrich nutritional value, special care is to be taken for slum areas children. Fruit intake of elite class students was very high than the students of middle class and slum areas ( $X^2 = 43.17$ ,  $p < 0.01$ ). In fact very few students of middle class families take fruit, its availability among slum areas students is almost nil. Here to enrich nutritional value, special care is to be taken both for middle class and slum areas children. Intake of vegetables of middle class students was very high than the students of elite class and slum areas ( $X^2 = 20.29$ ,  $p < 0.01$ ). Although the students of elite class families also take vegetable, its daily use among middle class students is ample. Moreover, the students of slum areas do not even get much vegetable in their diet. Here to enrich nutritional value, special care is to be taken for slum areas children.

Non-veg./ junk food intake in daily meal of elite class students was very high than the students of middle class and slum areas ( $X^2 = 11.82, p < 0.01$ ). Although some percentage of students of middle class families consume non-veg. / junk food, its availability among slum areas students is negligible. Here to enrich nutritional value, special care is to be taken both for slum areas children. Breakfast intake of elite class and middle class students was very high than the students of slum areas ( $X^2 = 19.35, p < 0.01$ ). Although the students of elite class and middle class families take breakfast on regular basis, its availability among slum areas students is questionable. Moreover, due to poor financial condition, a large percentage of the students of slum areas do not get breakfast regularly. Here to enrich nutritional value, special care is to be taken for slum areas children. Lunch intake of elite class and middle class students was very usual and regular than the students of slum areas ( $X^2 = 14.93, p < 0.01$ ). Although the students of elite class and middle class families take lunch on regular basis, its availability among many slum areas students is questionable. In fact, due to poor financial condition, a large percentage of the students of slum areas do not get proper lunch regularly. Here to enrich nutritional value, special care is to be taken for slum areas children. Dinner intake of elite class, middle class and slum areas students was very usual and regular ( $X^2 = 3.21, p > 0.05$ ). Although the students of elite class and middle class families take dinner on regular basis, a few percentages of slum areas students get only one time food and this seems to be a burning problem (Fig. 2). Water intake of elite class, middle class and slum areas students was mostly similar ( $X^2 = 5.85, p > 0.05$ ). Although the students irrespective any class (elite class and middle class or slum areas families) take water on regular basis, a large percentages of students' water-intake was found irregular. This seems to be a burning problem among almost all the students.

**Fig.2. Food consumption pattern according to economic class**



**Table 3**

Food Consumption	Elite			Middle			Low		
	Daily	Someti mes	Never	Daily	Someti mes	Never	Daily	Someti mes	Never
Breakfast	100%	----	-----	97.11	2.89	--	46.23	42.57	11.30
Lunch	100%	-----	----	100%	---	---	57.68	42.32	00.00
Dinner	100%	----	----	100%	----	----	72.99	27.01	00.00
Milk	98.54	1.32	00.2	93.54	04.32	02.24	03.54	6.32	90.24

	%		4						
Fruit	95.00	05.00	00.00	05.00	92.00	03.00	00.00	02.00	98.00
Vegetables	55.04	23.14	21.82	97.04	02.14	00.82	09.04	23.14	77.82
Non-veg/Junk food	88.52	10.26	01.22	03.52	95.26	01.22	08.52	12.26	79.22

**Table 4**

X<sup>2</sup> (Chi-Square) test evaluates the status of Nutrition among the school children

Parameters	% of students' Nutrition status			X <sup>2</sup> (with Yates correction)
	Elite Class	Middle Class	Slum Area	
Milk	98.45	93.54	03.54	37.26**
Fruits	95.00	05.00	00.00	43.17**
Vegetables	55.04	97.04	09.04	20.29**
Non-Veg / Junk food	88.52	03.52	08.52	11.82**
Breakfast	100.00	97.11	46.23	19.35**
Lunch	100.00	100.00	57.68	14.93**
Dinner	100.00	100.00	72.99	03.21
Water intake	57.02	79.31	41.22	05.85
*p<0.05, **p<0.01				

## Discussion

The present study was conducted to determine the status of growth and nutrition of children belonging to different class according to socioeconomic condition of parents. While assessing the status on growth, the researcher could consider the body height and weight only, because they are the main indicators. The result revealed that the children belong to slum areas possess significantly less body weight and height as compared to the children of elite class and middle class families ( $X^2 = 18.49$ ,  $p < 0.01$ ;  $X^2 = 15.53$ ,  $p < 0.01$ ). This indicates that the slum area's children had poor status of growth, because of improper nutrition, which was due to poor financial condition of the family. Further, excessive growth among the students belonging to elite

class families was also evident, which indicates that they were physically inactive and were getting rich fast food in their diet with proper nutrition. Such an excessive growth leads towards multiple problems among the children belonging to elite class families, because they acquired excessive body weight and body fat. Earlier studies also indicate effect of socioeconomic status on weight and height on children (15, 16).

The result of this study revealed that normal level of body height and body weight was evident among the children of middle class families. This indicates that the growth status of these children had a status of normal growth. The reason of such normal growth may be due to food habit and living style.

Nutrition status of the students belong to slum areas is amazingly poor, whereas such status among the students of elite class families is very rich i.e., just opposite. However, nutrition status of the students of middle class families seems to be normal and, therefore, their level of growth is at the normal range ( $X^2 = 37.26, p < 0.01$ ).

### **Conclusion**

This study warrants the following conclusions:

- The children belong to elite families had excessively higher growth in terms of more body weight, which was not proportionate to respective body height. Moreover, nutritional status of these children was also very high.
- The children belong to slum areas had poor growth in terms of lower body weight, which was not proportionate to respective body height. Moreover, nutritional status of these children was very poor.
- The children belong to middle class families had normal growth in terms of normal body weight, which was proportionate to respective body height. Moreover, nutritional status of these children was found normal.
- The food consumption patterns of children in this study are strongly related to socioeconomic status.
- Breakfast skipping is common, particularly among those of low income group and the intake of many nutritious foods such as animal food items, fruits and vegetables and foods rich in calcium seem to be low among adolescents of slum areas children.
- Children of middle class had superior status in growth and nutrition variables to the children belong to elite class and slum areas.

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## **NEUROTICISM OF YOGIC PRACTITIONERS, DYNAMIC EXERCISES PRACTITIONERS AND SEDENTARY ADULTS**

**Dr. PRAVIN CHANDRABHAN DABRE**, *Director of Physical Education, S.K.K. Mahavidyalay, Jalgaon (Ja.) Dist. Buldhana*

### **Abstract**

The studies in the gerontology had indicated that exercises delays the aging process and had impact on certain psychological aspects. The present study was undertaken to examine the differences in personality index (neuroticism) amongst the physically active (Dynamic exercises practitioners), Yogic practitioners and Sedentary (inactive) adults. Total number of subjects selected for the study was 120, out of which 40 each were Dynamic exercises practitioners, Yogic practitioners and Sedentary adults in the age group of age ranges from 51-62 years. All the subjects were tested for personality with the help of Kundu's Neurotic Personality Inventory (KNPI).

It was found that the personality index amongst dynamic exercises practitioners, yogic practitioners in the age group of 51-62 would be slightly neurotic as compare to inactive subjects. The neurotic characteristics of yogic practitioners are slightly better to dynamic exercises practitioners.

Since last more than 40 years there had been a surge of interest in psychological dimensions of human behavior in several profession. This attention had been especially prevailed in the field of Physical Education. With the greater understanding and appreciation on the variables affecting movements, which deals with psychological parameter of human movements and the courses known as "Psychology of Motor behavior" or "Psychology of Motor Movement".

The multidisciplinary character of this study made it possible to check the interdependencies of several mental and physical growth and development. Jones 1965; tested boys, who were physically early maturing, appeared to be more stable, socially successful and dominant than late maturing boys. These personality differences could still trace long after the physical differences had disappeared, at the end of adolescent period. These differences generalized and conformed by Weatherly (1964), who reported similar difference between early and late maturing girls.

The Dutch personality inventory youth version (DPI-Y) Bucking, et. al., (1975), measures : Independency (28 items), social inadequacy (13 items), rigidity (28 items) self sufficiency (24 items) dominance (15 items). The DPI-Y was derived from the adult version of DPI, Luteijn, (1974), which contained two more scales.

Cohen, et. al., (2000). "Life expectancy of major league baseball umpires." Veteran major league baseball [M.L.B.] umpires raised questions regarding the mortality risks of this profession.

To determine the life expectancy of M.L.B. umpire differs from that of the general population. A list of 441 national leagues, American league umpires was selected. Ages of death of M.L.B. umpires were determine, and differences between the ages of death and age-adjusted life expectancy were calculated t-scores analysis was performed on the difference. Co-relation was also done on many different factors, including umpire debut year, debut age, life expectancy at debut and length of carrier. No significant difference was found between age and death of M.L.B. umpire and their age adjusted life expectancy. Co-related analysis shows that only length of

carrier co-related with age at death. M.L.B. umpiring was not associated with shortened life expectancy while there was not attributable to the professional no inherent risk, it could also be explained by inherent by yet unidentified, unique factors.

Robert. Friedland, (2000). Intellectual and physical workouts might help to prevent Alzheimer's; middle-aged adults who participated in physically or mentally stimulating habits were less likely to develop Alzheimer's disease. Author said that people less active were three times more likely to develop the disease than those who were more active. This study involved 193 people with Alzheimer's disease and 358 people without disease. Questionnaire was made to collect about the participated 26 activity patterns about at least 5 years before. Passive activities were defined as watching television, partaking in social activities and attending the church. Pursuits defined as active ranges from reading and to would work and from gardening to racket sports. Healthy participants had been more active intellectually and physical changeling activity ages 40 to 50. When compared with Alzheimer's patients, even when the data were adjusted to account for differences such as from, income, gender and education. The work sheet showed that people's who had Alzheimer's disease were active less physically active and had lower educational and occupational level.

Wells, (1958), administered a 38 items battery of physical fitness tests and Cattle's 16-personality factor inventory to 80 male college students. Dynamic strength related negatively to personality traits described as emotional tense and withdrawn, and positively with traits described as being less anxious, less emotional, more poised and less unsure. Various body measurement variables were related significantly to many personalities.

### **THE EFFECT OF YOGA PRACTICES**

Vinod, et. al., 1984; suggest that Asana and meditation produced emotional stability and physical relaxation significantly. Accordingly, the present study demonstrated that the yoga practitioner was slightly neurotic better than active subjects and inactive subjects.

Ives, and Sosnoff, J., (2000). Mind body exercise methods were spreading rapidly through out the health fitness and rehabilitation fields. Many of the claimed benefits for their activities were not supported by clinical evidence as alternative therapies. They carried legal and professional ramifications, understanding the nature of mind body exercise and knowing the scientific evidence behind claims for its benefits could help clinicians made appropriate recommendations to patients. e.g. Yoga and Tai-Chi-Chuan ? Could reduced stress, decrease hypertension, and exert cardio respiratory benefits and Tai Chi could improve balance in seniors. However, there was no enough evidence to support replacing conventional medical treatment by sociometric methods.

### **DESIGN OF STUDY**

In the present chapter research scholar has described the method of conducting the study. Chapter had been divided under following subheadings for clear explanation.

1. Sources of data.
2. Method of sampling.
3. Selection of the subjects and the formation of groups.
4. Research tools and apparatus reliability.
5. Criterion measures and administration of test.

### **SOURCES OF DATA**

For the present study, subjects were selected under the following three heads.

1. Inactive subject

2. Active subjects and
3. Yoga practitioners.

### **METHOD OF SAMPLING**

Simple random sampling method of lottery system used to select the subject for this study, from a group of subjects; those were willing to participate actively in this study.

### **SELECTION OF THE SUBJECTS**

#### **Inactive subjects (Sedentary Adults)**

The research scholar wants to the office staff and traders through the personal relations and taking the help of neighbors and colleagues. While selection of subjects the research scholar got advantage of the world-renowned institute Hanuman Vyayam Prasarak Mandal, Amravati where the research scholar was lecturer during 1997 to 1999.

#### **Active subjects**

The active subjects were selected from 19<sup>th</sup> Veterans National Athletics Championship 1997. At the time of inaugural function the announcement was made on loudspeaker and requested the athletes to remain present in the same assembly after completion of inaugural ceremony. The purpose of study was discussed among these subjects. There were many subjects who responded positively. These subjects were divided into four age groups.

#### **Yoga Practitioners**

The yoga practitioners were selected from Deeparchan Yoga Center Rajapeth Amravati, Yoga Bhavan and Research Center Maltekadi, Amravati and Janardhan Swami Yoga Bhavan Ram Nagar Nagpur. The purpose of study was discussed amongst these subjects. There were many subjects responding positively. These subjects were divided into four age groups. The date of birth was confirmed from their board certificates. These subjects were selected by the simple random method of sampling with the help of lottery system. The duration of yoga practices was confirmed by their entries in the institutes or yoga centers.

Thus total 120 male subjects were selected for the study, which includes 40 inactive subjects, 40 active subjects and 40 yoga practitioners.

### **FORMATION OF THE GROUPS**

The subjects for the research were 120. They were divided into four equal groups i.e. each group consists of 30 subjects of same age category includes 10 inactive adults 10 dynamic exercise practitioners and 10 yoga practitioners. The group according to age was distributed as follows.

**Table No. : 1 Age wise groups of inactive subjects, dynamic exercise practitioners and yoga practitioners.**

AGE GROUP	INACTIVE ADULTS	DYNAMIC EXERCISE PRACTITIONERS	YOGA PRACTITIONERS
51-53	10	10	10
54-56	10	10	10
57-59	10	10	10
60-62	10	10	10

### **KUNDU'S NEUROTIC PERSONALITY INVENTORY (KNPI)**

Carl Jung (1923) first proposed two types of personality namely extroversion and introversion. But later Eysenck & Eysenck (1964) added another dimension neurotic normal and



carried out extensive research. To measure the degree of neuroticism in the present study Kundu's neurotic personality inventory (KNPI) was used.

#### Classification of Population

Range of raw score	Classification
181 and below	Normal
182-215	Slightly neurotic
216-240	Moderately neurotic
241 and above	Highly neurotic

#### Personality Index amongst inactive subjects, active subjects, and yoga practitioners

The psychological parameter of personality index was to found out with the help of KNPI, which decides the neurotic characteristics of inactive subjects, active subjects, and yoga practitioners. The researcher would like to found out which type of subjects i.e. inactive subjects, active subjects, and yoga practitioners were in neurotic characteristics.

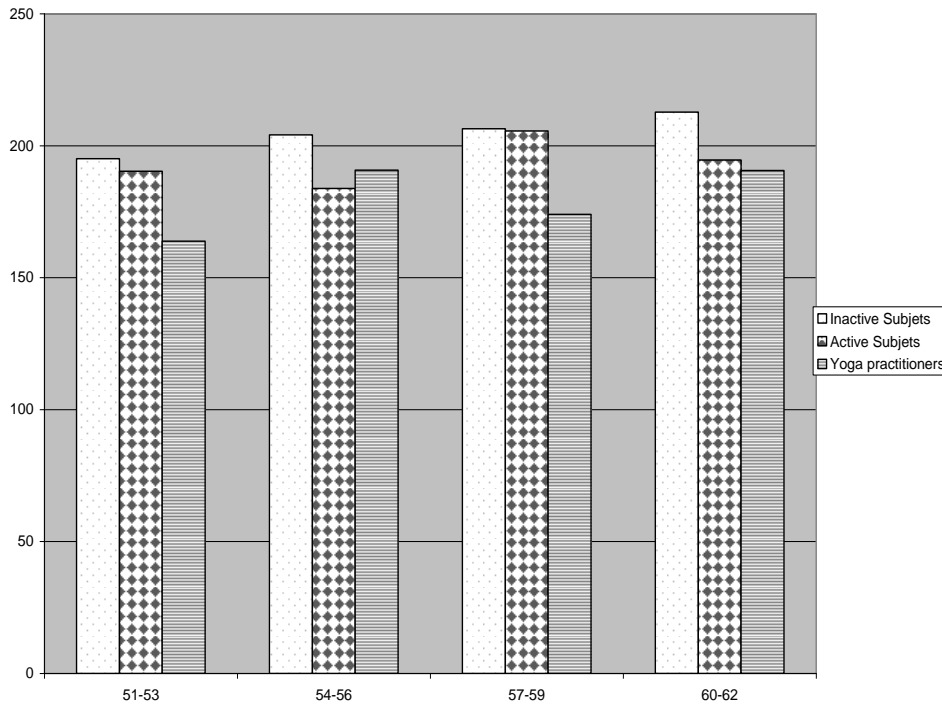
**Table No. : 2 Age group wise means Personality Index amongst inactive subjects, Active subjects, and yoga practitioners.**

AGE GROUP	Inactive subject	Active subjects	Yoga practitioners
51-53	195.1	190.3	163.8
54-56	204.1	183.8	190.7
57-59	206.4	205.6	174
60-62	212.7	194.6	190.6

Above table indicates the mean Personality Index amongst the inactive subjects, active subjects and yoga practitioners. The normal Personality Index will be 181 and below. It is clearly seen from the table No. 2 that in the age group 51-53 yoga exercise practitioners, Personality Index was normal. It must be noted that the mean Personality Index amongst the yoga practitioners went on increasing from 163.8 to 190.6 but at age group 54-56 Personality Index of yoga practitioners found to be 190.7, which indicates the slight neurotic characteristic of yoga practitioners. The active adults were slightly neurotic in nature. Slightly low neurotic characteristic was found amongst the yoga practitioners of 60-62 years of age group than active subjects.

Both groups' namely active subjects and yoga practitioners of all age groups from 51-62 were slightly neurotic characteristics, but at age group 60-62 were with slightly neurotic characteristic. Whereas the inactive subjects of the same age group had average category of neurotic characteristic. The table no. 3 has presented graphically in fig no. 1 for clear understanding of the neurotic characteristic amongst different age groups of inactive subjects, active subjects and yoga practitioners.

**Fig No.1- mean, Personality Index amongst different age groups of inactive subjects, active subjects and yoga practitioners**



The above graph shows that in all age groups the personality index of inactive subjects had greater than 182. The yoga practitioners in the age group 51-53 and 57-59 had personality index less than 182 while in the age group 54-56 and 60-62, it had greater than 182. These observations were statistically confirmed by applying chi-square test. The table no.3 shows that there are significant association of neurotic characteristics amongst inactive subjects, physically active subjects and yoga practitioners.

The active subjects and yoga practitioners were with slightly neurotic characteristics. In view of the above findings it may be concluded that physical activity in the form of physical movement or yoga practices may not contribute significantly to maintain the better neurotic characteristic amongst the subjects of high age groups between 51-62.

**Table-3: Age GroupWise association between personality index amongst inactive subjects and active subjects and yoga practitioners.**

Age group	Inactive subjects and active subjects	Inactive subjects and yoga practitioners	Active subjects and yoga practitioners
51-53	95.3463	56.5391	91.0489
54-56	46.0868	34.7261	44.7279
57-59	27.0520	24.1540	37.2190
60-62	19.8383*	117.1341	78.8711

\*Null hypothesis accepted at 1%.

**Null Hypo.** : There is no association between the neurotic characteristic amongst inactive subjects and active adults, inactive subjects and Yogic practitioners, active subjects and Yogic practitioners at the age ranges from 51-62.

$X^2_{tab}$  at 9 degrees of freedom for 5% = 16.919.

$X^2_{tab}$  at 9 degrees of freedom for 1% = 21.666.

$X^2_{cal} > X^2_{tab}$  in all age group of 51-53, 54-56, 57-59, and 60-62.

*Null hypothesis is rejected at 5% and 1% both.*

Thus by  $X^2$ - test it may be concluded there may be association between neurotic characteristics amongst inactive subjects and active adults, inactive subjects and Yogic practitioners, active subjects and Yogic practitioners at the age ranges from 51- 53, 54-56, and 57-59.

At the age group 60-62,  $X^2_{cal} < X^2_{tab}$  amongst inactive subjects and active adults *null hypothesis was accepted at 1%.*

At the age group 60-62,  $X^2_{cal} > X^2_{tab}$  amongst inactive subjects and active adults *null hypothesis was rejected at 5%.*

Thus, it may be concluded that there is slight significant association amongst inactive subjects and active adults at age group 60-62.

#### **Findings:**

1. In the age group of 51-53, 54-56, 57-59, there was significant association between the personality index amongst inactive subjects and active adults, inactive subjects and yogic practitioners, active subjects and yogic practitioners. This may be due to the less difference in the neurotic characteristic scores of inactive subjects, active subjects and yoga practitioners.
2. The significant difference amongst inactive subjects and active adults, inactive subjects and yogic practitioners, active subjects and yogic practitioners in the age group of 51-53, 54-56, and 57-59 was observed. Both active subjects and yogic practitioners were better in neurotic characteristics than inactive subjects were. The yogic practitioners were slightly better in neurotic characteristics than dynamic exercises practitioners were.
3. In the age group of 60-62, there was no significant association between the personality index amongst inactive subjects and active subjects. The inactive subjects were at average category of personality index. In the age group of 60-62, there might be slight significant association between personality index of inactive subjects and active subjects.
4. In the age group 60-62 significant association was observed between personality index amongst, inactive subjects and yogic practitioners, active subjects and yogic practitioners. The personality index of both dynamic exercise practitioners and yogic practitioners were better to inactive subjects.

#### **Conclusion:**

It may be concluded that the personality index amongst dynamic exercise practitioners and yogic practitioners in the age group, age ranges from 51-62 would be slightly neurotic as compare to inactive subjects. The neurotic characteristic of yogic practitioners was slightly better to dynamic exercises practitioners.

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## STATUS OF COLLEGE OF EDUCATION LIBRARIES IN NORTH MAHARASHTRA UNIVERSITY: A SURVEY

**Mr. Vinay B. Patil:** Librarian, A.D.P.Mandals, Women's College of Arts, Commerce & Home science, Jalgaon. 425001 (Maharashtra)

### Abstract

*This article surveys to know the present conditions of the education college libraries in N.M.U. This study is based on the analysis of professional staff, users, collection, budget, services and computerization existing in the education college libraries. An attempt will be made to offer some useful suggestions for improvement.*

**Keywords:** - Education, Education college library, NMU, Survey

### Introduction

A Library is a central organ of an academic institution on which the entire character and efficiency of the parent body is judged. Libraries have an important place in the educational institution. The education process in India is very slow to recognize the vital importance of college libraries and especially the libraries of College of Education, So their strengths and weakness depend mostly on the amount of exposure to libraries – their resources and services. Their negligence or degeneration is likely to cause a vicious and multiplier effect on entire academic community and the education in general. Considering the importance of the education college library in the education, a study is made of all 20 affiliate colleges of education. All 20 colleges are situated in three different districts i.e. 8 colleges in Jalgaon district, 8 in Dhule district, and 3 in Nandurbar district.

**The survey was conducted to find out the present information regarding library collection, finance, management, services, library personnel, cooperation, physical facilities and evaluates it with present norms, and state the present status of libraries of College of Education under North Maharashtra University. An attempt will be made to offer some useful suggestions for improvement**

### Objectives of the study:

The study is conducted with following objectives to investigate the status of education college libraries in North Maharashtra University, to find out the -

- 1) Infrastructural facilities that are made available in College of Education
- 2) Services provided by the libraries of College of Education.
- 3) Mode of financing and its management of libraries of College of Education.
- 4) Size and strength of college in respective libraries of College of Education.
- 5) Technical processing system adopted by libraries of College of Education.
- 6) Strength of library personnel working in libraries of College of Education.

### Methodology of the Study

The scope of this study is to examine the present status of College of Education libraries coming under the jurisdiction of North Maharashtra University. The data has been collected through questionnaire and somewhat personal visits to the libraries to clarify the scope of the research and requirement of the questionnaire. The questionnaires were distributed to the libraries locally or nearby present and mailed to the librarian of distance libraries followed by telephonic reminders and personnel visits for explaining the purpose of the survey ensuring confidentiality of their responses. The total questionnaires were sent to all 20 different College of

Education library affiliated to the North Maharashtra University. However, only 16 (80%) usable questionnaires were returned to the researcher.

### **Data Analysis**

The analysis is based on the data collected from 16 out of 20 College of Education libraries. The analysis is discussed below.

### **Growth of Libraries**

The data reveals that the maximum 11 colleges (68.75%) were established with their simultaneous library facilities during the period of 1981 – 1990 and only 2 (12.50%) of college libraries were established during 1991-2000. It is also observed that the 3 (18.75%) college libraries were established before the establishment of North Maharashtra University and set before 1970. There are none college libraries came into existence after 2001.

### **Accreditation and Grade of the colleges**

The respondents were asked to mention the grade and accreditation of college. Because to know standards / grade given by NAAC to colleges.

The survey reveals that NAAC accredit 35 % colleges i.e. 7 colleges are accredited by NAAC. 10 colleges are not accredited. 3 colleges have not given this information about accreditation.

The colleges were accredited under present 9-point scale system. Three colleges were accredited in " B<sup>++</sup>" grade. 3(15 %) colleges were under " B<sup>+</sup>" grade. only one college was accredited in B grade. It means Majority of the colleges under B<sup>++</sup> & B<sup>+</sup> grade.

### **College has been included under Sec. 2 F. & Sec.12 B of U.G.C. Act 1956**

The respondents were asked whether their college has been included under Sec. 2f and Sec.12 B of UGC Act 1956. This was necessary to know that how many colleges are recognized by UGC, because UGC provide various types of grants to the development of college library collection, building and services comes under the above section of the UGC Act. The survey reveals that 15% college i.e. 3 colleges were recognized by Sec. 2f & 12b of UGC. One college was recognized by Sec 2f only. 16 (80%) colleges are not recognized by sec.2f and Sec.12 B of UGC act.

It can be concluded that 15% colleges was recognized by Sec. 2f and Sec.12 b of University Grants Commission (U.G.C.) It means 3 colleges are entitled for various U.G.C. grants for College and their library.

### **Infrastructural facilities**

#### **Library Building**

The building of a housing the library should be attractive, spacious, well equipped and functional. It should have adequate space for reading material, library staff and various service points. It should also have ample provision for future expansion.

Out of a total of 16 colleges of education libraries, the maximum 11 libraries of College of Education (68.75%) are housed in separate library room in the college building and rest 5 (31.25%) of libraries are housed in separate hall in the college building. There is no library housed in separate building.

#### **Reading Room Capacity:**

In 9 (56.25%) libraries are having seating capacities of reading room below 25 in which is the lowest capacity. 5 library (31.25%) have seating capacity in range of 26-50. Two libraries have very good seating capacity more than 101.

#### **Library Membership:**

The survey reveals that maximum libraries 9(81.81%) serving clientele between 51-100 students, while the single library has serving students ranged between 101-150. The maximum number of students ranged between 151-200 is also served by only one library. Survey reveals

that 5(45.45%) libraries' teacher and staff users are ranged between 11-15, while 3(27.27%) libraries served 16-20 teachers and staff. 2(18.18%) libraries are serving only 6-10 teacher and staff users, but one library serving is very good number of teacher and staff user ranged between 26-30.

#### **Library Services:**

There is some library services identified among the College of Education libraries being offered. The information given in table 1 reveals that good numbers of libraries 14 (87.50%) are exercising the reference services and 10 (62.50%) of College of Education libraries are exercising current awareness services. Only 4 (25.00%) libraries are providing reader's assistance service, while 9(56.25%) libraries are exercising inter library loan. But the other services like bibliographic services; reprographic services (Photocopy) are practiced by only three libraries (18.75%) each services. 6 (37.50%) of College of Education libraries are exercising book reservation services.

**Table 1**

Different Services Offered to Readers by Libraries.

Library services	No.(s) of libraries offered	Percentage
Reference services	14	87.50%
Current awareness services	10	62.50%
Reader's assistance services	4	25.00%
Reprographic services (Photocopy)	3	18.75%
Inter library loan	9	56.25%
Bibliographic services	3	18.75%
Book reservation	6	37.50%

#### **Access System:**

The survey reveals that maximum libraries 7(43.75%) are having the closed access system for their collection and 5(31.25%) libraries are having partial open access system. 4(25.00%) libraries are practicing the recommendations of Standing Committee of College and University Library of UGC as the college library should have reading facilities with direct and open access to library materials on shelves. The problem regarding open access to the students were discussed with local college librarians. The reasons were: (a) non- availability of sufficient space required for the library, (b) non-availability of sufficient staff to shelve the books used.

#### **Circulation System:**

Book circulation is the most visible library service. Circulation system enables to maintain proper record of book issue and return transactions. It is observed that majority of the college libraries 8 (i.e.50%) use ledger /register systems for circulation. 5 (31.25%) college libraries use Browne system for circulation. Very few i.e. 2 (12.50%) college libraries use Newark system for circulation. Considering more disadvantages of register system; the college libraries must adopt card based or computerized system for circulation.

#### **Library Finance:**

The success of any library and information center generally depends on the amount of funds made available and the manner in which it is used. It has come to notice that during the course of this survey that 37.50% of the college libraries have not given any data about the library finance. It is very sad so far as librarianship as well as library finance is concerned.

#### **Sourcing of Finance:**

The survey reveals that the sources of library finance in different college libraries are different. Only 4 (25.00%) of college libraries are receiving fund from the State Government and the UGC. The maximum college libraries 9(56.25%) are sourcing-raising the library finance from Institutional funds. The 8(50.00%) college libraries are sourcing-raising the library finance from student's fee and the least college libraries around 3(18.75%) are sourcing library funds from UGC.

**Library Collection:**

The survey reveals that 5 (37.50%) libraries are having the holdings range of 4001-6000 books and one library has very poor collection below 2000 books. Out of the three college libraries each (6.25%) is having good collection ranged between 20001- 32000 books. The 62.50% of libraries are not even meeting the desirable norms and standards of collection strength (At least 5000 books) given by National Council for Teacher Education, of NCTE

Two libraries have been subscribed less than 10 journals and one library has not subscribed any single journal. Which is non-compliance of NCTE's desirable norms and standards. The survey reveals indicates that 75% libraries have been subscribed more than 10 journals while, 25 % libraries subscribed below 10 journals. The data also reveals that three libraries have subscribing more than 30 journals.

**Technical Processing:****Classification:**

The data reveals that the 9(56.25%) libraries have classified their collection according to DDC scheme and only 6(37.25%) of libraries have classified their collection according to CC scheme. 6.25% libraries have not classified their documents at all.

**Cataloguing:**

The survey reveals that CCC is less preferred than AACR among the College of Education Libraries. 5 (31.25%) libraries using AACR and only 2(12.50%) of libraries using CCC.

The survey reveals that only 2(12.5%) of libraries are having catalogues in full extent while 5(31.25%) are having partial extent. But, the huge percentage 56.25% of libraries are not having any catalogue.

**Library Personnel:****Library Staff Strength:**

The survey reveals that 6(54.54%) libraries of College of Education are having only two staff members comprising one professional and another non-professional. The data also reveals that 3(27.27%) libraries are having three staff. The only one library has semi-professional staff and only 2(18.18%) libraries are having two non-professional staff in assistance to professional personnel. But, two libraries are having only one staff member of professional cadre. 31.25% colleges is not provided information about staff.

**Qualification of Librarians:**

The processed data reveals that 5(54.54%) libraries are managed by librarians having Bachelor's degree in any discipline and Master of Library and Information Science, while 3(27.27%) of libraries are managed by librarians having Master's degree in any discipline and Bachelor of Library and Information Science. The only 3(27.27%) College of Education Libraries are managed by high qualified librarians having Master's in any discipline and Master of Library and Information Science.

**Conclusion**

Teachers are builders of good national citizens. They can perform very well if they should updated their knowledge time to time. Hence, the library of these centers should be rather well maintained to fulfill the requirements of teachers and to be teachers (Students of Education).

The growth of College of Education in Khandesh region was very slow before the establishment of North Maharashtra University but together with the establishment of this new university, maximum number of colleges of education came into existence with their own libraries. Only One-third Colleges are accredited by NAAC. Very few only 3 colleges are entitled for various UGC grants for college & their library. It was found that some of the libraries are having very poor library facilities like their housing (Building), equipment, and even seating capacities. Similarly, there are almost all libraries are facing problem of shortage of staff. The libraries of College of Education are working as library as well as laboratory in most of the colleges in regard to having teaching aids and librarians is supervisors of that item as a laboratory store-in-charge. In most of the libraries, librarian is doing every kind of library work, as there is only one professional staff as librarian. A big numbers of College of Education librarian are not associated with any professional associations. So for a service is concerned most of the libraries are exercising only reference services current awareness services and inter library loan services. Bibliographic services, Reprographic service and book reservation are done by negligible number of libraries. Very less number of libraries is engaged in cooperation activities and reader assistance services.

It was very shameful for librarianship profession that a big numbers of library professional have not responded the library finance part of the questionnaire even after convincing them. The maximum libraries (Non-granted) are sourcing the finance from students' fee, Institutional fund, and granted libraries sourcing the finance from State Government and UGC funds. The maximum numbers of libraries are preparing budget on the basis of availability of funds while a big numbers of libraries are not preparing budget. The annual library budget of maximum libraries remains below Rs.40,000. The average annual expenditure over acquisition of books slightly less than the recommendation of UGC workshop (1979) while expenditure over periodicals are far less than recommendations. The situation in most of college libraries is very poor in budget allocation for periodicals and books. The imbalance of expenditure is clearly seen in almost all libraries.

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## **THE IMPACT OF PYRAMID TRAINING ON SELECTED NEURO-MUSCULAR CO-ORDINATION OF BOXERS**

**Dr. Vasanthi Kadhiravan:** I/C Head, Department of Physical Education, University of Mumbai, Mumbai.

**Mr. Goderoa Mahadev :** Physical Education Teacher, Ryan International School, Goregoan  
**Abstract:**

Boxing is first appeared as an Olympic event in 7<sup>th</sup> Century B.C. originally. The sports of boxing in Ancient Greece was not so much about hitting once opponent as much as it was about avoiding being hit until the other boxers become exerted in attack. Boxing made its debut in the modern Olympic game at St. Louis in 1904 as a demonstration sport. A study was conducted to find out the effect of pyramid training on selected neuro-muscular co-ordination of Boxers. For this study forty male boxers age 17 to 20 years were selected randomly as subjects from Ruia Boxing Academy of Mumbai. The selected forty boxers were divided into two equal groups viz; experimental group and control group consists of twenty subjects on each group. The experimental group was given pyramid training for eight weeks, three days in a week with the duration of one hour in the evening. and the control group was treated as sedentary. The data were collected by conducting the pre and post tests of both the groups on the selected neuro-muscular co-ordination variables i.e. Eye hand co-ordination, Eye foot co-ordination, Dynamic balance, Hand Reaction and Foot Reaction of the Boxers. The collected data were analyzed by using the 't' test as suggested by Me Guigan for significance difference. While concluding, it may be stated that, within the limits of the present study, selected pyramid training exercises could improve the selected neuro muscular co-ordination variables of Eye hand Co-ordination, Eye foot Co-ordination, Dynamic balance, Hand reaction time and Foot reaction time of the Boxers.

### **Introduction:**

Man has always had a desire to beat one another up whether it is in the battlefield or in the ring. History is full of conflict, and it is human nature to be competitive. Boxing is an extension of that desire to prove oneself better than one's opponent. It would be sufficient to say that the sport of boxing has its origins in the forms of hand to hand combat derived from the ancient civilizations of Egypt, Greece, and Rome. The earliest forms of pugilism arrived on the British Isles when the Romans conquered them in the first century. The first recorded history of boxing as a public spectacle began in 18th century England. Boxing became an official sport of the Olympic Games in 688 B.C., the 23rd Olympiad.

The purpose of this study was to find out **"THE IMPACT OF PYRAMID TRAINING ON SELECTED NEURO-MUSCULAR CO-ORDINATION OF BOXERS"**

### **HYPOTHESES**

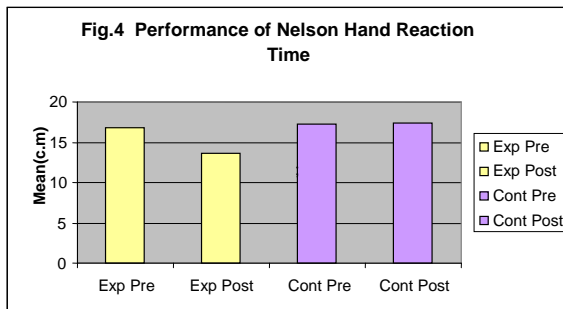
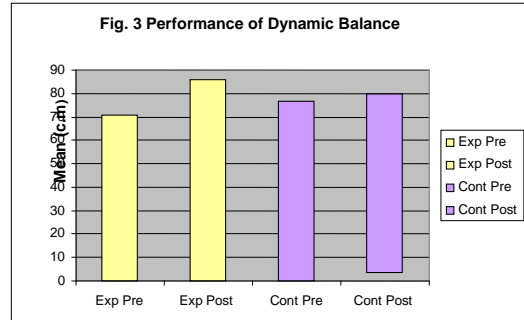
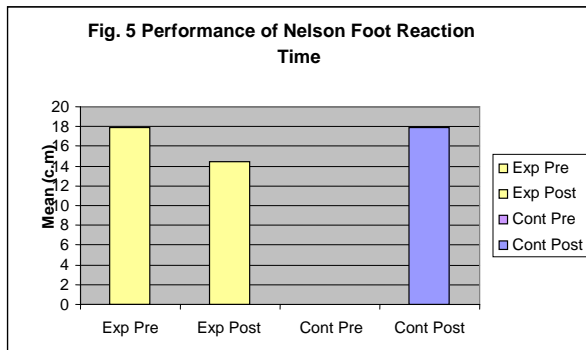
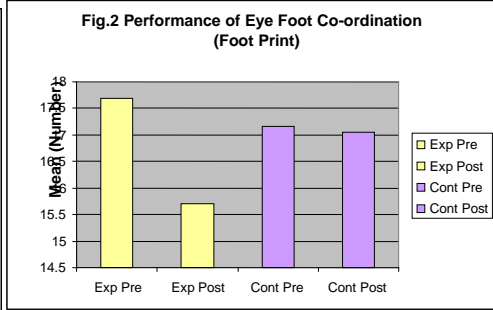
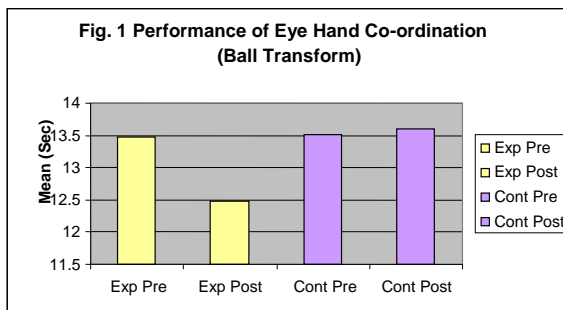
Pyramid Training would give significant improvement in Neuro-Muscular Co-ordination of Boxers.

**METHODOLOGY**

The subjects for the study were forty male boxers age 17 to 20 years had been selected randomly from Ruia Boxing Academy of Mumbai with view to find out the impact of pyramid training program on the selected Neuro-muscular co-ordination of the boxers. The selected forty boxers were divided into two equal groups viz; experimental group and control group consists of twenty subjects on each group. The experimental group was given pyramid training for eight weeks, three days in a week, one hour duration in the evening and the control group was treated as sedentary .The data were collected by conducting the pre and post tests of both the groups on the selected neuro-muscular co-ordination variables of Eye hand co-ordination, Eye foot co-ordination, Dynamic balance, Hand Reaction and Foot Reaction of Boxers.

**COMPARISON OF EXPERIMENTAL AND CONTROL GROUP GAIN IN NEURO MUSCULAR CO-ORDINATION****Table.1**

Variables	Experimental Group				Control Group			
	Pre Mean	Post Mean	MD	't'	Pre Mean	Post Mean	MD	't'
Eye hand co-ordination (ball transform)	13.481	12.480	1.001	9.19	13.517	13.609	-0.093	-1.27
Eye foot co-ordination (ball transform)	17.697	15.707	1.989	14.09	17.166	17.061	0.1055	1.19
Dynamic balance	70.55	85.65	-15.100	-16.78	76.75	76.05	0.700	1.58
Nelson Hand Reaction Test	16.809	13.637	3.173	7.27	17.243	17.400	-0.157	-0.31
Nelson Foot Reaction Test	17.840	14.438	3.402	20.76	17.241	17.846	-0.606	-1.47



**CONCLUSION**

The collected data were analyzed by using the 't' test as suggested by Me Guigan for significance difference. While concluding, it may be stated that, within the limits of the present study, selected pyramid training exercises could improve the selected neuro muscular co-ordination variables of Eye hand Co-ordination, Eye foot Co-ordination, Dynamic balance, Hand reaction time and Foot reaction time of the Boxers.

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## **REVISUALISING SPECIAL NEEDS CHILDREN: AN INTERVENTION FOR SUSTAINABLE DEVELOPMENT**

**Prof. Geeta Rai:** HOD, Education,MMV,BHU, Varanasi,

**Mr.Ramesh Kumar:** Ramesh Kumar ,Research scholler,FOE,BHU ,Varanasi.

### **( Abstract )**

*The geneses of this paper lies in contributing towards the betterments of special need children in the realm of sustainable development by ensuring the quality/access of education through involving the parents, family and the community. Consequently, the contents highlight the Rational, Concerns and Prospects, Strategies ahead , Keyes to improving educational skills as well as the Rehabilitation modes, Offering professional supports , Required Interventions etc by Applying Ex- facto research methodology particularly based on the contextual theoretical framework.*

Education is a fundamental right for every human being ,able –bodied or disabled. The universalisation of elementary education(UEE) is a constitutional obligation which includes education of the disabled children of that age group . it is a challenging task because the disabled in India constitutes ten percent of the total population.

India has witnessed a phenomenal expansion of educational opportunities in the post independence period , however disabled children , are not benefited substantially from the growth in educational facilities . This is not to say that no work has been done in the field of disabled welfare . Considerable work that has been done both by the government of India and the voluntary sector with substantial increase in the allocation of funds for different plan periods. The special education system has done a pioneering work in the field of education for the children with disability.

Education of children with disabilities is a matter of partnership with international agencies for

human resource development, research and investigation into causes and prevention of disabilities for acquiring new innovative strategies and for funding of projects the national and non-government agencies have collaborations with international agencies.

The habilitation or rehabilitation of a special children should begin from his family . Parents should be able to appreciate their role in assisting the child to get ready for his total habilitation and/or rehabilitation . Some of the special children may require special help throughout the time they are at school or college , because of severity of their condition , but some may need special assistance temporarily .

Thus, it is mandatory that every parent of special children involves himself with child's education right from the very beginning. The child have to become an integral part of the community . Unless the society accepts the child with his strengths and weaknesses , the total rehabilitation is not possible. The ultimate aim of education of the special children should be to ensure that the child becomes a responsible and independent member of the society .

Through involvement in child programmes ,parents organizations , opinion and public policies, support by the extended family ,utilisation of professional services, providing financial support to parents, the participation of community can be increased. Social support from the community gives emotional supports and encourages a feeling of normalcy in the child and his parents . A friend to confide with, a neighbor offering help for respite and a formal institutional support are some of away the community contribution . Voluntary organization like Rotary

Club, Lion Club, Red Cross, well wishers from private sectors, public undertakings have supported programme for the welfare of the individuals with special needs .

Concomitantly, while creating ,formulating and developing the concerns and imperatives stapled with]the education of special need children the following *milestones* are considerable :

- While utilizing the resources of the community in the task of rehabilitation, the community itself has to be further equipped, empowered and prepared to rehabilitate the persons with disabilities, the objective of rehabilitation being integration of special individuals in the community.
- Family as a primary center of socialization , center of recreation and affection plays a positive and decisive role in the development of self-identity , and meeting the emotional ,educational and vocational needs of a special child.
- Parents must perform roles and develop skills to help the special child to deal with his conditions most effectively and with confidence.
- An educationally stimulating home environment depends primarily upon the quality of parenting and child rearing practices, as well as culturally stimulating atmosphere and educational expectations.
- An educationally stimulating home environment is associated with adaptive competence of the child .

*The geneses of this paper lies in contributing towards the betterments of special need children in the realm of sustainable development by ensuring the quality/access of education through involving the parents, family and the community. Consequently, the contents highlight the Rational, Concerns and Prospects, Strategies ahead , Keyes to improving educational skills as well as the Rehabilitation modes, Offering professional supports , Required Interventions etc by Applying Ex- facto research methodology particularly based on the contextual theoretical framework.*

With the changed paradigm, the advancements in education await more dedication and greater involvements in newer frontiers of sustainable development specially in the context of the dynamics of child care & studies. Education as one of the human right guaranteed in the continuations , the promises and priority areas necessitate a re-thinking in response to the aspirations of rapidly changing world scenario. Obviously, every society consists of children with special education needs ,such as socially deprived , visual impairment, hearing impairment, mentally retarded, orthropedically handicapped, cerebral palsy ,multiple disability etc In the twentieth century , in vigorous efforts had been made for the education of children with disabilities at national and international levels. However, reality is that in many developing countries (India is on of them ) education for the disabled has a low coverage which needs immediate attention . Although educational provision for children with visual impairment exist for more than 100 years, yet in many developing countries in the world less than 10% of these children are receiving any education .

The new trend of education is “Education for all”. According to the census of India (2001), there are 2.19 crores persons with disabilities in India who constitute 2.13 percents of total population including all the disabilities. Seventy- five percent of person with disabilities live in ruler area 49% of disabled population are literate and only 34% are employed. About 1.40 million disabled children are enrolled in elementary classes across the country of with 1.02 million are in primary and 0.38million in upper primary classes the percentage of children with disability ,both in primary(0.86%) and upper primary (1.01%) is around 1% to total enrolment in this classes . In the Indian context, achieving education for all is not promising considering all the social, economic, political, cultural, and environmental aspects. The goal of achieving universalization

of education is incomplete without including children with special needs in the main education stream and making necessary provision for it. Hence, it is pertinent to know special need children as the emerging paradigm of the dynamics of child studies .

Education is a fundamental right for every human being ,able-bodied or disabled. The universalisation of elementary education(UEE) is a constitutional obligation which includes education of the disabled children of that age group . It is a challenging task because the disabled in India constitutes ten percent of the total population. India has witnessed a phenomenal expansion of educational opportunities in the post independence period . However disabled children , are not benefited substantially from the growth in educational facilities . This is not to say that no work has been done in the field of disabled welfare . Considerable work that has been done both by the government of India and the voluntary sector with substantial increase in the allocation of funds for different plan periods . The special education system has done a pioneering work in the field of education for the children with disability.

Education of children with disabilities is a matter of partnership with international agencies for human resource development, research and investigation into causes and prevention of disabilities. For acquiring new innovative strategies and for funding of projects the national and non-government agencies have collaborations with international agencies. The habilitation or rehabilitation of special children should begin from his family . Parents should be able to appreciate their role in assisting the child to get ready for his total habilitation and/or rehabilitation . Some of the special children may require special help throughout the time they are at school or college , because of severity of their condition ,but some may need special assistance temporarily.

Hear, it is commendable that some *typical parental attitudes* i.e. **over protectiveness, indulgence , rejection , acceptance , favoritism, parental ambitions** etc are responsible for their proper growth, development as well as rehabilitation . Thus, it is mandatory that every parents of special children involves himself with child's education right from the very beginning. Hence few peculiar responsibilities of *Parents* in this direction is expected .

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### **Responsibilities of parents**

- To participate as member of the individualized education meeting programmes (IEP)
- To co-operate the school and other professionals to determine IEP goal and objectives for the child .
- To accept responsibility for assisting in the implementation of IEP goal and objective.
- To provide feedback and suggestion about the instruction and services being provided.

The child have to become an integral part of the community . Unless the society accepts the child with his strengths and weaknesses, the total rehabilitation is not possible. The ultimate aim of education of the special children should be to ensure that the child becomes a responsible and independent member of the society .Contextually, the responsibilities lie on the consequent role of *Teachers, Family and Community* as the whole \_\_\_\_\_

### **Role of teachers**

- To know the needs of parents.
- To know the expectations of the parents from the child and school.
- To make the parents aware of the development characteristic of their child.
- To make the parents aware of condition of child – cause and prognosis and its implications.
- To help the realistic expectations.

- To make them aware of their role and responsibilities towards child.
- To get them involved with school programmes .

#### **Contributions of Family**

- Feeling of security from being a member of a stable group
- People children can rely on to meet their needs physical and psychological
- Guidance and helping learning skill – motor ,verbal and social .
- Stimulation of their abilities to achieve success in school and in social life .
- Aid in setting aspirations suited to their interests and attitudes .
- Sources of companionship until old enough to find companions outside the home or when outside companionships is not available .

#### **Role of Community**

- Setting up special school.
- Sponsoring a special child's education .
- Distributions of clothes and foods to special children from poor families .
- Organizing recreational activities for these children .
- Providing scholarships to deserving students with disability.
- Sponsoring of organizing, screening and identification camps.
- Organizing public awareness programmes.
- Serving as volunteers in special schools
- Starting vocational training programmes and by providing employment opportunities to individuals with disabilities .

Through involvement in child programmes, parents organizations , opinion and public policies, support by the extended family ,utilization of professional services, providing financial support to parents, participation of community can be increased. Social support from the community gives emotional supports and encourages a feeling of normalcy in the child and his parents . A friend to confide with a neighbor offering help for respite and a formal institutional support are some of ways the community contribution . Voluntary organization like Rotary Club, Lions Club, Red Cross, well wishers from privet sectors, public undertakings have supported programme for the welfare of the individuals with special needs in view of sustainable development and inculcation of cherished human values .

Concomitantly, while creating ,formulating and developing the concerns and imperatives stapled with]the education of special need children the following *milestones* are considerable

:

- While utilizing the resources of the community in the task of rehabilitation, the community itself has to be further equipped, empowered and prepared to rehabilitate the persons with disabilities, the objective of rehabilitation being integration of special individuals in the community.
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## A COMPARATIVE STUDY OF STATE ANXIETY AMONG ELITE AND NON ELITE INDIAN UNIVERSITIES HIGH JUMPERS

**Dr. Kabir S. K.:** Associate Professor, Department of Physical Education, Aligarh Muslim University, Aligarh.

**Dilshad Ali:** Research Scholar, Department of Physical Education, Aligarh Muslim University, Aligarh.

### ABSTRACT

**Keywords:** State anxiety, high jump Athletes

Anxiety is considered as one of the greatest problem of modern trends in scientific arena of sport and games, cultural conflicts and economical problem of man. Due to these reasons, the level of anxiety is increasing day by day. Anxiety factor tells us the emotional condition of a mind and in this mind; we find a fear of danger of loss or suffering as a prominent feature. More than anything else, a fear which is not known to us is the reason of anxiety which creates tension and disturbance. The aim of the present study was to evaluate and compares the levels of the competitive state anxiety (cognitive anxiety, somatic anxiety and self confidence) in elite and non elite Indian university high jump athletes prior to competition and to investigate any possible differences between elite and non elite high jump athletes, as well as in relation to their athletic experience ,among 30 elite and non elite high jumpers who participate in 70<sup>th</sup> all India inter university Championship held at Jawaharlal Nehru Stadium Chennai (27<sup>th</sup> to 31<sup>st</sup> December 2009) under the auspicious of Madras University, Chennai. Measuring instruments was used for this study Competitive State Anxiety Inventory - 2 (CSAI-2) Test developed by Martine's et al (1990). Including individual demographic information sheet. The collected data was analyzed using "t" test to find out the significance differences between elite and non elite high jumpers on above mentioned psychological variable and the level of significance was set at 0.05 level of confidence .The finding of the statistical analysis has been revealed the each encounters finding in contrast and that found a strong significance difference among elite and non elite high jumpers.

### INTRODUCTION

Most of the sport performance is, traditionally skill practices, specially the athletics events are greatly consider under varieties of competitive events which are effects on human organism. Keeping in view the objectives, the athletes were categorized into two main groups, in terms of elite (N=15) and non elite (N= 15) high jump male and female athletes The subject representing the elite those who had succeed in getting first eight position in all India athletics meet in own respective event and non elite those who did not qualify. The psycho-physical condition plays an important role in order to performance in critical condition. The high jump is a field athletics event in which competitors must jump over a horizontal bar placed at measured heights without the aid of certain devices in this modern most practiced format; auxiliary weights and mounds have been used for assistance but rules have been changed over the years. An inherent aspect of competitive athletics is the need for players to meet the demands of competition and to perform well under pressure (Craft et al., 2003). "The perception of a substantial imbalance between environmental demand and response capabilities under conditions which a failure to meet demands is perceived as having important consequences will respond to increase levels of cognitive and somatic state anxiety" (Martens et al., 1990).

Spielberger defined that state anxiety were "characterized by subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or

arousal of the autonomic nervous system". Some of the researchers explored that the role of situational factors play in mediating state anxiety of athletes prior to competitions (Jones, Swain & Cale, 1991; Krane & William, 1994; Matheson & Mathes, 1991). Competitive state anxiety to contain three subcomponents: Cognitive anxiety, Somatic anxiety and third is self confidence. Cognitive anxiety is characterized by negative thought, inability to concentrate and disrupt attention. Somatic anxiety is ones perception of their physiological arousal such as rapid heart rate, tense muscles and butterflies in the stomach. Research has also been done on the gender differences concerning state anxiety levels. Self-confidence tends to decrease in females on the day a competitive event is to occur.

#### METHODOLOGY

The present study was conducted on 30 Indian university high jump athletes. Keeping in view the objectives, the athletes were categorized into two main groups, in terms of elite (N=15) and non elite (N= 15) high jump male and female athletes, who were randomly selected from the 70<sup>th</sup> All India Inter University Athletic Championship held at Jawaharlal Nehru Stadium Chennai (27<sup>th</sup> to 31<sup>st</sup> December 2009) under the auspicious of Madras University, Chennai. The subject representing the elite those who had succeed in getting first eight position in all India athletics meet in own respective event and non elite those who did not qualify .Investigator used the competitive state anxiety inventory-2 (CSAI-2) Test developed by Martine's et al (1990) to assess the anxiety levels of athletes in competition. The CSAI-2 contains three subscales of cognitive anxiety, somatic anxiety and self confidence. An analysis of data "t" test was utilized by the SPSS 11.5 program. This test was chosen to analysis the difference of the three subcomponents of state anxiety, which has been above mentioned. The level of significance was set at 0.05 level.

#### RESULTS AND DISCUSSION

The present research paper was designed to study the performance of athletes of Indian universities under two conditions, namely, elite and non elite high jumpers to seek the difference among above mention sub psychological variables.

**Table1: Difference between elite and non elite high jump athletes on cognitive anxiety**

<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t</i>
<i>Elite</i>	15	18.4667	1.76743	-3.100
<i>Non- Elite</i>	15	21.5333	3.39888	

\*Significant at 0.05 level

Tab t.0.5 (28) = 1.701 The above finding reveal that There is a strong significant difference between elite and non elite high jump athletes with regard to cognitive anxiety Since calculated 't' > tabulated t'(3.100 > 1.701) (Table-1). However the mean score (18.4667 < 21.5333) of elite was lesser than the non elite athletes

**Table-2: Difference between elite and non elite high jump athletes on somatic anxiety**

<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t</i>
<i>Elite</i>	15	14.0667	1.57963	-5.277
<i>Non- Elite</i>	15	20.2667	4.26726	

\*Significant at 0.05 level

Tab  $t_{0.5}(28) = 1.701$  The above result reveal that There is a strong significant difference between elite and non elite high jump athletes with regard to competitive state anxiety Since calculated 't > tabulated t' (5.277 > 1.701) (Table-2). However the mean score (14.0667 < 20.2667) of elite was lesser than the non elite athletes.

**Table-3: Difference between elite and non elite high jump athletes on self confidence**

Groups	N	Mean	S.D	t
Elite	15	28.5333	1.59762	3.019
Non- Elite	15	25.8000	3.12136	

\*Significant at 0.05 level

Tab  $t_{0.5}(28) = 1.701$  The above result reveal that There is a strong significant difference between elite and non elite high jump athletes with regard to competitive state anxiety Since calculated 't > tabulated t' (3.019 > 1.701) (Table-3). However the mean score (28.5333 > 25.8000) of elite was less than the non elite athlete high jumpers.

**Table-4: Difference between elite and non elite high jump athletes on Competitive state anxiety**

Groups	N	Mean	S.D	t
Elite	15	61.0667	3.21751	-3.613
Non- Elite	15	67.6000	6.21978	

\*Significant at 0.05 level

Tab  $t_{0.5}(28) = 1.701$

The above result reveal that There is a strong significant difference between elite and non elite high jump athletes with regard to competitive state anxiety Since calculated 't > tabulated t' (3.613 > 1.701) (Table-4). However the mean score (61.0667 < 67.6000) of elite was lesser than the non elite athletes

**CONCLUSION**

The following result of the present study established in a different elite and non elite condition of high jump athletes. The results of the present study reveal that elite high jumpers reported lower scores of cognitive anxiety and somatic anxiety, which has been facilitative to performance. On the other hand, non elite high jump athletes determine a higher score in cognitive anxiety and somatic anxiety. Furthermore, elite jumpers have been higher self-confidence, with positive effects on their performance, while non elite stated lower self-confidence because they have lack athletic experiences than elite high jumpers.

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## **EVALUATION OF MORPHOLOGICAL VARIABLES OF TEAM HANDBALL PLAYERS**

**1. Dr. SOPAN E. KANGANE:** Dean, Faculty of Physical Education, University of Pune, & Reader, M.M's C.A.College of Physical Education, Gultekdi, Pune-37

### **ABSTRACT**

The data on large sample (n=600) were collected when the whole Maharashtra junior Handball players gathered for state level competitions of State Association and Zilha Krida Parishad. The male Handball players below the age nineteen years (i.e.15-19 years) were the subjects of this study. Total thirty-two district teams in Maharashtra state generally participate in Association's state level competition and twenty-five teams of various age groups participate in Zilha Krida Parishad's state level competition. Every team, representing each district, consists of twelve players. Thus, over all population of the state level junior Handball players in Maharashtra state for two consecutive years have been considered as the total population for this study. This ensures that 100% population covered in this study.

Body weight was measured with the help of a weighing machine nearest to 0.5 kg. Standing body height was determined nearest to 0.5 cm using a vertical scale fixed with the wall. Body fat was assessed by using a battery of field tests that included assessments of physical characteristics components. This paper reports the results of the field test battery. Test batteries have been used in physical education and in sport to assess various components of players. These assessments served the teacher and coach to determine a player's level of ability, or their progress, weaknesses and strengths. These test batteries for sports performance usually dealt with the morphological components like Body height, weight, physical fitness components like strength and endurance, or the motor skills components, like speed, agility, power, or accuracy. Batteries of tests for team handball have not been developed in the India. The purpose of this investigation was to construct a team handball test battery that would be reflective of the Morphological factors that contribute to high levels of performance, and to establish a database of performances by the National Team Handball players. Additional purposes for developing the test included using the test to screen potential players at the state level, to provide teachers in the schools and colleges with tests that are inexpensive and easy to administer, and to provide self-administered tests that would train the athletes to improve their performance in team handball.

**Key words:** Morphology, BMI, Fat %, & Lean body mass

### **INTRODUCTION**

Handball is a team game and is played popularly by the world-wide nations. This game has got place in the Olympic Games. It is also played professionally in many European countries including Asia. In India, this game has become significant among other popular games.

**In Maharashtra, many teams participate in the state level championship in Handball. Although such a competition is ever challenging, the morphological status of the players of Maharashtra in this game seems to be questionable at the national level competitions. The same is true in the case of other games also.**

**Although scientific training and coaching programmes are accessible to the Handball players, the real reason for failure is unknown. Now a day, many sports scientists opine that selection of talented players is the key to success. Getting such ideas, many research workers in the field of Physical Education have developed research-**

based “Standard Selection Criteria” so that talented players can be chalked out. In the case Handball, no such “Selection Criteria” is available in India.

The present study has, therefore, been undertaken for Handball players in Maharashtra. Although the researcher has restricted his study for junior level Handball players, the same could be applied for selecting players of other levels, as the results are promising.

#### MATERISL AND METHOD

This is a **normative survey**; it follows the principles of developmental research (Hubbard, 1973).<sup>1</sup> The coaches, experts and this investigator discussed the test items and agreed that they were relevant to the sport (Table 1). A “Test Battery” for Handball has been formulated, developed and standardized, and the norms of the same were established scientifically. digital Omron Fat Monitor (HBF-302) and the score was recorded directly in percentage.

The data were primarily analyzed to assess Mean, SD, and QD. *Item-Analysis* (Guilford & Fruchter, 1978; Bhattacharyya *et al.*, 1977)<sup>2,3</sup> was completed that confirms the item retains in the Test Battery. *Factor Analysis* (Fruchter, 1967)<sup>4</sup> was employed for final selection of test-items. *Item-sum correlation and split-half reliability* methods were applied to validate the existence of each item in the Test Battery and to determine the reliability. *Normality* of each of the existed item was then tested on the basis of the values of Skewness, Kurtosis, Standard error of skewness and Kurtosis, critical ratio of skewness and kurtosis. The items, which fall within the normal range of normal probability curve, were then processed for determining percentile norms including grading scale.

**Table 1. Test items to represent morphological dimension**

No.of dimensions	Name of test items & Measurement unit	Tools Used	Recommended measures
MORPHOLOGICAL	Height (Cm.)-A1	Scale fixed with wall	Body height
	Weight (Kg.)-A2	Weighing machine	Body weight
	BMI (points)-A3	Formula	BMI
	Body fat (%)-A4	Fat Monitor	Fat %
	Lean body mass (points) -A5	Formula	Lean body mass

**Table 2 Mean and SD of morphological variables of the Handball players**

Code of Items	Morphological Variables	Mean (M)	Standard Deviation (SD)
A1	Body height (cm.)	169.59	7.50

<sup>1</sup> A.W. Hubbard, *Research Methods in Health, Physical Education and Recreation*. (Philadelphia: AAHPER, 1973), p.84.

<sup>2</sup> J.P. Guilford, & B. Fruchter, *Fundamental statistics in psychology and education*. (New Delhi: McGraw Hill Book Co., 1973), pp.98-119.

<sup>3</sup> D. Bhattacharyya, & A. Bhattacharyya, *Evaluation and measurement in education*. [Calcutta: Blacki (India) Employees Cooperative Industrial Society Ltd., 1977], pp.64-74.

<sup>4</sup> Benjamin Fruchter, *Introduction to Factor Analysis*. (New Jersey: D. Van Nostrand Company, Inc., 1967), pp.51-86.

A2	Body weight (Kg.)	56.24	10.19
A3	BMI (index)	19.48	2.86
A4	Body fat percent (%)	13.83	4.67
A5	Lean body mass (index)	48.93	7.62

Since the data were processed for descriptive statistics, the measures of central tendency and dispersion of all the variables are as follows:

#### A) Results of Descriptive Analysis

1. **Morphological Data:** The mean score in *Body height* (A1), *Body weight* (A2), *BMI* (A3), *Body fat percent* (A4), and *Lean body mass* (A5) were 169.59 Cm. (SD=7.50), 56.24 Kg. (SD=10.19), 19.48 index (SD=2.86), 13.83% (SD=4.67), and 48.93 index (SD=7.62) respectively, whereas the *Body fat mass* as calculated was 8.06 index (SD=3.98).

**Table 3 Indices of Item-difficulty and Item-discrimination**

Dimension	Code No.	Name of Items	Item-Difficulty	Item-Discrimination
MORPHOLOGICAL	A <sub>1</sub>	Body Height	0.67	0.54
	A <sub>2</sub>	Body Weight	0.51	0.44
	A <sub>3</sub>	BMI	0.43*	0.28*
	A <sub>4</sub>	Body Fat	0.64	0.65
	A <sub>5</sub>	Lean Body Mass	0.44*	0.30*

\*Items were discarded due to insufficient value of item-difficulty and item-discrimination

#### B) Results on Item Analysis

After completion of descriptive analysis, the item-analysis of each test-item representing Morphological dimension on the large sample (n=600) was done. The level of **item difficulty and discrimination** values of each item of the 'Morphology' was assessed. The item-difficulty index of each test-item lies in between the value 0.5 to 0.7 was accepted and included in the test. The values of index of item-discrimination (ULI i.e., Upper Lower Index) of each item lower than 0.33 were not included in the test. The related results have been presented in Table 3

The result revealed (Table 3) that the values of 'item-difficulty' and 'item-discrimination' of **3 items in morphological dimension** (viz., *Body height-A<sub>1</sub>*, *Body weight-A<sub>2</sub>*, & *Body fat-A<sub>4</sub>*)

**Table 4 Item-total correlation coefficients (Validity Index)**

Dimension	Code No.	Name of Items	Item-Total Correlation
MORPHOLOGICAL	A <sub>1</sub>	Body Height	0.78
	A <sub>2</sub>	Body Weight	0.79
	A <sub>4</sub>	Body Fat	0.68

#### C) Results on Factor Analysis

The analysis of **residual correlation matrix and centroid factor matrix** have revealed that the items determining the 'r' common factors are *BMI*, *Lean Body Mass*,

**Table 5 Test-Items finally composed the Test Battery for selection of Handball Players**

Dimension	Code No.	Name of Items
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<b>MORPHOLOGICAL</b>	A <sub>1</sub>	Body Height
	A <sub>2</sub>	Body Weight
	A <sub>4</sub>	Body Fat

### Results on Establishing Norms

It is a common procedure that establishing the norms of a test is possible only if the related data are representing a mostly normal probability curve. Therefore, the normality of distribution of scores as obtained from each item was statistically tested separately. Skewness (Sk) and Kurtosis (Ku) of distributed scores of the large sample were calculated. After finding out the nature of distribution and on the basis of the characteristics of probability curve, the percentile norms each test item were determined.

**Result on the norms on Body Height (Cm.)** the result of percentile norms indicates that the P99 and P1 values of the *body height* were "187 & above" and "150 & below" respectively.

**Result on the norms on Body Weight (Kg.)** The result of percentile norms indicates that the P99 and P1 values of the *body weight* were "36 & below" and "87 & above" respectively.

**Result on the norms on Body Fat (%)** The result of percentile norms indicates that the P99 and P1 values of the *body fat* were "at least 5.30" and "87 & above" respectively.

### Results on Derivation of Grades

The percentile norms, presented above, were further substantiated to find out the grade of performance of Handball players. In fact, a percentile score indicates the percent of individuals who fall below a specific score, whereas the grading signifies the performance ability within a range of scores. In fact, the grading followed by percentile method was derived for the subjects in each item using principle of Likert's five point scale (Verducci, 1980).<sup>5</sup> The derivation of grade in the test-items has been presented in Table 6.

Through this Table, the raw score achieved in each event can be well interpreted easily so that an individual's performance in each event is either excellent or good or average or fair or poor can easily be determined for selection of a talent in Handball.

**Table 6 Grading Scale**

Test-Items	RAW SCORES				
	Poor (E)	Fair (D)	Average (C)	Good (B)	Excellent (A)
1)Body Height (Cm.)	161 & below	162-165	166-174	175-178	179 & above
2)Body Weight (Kg.)	70 & above	64-69	50-63	46-49	36-45
3) Body Fat (%)	20 & above	16.4-19.9	10.6-16.3	8.4-10.5	5.3-8.3

### Results on Reliability & Validity

The item-wise Split-half reliability coefficients of 3 items viz., A, B, C, (Table 5) were 0.84, 0.86, and 0.83, respectively (Table 7).

<sup>5</sup> F.M. Verducci, Measurement concepts in physical education. (St. Louis, Toronto, London: The C.V. Mosby Co., 1980), pp.135-158.

The 'item-sum' correlation showed that the '**Test Battery**' retained its internal criterion validity; however, the researcher could not examine the external criterion validity because no parallel-standardized test for this game is available till to date. However, the coefficients of internal validity of test-items were 0.78, 0.79, and 0.68, respectively (Table 7). It is important to note here that the **Test Battery** ensured *face validity* as the items were endorsed the experts after a thorough review.

**Table 7 Split-Half reliability and validity**

Items' Code	Name of Items	Items Measuring	Reliability Coefficient*	Validity Coefficient*
A	1)Body Height (Cm.)	Body height	0.84	0.78
B	2)Body Weight (Kg.)	Body weight	0.86	0.79
C	3) Body Fat (%)	Body fat%	0.83	0.68

**\*All the values are significant at the 0.01 level**

#### **The reliability and validity coefficients indicate that**

Body Height, Body Weight, and Percent Body fat may be good indicator for the selection of talented junior handball players.

**The results indicate that 5 parameters represent the morphological dimension, which has acceptable level of reliability and validity to discriminate the talented Handball players. The norms of the performance along with grading system have been explicitly mentioned so that one can evaluate the status of players' performance with sufficient accuracy.**

**The findings of this piece of research would be of great use in selecting the talented junior level Handball players to form a standard Handball team for the state of Maharashtra.**

#### **DISCUSSION**

A standard **Selection criterion** for discriminating talented Handball players is the need of Indian sports. This study is an endeavor to satisfy this need.

Based on critical review of related literature and long-standing experience, present researcher formed a Test Battery with A major dimension viz., *Morphology*, which are thought to be essential requirement in exhibiting excellent performance in Handball. Many experts of this game and sports scientists express agreement on all these dimensions.

Further, considering practical efficiencies, as needed in this game, total 5 test-items representing A dimension were included in this Test Battery. The favorable opinion of various experts regarding all these 5 test-items ensures the content validity of the Test Battery.

The investigator found all these items were directly or indirectly essential for a talented Handball player. Although the Test Battery looks very useful, practically it was not feasible to consider all these 5 test-items, since their administration seems to be time consuming and needs huge manpower involvement. Although *item analysis* (values of item difficulty and item discrimination), *item-sum correlation and factor analysis* helped to finally identify **5 test items** (viz., *Height, Weight, BMI, Fat%, & Lean Body Mass*), yet the Test Battery is without doubt big in size. In fact, the sophisticated statistical procedures have been exhausted to reduce the number of factors up to 3 items and therefore, presently, we have to satisfy with all these test-items. The



number of these test-items would have been reduced further, if we had increased the size of the sample. Since the investigator had attended the total population, no chance for increasing the size of the sample is left. Thus, finally 3 test-items have been considered.

Many investigators directly calculate percentile norms without testing the normality of the distribution of scores. However, in this investigation, the present researcher has tested the distribution of all the scores of each test-item against the norms of a probability curve. The result of skewness, kurtosis, and percentage-wise distribution of each test-item in the range of  $1\sigma$ ,  $2\sigma$  &  $3\sigma$  seems to be normal. Since the distribution of almost all the items falls within the normal range of probability curve, the percentile norms were then calculated.

Norms were then graded on the basis of Likert's five-point scale viz., poor, fair, average, good and excellent. Generally, this principle is used in the case of psychological tests. The question arises, why the same principle is adopted in the case of this Test Battery which does not have any test-item related to psychology? The statement is found true after factor analysis, since there exists a good relationship of the 3 variables with each other of Handball players. Thus, the grading scale that considered five-point scale seems to be justified.

Since a good physical structure plays important role in any team game, the body height seems to be one of the essential requirements in Handball. Although there should be a proportional distribution of height with one's body weight and body fat, many discrepancies in these proportions are seen while selecting Handball players. Thus, inclusion of body height, weight and fat% seems to be justified in the Test Battery.

As Handball is played with the hands, inclusion of handgrip is logical. Moreover, requirement of fitness variables and associated skills, as included above, is indispensable in Handball. In fact, the content of the morphological test was found accurate since it constitutes important factors of handball performance. In fact, administration of the Test Battery has ability to discriminate talented Handball players.

The reliability and validity coefficients as obtained in this piece of research revealed that they are primarily significant statistically. Further, many researchers (Beckford, 1976; Disch, 1981; John, 1980; Kumar, 1985; Sihi & Bandopadhyaya, 1989) confidently reported that such types of reliability and validity coefficients indicate that the norms as established and the test developed as well as standardized in this study can be applicable accurately.

Thus, the Test Battery that includes selected morphological variables can justifiably be administered to select talented junior level Handball players for the State of Maharashtra.

### MAJOR FINDINGS

**Initially**, the Test Battery was composed of **5 major test items** (viz., *Body height, body weight, BMI, body fat, lean body mass*). After **Item Analysis** (i.e., on the basis of the values of *item-difficulty and item-discrimination*), **3 major test items** (viz., *Body height, body weight, body fat*,) were retained in the Test Battery. Further, **Validity index** (i.e., *item-sum correlations*) revealed **3 major test items** (viz., *Body height, body weight, body fat*,) were retained in the Test Battery. Finally, **Factor Analysis** (*residual correlation matrix and centroid factor matrix*) confirmed **3 major test items** (viz., *Body height, body weight, body fat*) were retained in the Test Battery. The percentile norms of **3 finally selected test items** indicate that the distribution of scores of almost all the test-items resides in the normal range of a probability curve. The performance norms of each event (item) were graded as poor, fair, average, good, and excellent on the basis of Likert's five-point scale. The findings indicate that the **Handball players** must be selected on the basis of following **criteria**:

**Morphological Criteria**

**Body height** should be above 175 cm. **Body weight** should be within a range of 36 to 49 Kg. and

**Body fat** should be within 5.3 to 10.5%;

The Test Battery, as developed in this study, is a valid (coefficient ranges from 0.68 to 0.80) as well as reliable (coefficient ranges from 0.73 to 0.90) test for selection of talented Handball players.

**Conclusion**

Within limitations, the results of the present study helped to warrant the following conclusions:

1. The '**TEST BATTERY**' as developed and standardized in this investigation finally contains 3 test-items under a major dimension viz., *morphological*. It can objectively assess the efficiency of a junior Handball player in Maharashtra with acceptable reliability and validity.
2. The norms developed in this study have adequate objectivity with statistical acceptability. The norms of the test are gradable and can be useful to discriminate talented Handball players having a good level of physique.
3. The contents of the Test Battery and their norms can be used as criteria for selection of talented junior level Handball players to compose a standard State level Handball team for the state of Maharashtra.

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## **POORNAVAD - A WHOLISTIC APPROACH TO MANAGEMENT**

**Dr. Uday Kumthekar:** Dean, School of Management, Matoshri Pratishtan Group of Institutions, Jijau Nagar, Khupsarwadi, Nanded.

Management has been rightly defined by Peter Drucker as a science of getting things done through and with people for attaining organizational goals. The science of management has progressed at the hands of thinkers like F.W. Taylor, Elton Mayo, Chester Barnard, Rensis Likert and so on. Contemporary thinkers like Peter Drucker, CK. Pralhad and others have contributed a great deal to management thought. Now-a-days management thought has started receiving a philosophical - spiritual bent. Management thinkers have started working on Indian Ethos as a source of management concepts and suprisingly they are successful. The vast treasures of literature that, Indian cultural tradition has produced through ages are certainly going to be useful in developing management concept based upon Indian ethos and suitable not only to Indian environment but also to global corporate culture as a whole.

### **Objectives of the Study**

The present paper aims at analysing the managerial aspects of the doctrine of Poornavad as developed and interpreted by one of the spiritual Master & Philosopher – H.H. Dr. Ramchandra Maharaj Parnerkar for building up a wholistic approach to management leading to corporate excellance.

### **Limitations of the Study**

This study is limited to analysis of various concepts as they appear in the writings of Poornavadacharya H.H. Dr. Ramchandra Maharaj Parnerkar.

### **Hypothesis of the Study**

The hypothesis of this study is -

“The phisolophical approach of Poornavad provides a sound foundation for developing a wholistic science of management for achieveing corporate excellance.

### **Methodology**

It follows the methodology of content analysis of the writings of H.H. Poornavadacharya Dr. Ramchandra Maharaj Parnerkar.

### **Statement & Significance of the Subject Matter**

Inspite of the technological revolution & scientific discoveries that the last few centuries have witnessed, human behaviour at all levels has remained an unsolved riddle also in the third millenium. Sociological, Psychological & Biological approaches have not been adequate for resolving the various issues related with human behaviour.

Deeper penetration into human nature is but essential, particularly with a view to face the complex situations raised in a cross cultural environment that has emerged after globalization of economy.

Indian ethos & related thinking has provided tested techniques for a deeper understanding of psychoanalytic currents underlying human behaviour with its age old spiritual tradition. These approaches & concepts will certainly prove fruitful in constructing a science of management leading to corporate excellance.

This study is an attempt to introduce Poornavad Doctrine as a wholistic approach to management.

### **The Doctrine of Poornavad**

The doctrine of Poornavad was first established in a systematic manner in a Ph.D. thesis entitled 'Poornavad' originally written in Marathi now translated into English also by H. H. Dr. Ramchandra Maharaj Parnerkar submitted & accepted by the Sanskrit & Spiritual University of Varanasi. Poornavad is a wholistic interpretation of Vedic tradition. It puts forth the idea of *Poorna - Purusha* as it is found in the Vedas and is based upon the logical principle of *Swaroop Sambandha* – i.e. the structural & essential relationship of the God & his Son – *Parmatman & Atman*.

It needs be understood that Poornavad is not merely a doctrine. Its a 'way of life'. A spirituo-philosophical approach towards human life. The doctrine has taken its final shape through a number of other works like *Parichay* (The Introduction), *Parisarat* (In the environment) *Tond-Olakh* (A Birds Eye view), *Sangharsha* (The conflicts) & so on. All these works are originally written in Marathi and being translated into English by one of his disciples Mr. S. S. Aboti. His holiness has promoted a mission widely known as '*Jeevan Kala Mandal*' - An activity for preaching the Art of Living. It needs be highlighted that the *Jeevan Kala* - The Art of Living is the mother of 'The Art of Management'. One who knows how to live knows how to manage & achieve corporate excellence.

### **Wholistic Approach to Management**

The Poornavad or wholistic approach to management is based upon the philosophical spiritualism established in one of the opening verses of *Ishavasya Upanishad* that forms a part of *Vajasaneyi Samhita* of School of White Yajus –

*Poornam adah Poornam Idam Poornat Poornam Udachyate  
Poornasya Poornam Aday Poornam eva avashishyate*

"This is whole. That is whole. Whole begets from whole. If whole is substracted from whole what remains is also whole !"

To comment upon the logical & philosophical implications of this verse is beyond the scope of this paper. However it is necessary to understand the essence of Poornavad. This can be done with the help of a short parable.

Six men wise yet blind by birth went to understand 'what an elephant is ?' One touched its leg & said that an elephant is like a pole. The second touched its trunk and said that 'an elephant is like a pipe'. The third one touched its tail and said that 'an elephant is like a rope' --- Thus all the six blinds one by one touched different parts of a elephant body and concluded something about the animal.

This fable has originally appeared in Buddhist Pali canon known as *Tri-Pitak*. The essence of the fable is that a blind person can apprehend only a part of reality. It gives a partial understanding and coceals the whole. It also gives an insight into right perception.f

Corporate management - has also different – functional aspects such as finance, marketing, human resources, production, information, technology and so on. The process of management that is decided into parts like planning, organization, direction, co-ordination and control. These functional and process parts need be understood not as parts but as an inter-related whole. Any partial understanding of a single function/process is always at the cost of

others. For example, highlighting the significance of finance without understanding the importance of other functions like marketing, production etc. is always risky. What is needed is to have a wholistic approach to all managerial functions and process.

### **Wholistic Decision Making**

Practical application of Poomavadi – wholistic management required a wholistic approach to decision making. What is a wholistic decision needs be understood is proper perspective.

According to Poornavad a decision has three aspects i.e. thought, feeling and action. Thoughtful reasoning, though the significant necessary aspect of managerial decision, is not sufficient to complete the art of decision making. Feeling and action are two other aspects. The decision which takes into consideration all the three aspects is more fruitful.

Similarly, the right decision according to Poornavad is one that never creates a gap between thought and feeling. Any gap in these two aspects makes the action defective. This requires a proper co-ordination of subjective and objective approaches to reality. A decision should be honest. It should be free from the defect of self deceptiveness and escapism.

One must go through the Poornavad literature in original for understanding the essence of wholistic decision making.

### **The Essential Conflict**

Management thinkers, particularly those from behavioral school, have written volumes on conflict and its resolution. His Holiness Dr. Parnerkar has viewed the facts about conflicts from a very harmonic point of view in a peculiarly Poornavadi style; in his lucid work *Samgharsha – The Conflict*.

His Holiness has rightly pointed out that “A passionate urge for life – the desire to live life itself implies readiness for a fair conflict. To live means to preserve ones own identity”. A corporate business house exists in this world as a part of environment yet has to retain its unique identity. Conflict becomes an integral part of the process of living with this identity. Even the death with an identity cannot be there without a conflict. Existence and conflict must go hand in hand. Life means conflict and conflict means life. A business house must always be ready for conflict not only for realization of its mission and vision but also for its existence. This is a very realistic and constructive approach to conflicts in corporate management.

### **Management Strategies**

His Holiness has explained two approaches to reality. The first is idealistic realism and the other is realistic idealism. According to the former ideals are pre-determined on the basis of thought concepts which are to be materialized into reality. Whereas the later approach tries to formulate the ideals after a realistic consideration of facts.

MBO- Management by Objectives must follow the approach of the later i.e. of realistic idealism. Realistic idealism will only lead to corporate excellence.

Strategies have to be founded on *Satya-Sankalpa* i.e. a Truthful Mission. A mission that is beneficial not only from the profitability aspect of corporation but also from the viewpoint of employees, customers, society and the environment as a whole. The mission should be wholistic Management guru-Peter Drucker has also advised the corporate leaders to think beyond profitability.

### **The Vision of Upasana**

Poornavad- the wholistic approach to management preaches the vision of Upasana.

Upasana is a technical term that denotes a continuous effort in a given direction. Adi Shankara has defined it as a concentrated, continuous & un-interrupted flow of thought towards a predetermined goal.

Work culture at all levels in an organization has to follow the concept of Upasana. The work should be of the nature of Yajna – a sacrifice. Upasana should be the vision. It is a continuous effort in a given direction i.e. the corporate mission. Upasana helps to keep up the balance for managing in turbulent times. His Holiness has preached some important hints that are very useful in developing an efficient work culture.

1. Upasana - Continued effort
2. Discipline - a systematic way of working
3. Self-confidence - for self motivated decisions.

These attributes are also essential for developing corporate leadership.

### **Conclusion**

Poornavad – thus gives a wholistic approach that can be advantageously adopted by corporate leaders. The fact has also been realized by management thinkers like Dr.Subhash Sharma – the founder of WISDOM at Banasthali (Raj) and management profession at BSB-Bengaluru; who had an opportunity to visit parner a small village near Pune where the dream reality of Poornavad is not only but also practiced.

Poornavad – is not an 'ism' it's a way of life and a way of corporate management for excellence that aims to materialize the Vedic vision of Sarvetra Sukhinah Santalet Happiness prevail everywhere.

The doctrine of Poornavad needs be studies from different managerial points of view to create a better understanding and its practical application in achieving corporate excellence.

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## **YOGIC PRACTICES FOR MOTOR FITNESS AND BODY COMPOSITION OF SCHOOL CHILDREN**

**Dr. Imran Ahmed S. Khan:** B/18, Maratha Compound, Byculla (E), Mumbai- 400 027.

### **Introduction:**

It can be said that exercises are believed to contribute physical fitness, therefore it is necessary to consider the concept of yoga of exercise, in relation to the physical fitness. Yoga is recognized as one of the most important and valuable heritage of India. Today the whole world is looking to yoga for the answer to various problems that modern man is facing which was designed and practiced by our ancient sages for the all round development of personality.

Various training programmes have developed strengthening the big part of body. Most of these programmes consist of vigorous and resistance exercise which emphasized more on cultivation of strength and endurance. Every individual differ in their capacity and level of physical fitness. "Yoga is precaution not cure".

Now a days yoga is getting famous and support its use for figure and fitness. Few minutes of daily yoga provide well result in all round development. Two great Indian epics, Ramayana, and 'Mahabharata' are rich source of information about various kinds of yogic practices. Yoga as a system seemed to be quite popular in the age of Ramayana. Buddhism has been greatly influenced by yoga and it has also contributed a great deal to the development of yoga.

Yoga plays an important role in Indian Philosophy. It deals with the body and mind, it is practical in real life. Indian philosophy is also called as Darshan shastra. It has six main Darshan's Viz sankhya yoga, Nyaya, Vaishesika, Mimamsa and Vedanta. All these are highly intellectual. The great philosopher Shri. Sankracharya believed that yoga is not only a Darshan but also practical science, Yoga deals with explains certain principles and shows the way and means to achieve them.

Although Maharshi Patanjali is the founder of yoga philosophy. It is closely associated with samkhya, samkhya's metaphysics and epistemology admits the existence of God. In yoga philosophy, according to samakhya philosophy this vivekajana is essential for liberation.

Yoga philosophy claims that it ceases all mental functions. There are five level of chittbhrumi (mental functions):

- \* Ksiptal (i.e. minds fluctuates among objects)
- \* Mudha ( i.e. conditions as in sleep)
- \* Viksipta (i.e. Relatively painfied condition)
- \* Ekagra (i.e. State of concentration of mind on some objects) and
- \* Niruddha (i.e. cessation of mental functions)

The present study has been conducted with the following major objectives:-

- To measure physical fitness level of children age 14 to 16 years Boys.
- To study the effect of yogic exercises on physical fitness level.
- To prepare yogic practices schedule for Boys age 14 to 16 years.
- To determine the effect of selected yogic practices on physical fitness variables.
- To assess the efficiency at yogic practices on physical fitness variable.
- To measure the effect of yogic exercise on flexibility, freedom from obesity, strength endurance, cardio vascular endurance.

By the researchers own experience yoga exercise can be made regular in the school activity to maintain the physical fitness of the students from primary level to secondary level. Yoga exercise can be started in schools without addition burden on teacher, students and school authority. Hence, we can say that the schedule of yoga exercise in really useful to maintain physical fitness of school children of all the classes which can be perform without any type of various exercises. The scope of yogic exercise in school of Bombay like city is very much without any financial and infrastructures burden on the school authority.

**Methodology:**

Present study was conducted to collect the information in the context of utility of selected asanas for the promotion of motor fitness components on boys aged 14 to 16 years. For this the researcher has chosen experimental method. The methodology adopted for collecting the data include experimental design

Two groups were participated in this study. Group selection was done only after conducting one week pilot study. The design followed in this study was, thus, parallel group design, classifying the subjects in to experimental and controlled groups. The criteria for selecting parallel group design was that after dividing subjects in to control and experimental groups the average of their height and weight as well as their some of their physical abilities should be similar.

The population of the present study was four hundred (400) school boys in the age range of 14 to 16 years. A total 60 male subjects participated in this study selected from the population. The research scholar selected 60 male students from N H Academy, Mira Road, Thane, (India), further, the division of the subjects were also made by considering the age group of 14 to 16 years form the school records. The names of the students coming under the age group were selected for the study and listed down. All the subjects were clinically normal.

To collect data at pre and post tests the research scholar has chosen the following variables.

Motor fitness is important factor essential in every sport. Research works on these variables revealed that yoga contributes to improve motor fitness. This is the basis on which following variables have been incorporated in this present study and tests were conducted for this study is as follows:

As the research scholar had selected motor fitness components which consists of flexibility, muscular endurance, freedom from obesity, and cardiovascular endurance etc. out of these variables the scholar had selected the following variables which are the basic needs of the school children for their regular routine. Therefore the scholar wants to improve the fitness level of the subjects with the help of yogic asanas which is less expensive, less energetic, and also convenient for the school students with the use of less space and facilities.

\* Sit and reach test for flexibility.

\* Body mass index for freedom from obesity.

\* Bent knee sit ups for Muscular Endurance

\* Harvard step test for school boys for cardio vascular endurance.

A set of selected asanas formed the independent variables in the present study.

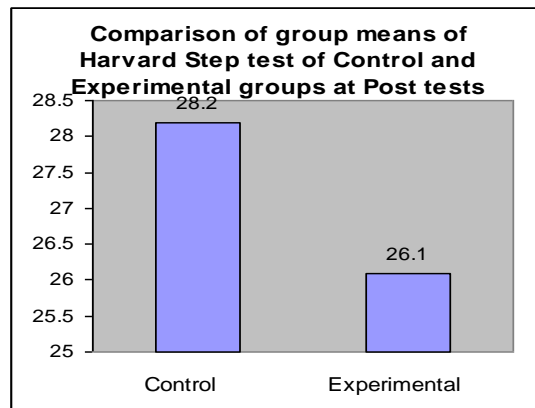
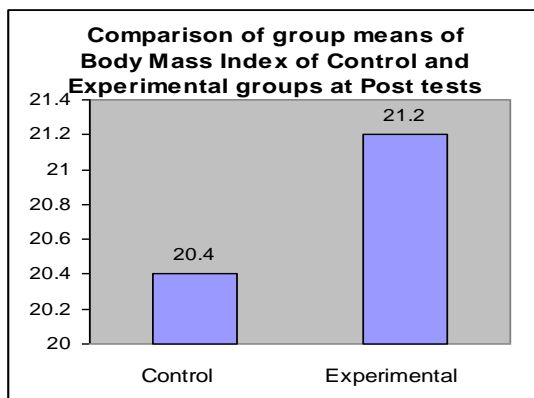
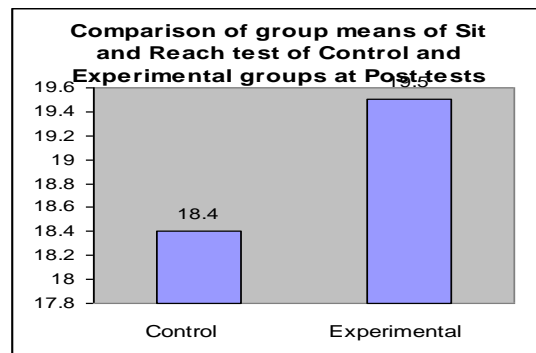
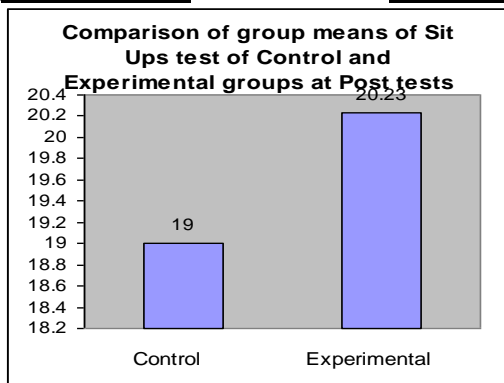
Trikonasana, Tarasana, Veerasana, Padmasana, Pashchimottanasana, Dhanurasana, Halasana, Sarvangasana, Bhujangasana, and Shavasana.



**Mean gains on post-test of Control Vs Experimental Groups of Motor Fitness:** Mean gains on post-test of Control Vs Experimental Groups of Motor Fitness have been presented in Table 4. The same is also presented graphically below.

MEAN GAINS OF MOTOR FITNESS COMPONENTS OF PRE & POST TESTS OF CONTROL & EXPERIMENTAL GROUPS

VARIABLES	GROUPS	MEAN GAIN	DIFFERENCE	SEm	t'	Significance
Sit Ups	Control Vs Experimental	19.0/20.23	1.23	0.49	2.51	p<0.05
Sit and Reach	Control Vs Experimental	18.4/19.5	1.10	0.41	2.68	p<0.05
Body Mass Index	Control Vs Experimental	20.4/21.2	0.80	0.63	1.27	p>0.05
Harvard Step	Control Vs Experimental	28.2/26.1	2.10	0.43	4.88	p<0.01



**CONCLUSIONS AND RECOMMENDATIONS:**

Yogic practices getting popular are looked upon it systematic for improvement of physical fitness of an individual. Yet we lack in the experiment evidence about the utility of physical exercise and yogic exercises for promoting physical fitness.

Despite this fact, many people misunderstood yoga, even in India. If we were to take a

cross-section of society and make a general survey of the public's opinion about yoga, we would find many misconceptions about yoga, the most common of which are:

- i. Yoga is not meant for the ordinary person, even not for the householder, but is only for a selected few.
- ii. Yoga is associated with the idea of the supernatural or linked with miracles.
- iii. Yoga is equated with mysticism black magic or various types of mortification.
- iv. Yoga is only a system of therapy which can cure all diseases.
- v. Yoga is only of system of philosophy dealing with metaphysical theories about the universe.
- vi. Yoga is just a system of exercise.

All these misconceptions indicate that most people are unable to see yoga as a whole concept, but are only aware of a fragment of its potential. In order to bring yoga to life and to really profit by it, one must take it to heart in every sense of the word, and live it as an essential part of one's daily life.

We can now summarize the benefits of yoga as follows:

1. Yoga teaches one how to develop one's latent powers both mental and physical.
2. Yoga develops strong will power and through this, control of emotions, resistance to the temptations of passion, power and greed resistance to all unworthy desires.
3. Yoga expands the intellect, develops spiritual consciousness and by the development of discrimination and self-control, established one in serenity, peace and happiness.
4. Yoga promotes long life, happiness and unity.

However, yoga as an end of acquiring tranquility of mind or samadhis, nowhere it is clearly mentioned in the Rigveda. This has suggested that yoga did not attain its technical meaning during the vedic times.

**“Yoga is that ancient path through which a person passes from the darkness of ignorance to the knowledge of light”**

Within certain limitations the present experiment warrants the following conclusions:

- The Yogic exercises imparted in this study for a period of 8 weeks was useful in improving the over all Physical Fitness as included for experiment.
- Associated physical fitness variables of school children were also improved significantly as a result of selected strength training exercises.

The following recommendations were made in the light of this investigation for further research:

- There is a need of study the effect of other Yogic exercises for the promotion of physical fitness in other sports events.
- The subjects were neither professional players nor they had learnt these asanas under specific coaching earlier; therefore, further study is essential on trained players along with the well planned programme of specific yogic exercises with an increase in the training period.
- The subjects selected for this study were boys; hence a similar study could be conducted on girls.
- The present study recommends the use of these findings to sports coaches, physical education teachers and sports scientists for training and assisting in preparing students for competitions.
- More innovative strength training programmes may be developed for various other sports competitions.
- Similar studies in the line of the present study may undertaken on larger samples of different age groups in future.

The contribution of this study in the field of games and sports is that Physical fitness as required for school children can be improved by selected yogic exercises.

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## **DOWRY DEATH AND HUMAN RIGHT**

**Surrendra Thakur:** Head of Dept. Sociology, Elphinstone College Mumbai-32

### **Introduction**

The dowry is such a money or wealth that is offered by bride's family to bridegroom's family. The tradition of offering or presenting gifts in marriage ceremony is a common event. The Hindu scriptures also show the offering of gifts by present to their daughter. Such tradition of offering gifts may possibly, originated due to parental love for beloved daughter.

At the time of Vedas the gift was offered to attract the bridegroom which suits for the daughter. In the ancient time of Puranas the dowry was considered to be women's wealth. The Hindu law grants the right of woman on dowry- money. But in present days this dowry has become a crucial and rigorous tradition in societies and families. The association of dowry with marriage has given rise to feelings of competition and helped in increasing hatred exposures or exhibition. Consequently, this competition and exposure has converted the tradition of dowry in a bad factor of life. This has resulted in lending and borrowing money for dowry, sexual harassments of girls, burning and assassinations of women in rural and urban areas. This is an example of exploitation of human rights. Even though the dowry Prohibition Act 1961 has restricted the tradition of dowry, the law accepts that the tradition still persists. In reality it is never learnt that any serious case has been lodged against the bridegroom or his family for demanding dowry. On other side what increased is the dowry-demands death associated with it.

Though there is no fault in women, their right of life is taken away for the only fact that they save a women. So to discuss the human rights of woman is the only purpose of this thesis.

The need of equality to women with man has originated the human rights act. On the auspicious day of 10th December 1948, the United National States has prepared the chronicle on 'Human Rights'. According to this treaty every one equal irrespective of his birth, caste, religion, language and gender etc is considered as human right. On this basis the constitution of India has awarded the right of equality, freedom, liberty of religion and culture and the right of education to its citizens. All these rights are necessary for the purpose of humanity.

It is the reality that in Indian culture the inequality of man and woman exists on the basis of gender. Today also the human rights of women are being crushed only due to gender indifferences. This bitter truth comes out with the deaths associated with dowry.

### **Women and Human Rights**

Since along Indian women are being exploited physically & mentally. Now in the modern society women are being treated at par with men, slowly and gradually. Some selected, talented fortunate women are living standard and respectful life. Even then the right of life of women is being subjugated largely in present world. This is a truth.

Our traditional thinking, institutional rituals, practical rituals still exist in the society. The dowry death is considered to be a serious problem related with these rituals & traditions. The literacy number in India went rising from the year 1901 to 2001 as 27.91%, 35.80%, 47.77%, 55.80%, 64.87%, 77.27%. This indicates a speedy rise in literacy rate during the period 1901 to 2001. Even though, there is a rise seen in literacy rate, the rate in dowry deaths has not come down.

The conclusion is that though fully literate, the people do not hesitate in killing woman for dowry. The reason behind dowry deaths, according to social scientists, is the atmospherically and social tension on culprits arise due to internal and external problems of the family and

according to psychologists, the reason is culprits ruling tendency, strong health and dull personality.

The volunteer organizations, institutions, police system, women welfare ministry, social workers and social scientist working against the dowry deaths had observed mass movements against this dowry tradition. Even then this tradition is seen increasing commonly. Due to which in Maharashtra along 1500 women are being burnt every year for the reason of dowry. That's why in this seminar of gender in differences and human rights, the problem of inhuman killing of women for dowry is being brought in to light through this thesis.

**Methodology** : Data from both primary and secondary sources have been used. Techniques such as observation, questionnaires, and group interviews were used for primary data collection and annual reports, newspaper articles and books were tapped for secondary data collection.

**Object of thesis**

- To explain the distorted face of dowry tradition.
- To explain the reason behind the assassinations of women for dowry in Indian society.
- To explain the worst consequences of dowry deaths.
- To explain the lacunas in the law of prohibition of dowry.
- To elaborate the exploitation of human rights of women.
- To give suggestion through the conclusions from compiled secondary facts.

**Working Zone & Research Method**

Keeping no limitations up to any village or town, this thesis is prepared out of available secondary facts and the working zone is fixed as Maharashtra & other state and the Indian society. To collect and compile the secondary truths, the base of daily news papers, many scriptures, many thesis, women magazines, and monthly magazines is taken.

Inductive views

1] The rural women are mostly illiterate, unknown with the laws and economically backward class. In rural society it is considered that one a girl gets married, the father-in-laws house is all for her. That's why talking to parents about the harassment, sexual exploitation or other miss happenings against her, is of no use. Hence to continue to live in the house of father-in-laws, any how, is the only alternative before her. Hence tolerating all the harm and harassments of husband father-in-law, mother in law etc. and facing the life & deaths of problem is the only picture of women seen in present rural society.

2] According to the dowry Prohibition Act 1961, if any one accepts or offers dowry for marriage with girl then he is liable for 6 months imprisonment or penalty up to Rs. 5000. Even after this provision of punishment and penalty the dowry taking is going on a large scale. Presently instead of taking dowry in shape of gold or money, the condition of putting to a government job to bridegroom is put forth or insisted upon. Somewhere the conditions of making fix deposits in bank is asked for, to fulfill the daily needs of life. Some people demand dowry for the purpose of education of their son or for giving donation for service to son. These facts indicate that the aspect of dowry is changing presently but the transaction of dowry is, no doubt still going on certainly. Hence the picture of deaths associated with dowry is becoming very serious and of concern.

3] The government remained unsuccessful in restricting the inhuman killing of women for dowry. Because many of the dowry deaths occur at husband's house and with the help of his family members. Hence, the court cannot penalize the accused due to lack of proof or evidence and unfortunately the women themselves are also been associated in such conspiracy of killing for dowry. Hence, due to all these reasons, the deaths or killing associated with dowry could very easily be hidden.

4] As per the report of C.B.I. 1998 to 2002, the dowry deaths during the year 1998 to 2002 are as below:

Year	Total dowry deaths
1998	6975
1999	6699
2000	6995
2001	6851
2002	6822

As per above information based on analytical interpretation more dowry deaths were occurred in the year 2000 as compared to other years. In the year 2002 this rate was some what decreased. However, this rate has not come below 6800 mostly except in the year 1999. This is a serious & worst problem for society.

5] In the year 1995 the 4th World Women Conference was organized in Beijing. The slogan for this conference was 'Women's Rights are human rights'. The government of India had also approved the Beijing proclamation & moreover the year 2001 was also declared as Women Empowerment Year. Even then the crimes and killings associated with women are increasing day by day. In such situation restricting the dowry deaths is a challenge for government.

6] The government of India has formed committees of special consultants at the level of Taluqas, Districts and States to look in to the matters related with dowry deaths. Even then in the year 2000, one death associated with dowry took place in every 90 minutes in India, 16 in one day & 6000 in one year

7] According to Indian Penal Code crime chart 2002, the rates of various crimes against women for dowry are as below:

From the above information based on facts the crimes against women are seen to be increasing speedily day by day.

8] In India during the period of 1998-2000, 20% cases of deaths due to dowry were lodged in police station and court. But, out of those, only 8.8% cases were reached up to the arrests and summons of accused in the case. This contradiction proves that in many cases of dowry deaths there is lack of proof or evidence or such cases are taken back (withdrawn) by negotiations and compromise by the culprits. The cases of arrests and summons of accused associated with dowry deaths in some states is like this Himachal Pradesh-10.8%, Sikkim-21.7%, Uttar Pradesh-28%. As compare with above states this rate is very low in Maharashtra state.

9] According to the report of Government of India for he year 2000: In India the assassinations for not giving or partly giving the dowry is approximately 5000 per year. According to the report of Times of India dated 18th may 2000 in India one dowry death takes place in every 90 minutes, in one day 16 numbers & in one year approximately 6000 numbers. During the period 1996 to 1998, there is a increase of 12% in crime rates against women. During the period of 1988 to 1998, there is a rise of 50% in dowry deaths.

10] The ratio of harassment for dowry is seen more in middle class women than that of lower or higher class women. But the deaths associated with dowry are in both rural and urban society. Approximately 70% harassed women are below the age group of 21 to 24 years. That means those are matured one physically, mentally & sociologically.

11] It is reality that the newly married girl is firstly forced to bring dowry. Afterwards failing to her is being teased, insulated and harassed. Slapping, breaking bones by beating, physical & mental torturing, to cut the neck, to burn, killing by making small pieces of body are such cruel acts

against women which show the social inability of family members of harassed woman.

12] Here, the level of education of girl and her killing for dowry has no correlation. As such a family becoming greedy for dowry as a main role in burning or killing the newly married girl.

### **Conclusions**

Following are the main conclusions reached out of analysis of above shown dowry deaths

1] In 21st century, in the democratic Indian society the deaths of women associated with dowry are of great concern and serious ones.

2] The major reason of deaths of women associated with dowry is her secondary status in society and greediness of accused.

3] Exploitation of human rights of woman without any fault on her part, only due to competition, exposure and evil traditions.

4] The lacunas seen in laws made for restricting dowry deaths as many of the dowry deaths occur in the house of her husband and with the conspiracy of his family members. This helps in release of accused due to lack of proof and evidence.

5] The dowry deaths are now not remained limited up to any family but become a social problem of great concern.

6] The population of women is decreasing day by day due to the dowry deaths.

7] The women and society is nonchalant against the Dowry Prohibition Act. And unfortunately woman herself is also associated with this act of conspiracy against women.

### **Suggestions**

1] Necessity of reorganizing the law of Dowry Prohibition Act 1961.

2] Speedy and suitable action for the implementation of this act.

3] The offering and accepting the dowry, both the acts are considered to be very serious crimes as per law. Hence awakening the people through vigilance about the Dowry Prohibition Act is the prime duty of various organizations, social workers, women and sociologists.

4] Provision for immediate punishments to both offering or taking or demanding the dowry.

5] These dowry deaths could be restricted by virtue of active participation of Government agencies, sociologists, women organizations and social workers.

6] Awareness of the respectful rights of women in the mind of man.

7] Penalty and punishments to both common and reputed person who breaches this dowry prohibition law or act.

8] To change the psychology of gender indifferences and to create psychology for the equality of both man and woman.

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## **EFFECTS OF PLYOMETRIC TRAINING AND COMBINED PLYOMETRIC TRAINING AND YOGIC PRACTICES ON SPORTS ANXIETY AND EXPLOSIVE POWER OF COLLEGE MALE PLAYERS**

**Dr. B.N. Kundu:** Reader, Department of Physical Education, Visva-Bharati, Santiniketan, W.B.

**Sangita Bose:** Research Scholar, Department of Physical Education, Visva-Bharati, Santiniketan, W.B.

**Sukanta Saha:** Lecturer, Memari College, Memari, Burdwan, W.B.

### **ABSTRACT:**

To find out the effectiveness between plyometric training and combined plyometric and yogic practices on sports competitive anxiety and leg explosive strength six weeks experiment was carried out on 60 college level male physical education students. The 60 students were categorized into three equal groups i.e. plyometric group (PG), plyometric and yoga group (PYG), and control group. Using ANCOVA test on the pre-test and post-test scores of two experimental and control groups it was observed that combined plyometric and yogic practices group (PYG) showed significantly better result in reducing sports competitive anxiety level. On the other hand, plyometric group (PG) showed significantly better result in the development of leg explosive strength in comparison to the combined plyometric and yoga training method and control group.

### **INTRODUCTION:**

Sports performance is a complex human performance which has several aspects or dimensions. Several disciplines of sports science required to work in a coordinated manner to explore the nature of sports performance and the process of improving sports performances. Sports in the present world have become extremely competitive. It is not the mere participation or practice that brings out victory to an individual. All the coaches, trainers, physical educators and sports scientists are applying various types of training methods to improve the performance of the players.

Speed and strength are integral components of fitness found in varying degrees in virtually all athletic, sporting movements. Simply power may be defined as the product of force and velocity i.e. the combination of strength and speed. Recently this distinct method of training for power or explosiveness has been termed as plyometric. These methods of training enhance the explosive reaction of the individual through powerful muscular contractions as a result of rapid eccentric contractions.

Sr.No.	Kind of crime	Year 1998	Year 1999	Year 2000	Year 2001	Year 2002
1	Rape cases	15151	43823	45778	49170	49237
2	Kidnappings	16351	15962	15023	14645	14506
3	Molestation	30959	32311	32940	34124	33943
4	Gender exploitation	8054	8858	11024	9746	10155
5	Cruel behavior	41376	43823	45778	49170	49237

Plyometric is a type of exercise training design to produce fast, powerful movements and



improve the functions of nervous system, generally for the purpose of improving performance. It is a kind of exercise which uses explosive movements to develop muscular power, the ability to generate larger amount of force quickly.

Plyometric training acts on both the musculo-tendinous and neurological levels to increase an athlete's power out-put without necessarily increasing their maximum strength out-put. The plyometric trained athletes has a lower maximal force output and may not squat as much, training allows them to compass the time required to reach their maximum force output, allowing them to develop more power with each contraction. This kind of training usually used with a rapid stretch of a muscle or eccentric phase followed by a rapid shortening of the same muscle or the concentric phase. Plyometric training is commonly classified into four groups. They are – a) In lace Jump, b) Short Bounding Exercise, c) Extended Bounding Exercise, d) Depth Jumps.

Yoga is the science of right living and as such is intended to be incorporated in daily life. Yoga is the true union of our will with the will of soul. It works on all aspects of the person: physical, vital, mental, emotional, psychic and spiritual. Yoga is the universal religion, a way of life, which is above all castes, creeds, languages, regions and nations.

Yoga deals with health, strength and conquest of the body. Next, it lifts the veil of difference between the body and the mind. Asanas and Pranayamas purify the body and mind and have preventive and curative effects. It brings health, beauty, strength, fitness and expression, calmness of the nerves and happy disposition.

To evaluate the effect of plyometric training on four typical vertical jump height tests in healthy individuals, using meta-analyses of randomized and non-randomized controlled trials Marcovic (2007) justified the application of plyometric training for the purpose of development of vertical jump performance.

Tran [et.al](#) (2001) conducted a study on the effects of hatha yoga practice on the health related aspects of physical fitness. The result of this study stated that regular hatha yoga practice can elicit improvements in the health-related aspects of physical fitness.

Plyometric training improves the muscular strength by the faster contraction of muscle. Speed required rapid contraction of the leg muscles. Yogic practice improves flexibility, complete relaxation of muscles after strenuous training, lower pulse rate, systolic pressure, sports competitive anxiety and stress levels. Plyometric training followed by yogic practices will develop maximum muscular power, cardio respiratory endurance and complete fast recovery among the sportsperson as well as physical, physiological and psychological characteristics.

#### **OBJECTIVES OF THE STUDY:**

The objectives of the study are:

To find out the effects of plyometric training and combination of plyometric training and yoga on sports competitive anxiety.

1. To find out the effects of plyometric training and combination of plyometric training and yoga on leg explosive power.
2. To find out the significance of differences in mean scores between pre- and post test of the sports competitive anxiety and leg explosive power.
3. To find out which training method is more effective for improving the selected criterion measures.

#### **METHODS AND MATERIALS:**

To run the study, 60 college level male student players between 18 to 25 years in age ranged were selected randomly from Rampurhat college, West Bengal. The students were studying Physical Education as an elective subject in the three year general graduation course. The subjects were divided into three groups having equal number of subjects(20 in each group)

of which one group served as Plyometric Training Group (PG), the second group served as combination of Plyometric and Yoga Training Group (PYG) and the third group served as Control Group (CG). The criterion measures were Sports Competitive Anxiety and Leg Explosive Power. Pre- tests were conducted for all the subjects on selected two tests. The PG group participated in only plyometric exercises and PYG group participated in combined plyometric exercises and yogic training. The CG group did not take part in any training programme.

Sports Competitive Anxiety Questionnaire formulated and standardized by peilberger (1988) was used to measure the anxiety. The questionnaire consists of short descriptive statements which include both positive and negative statements. Each statement consists of four responses. The statements responded by the subjects were scored with the help of scoring key prepared by Martin.

Leg Explosive Power was measured using standing broad jump test. The students stood with both feet just behind the take off line with his feet several inches apart. Before jumping, the students dipped at the knees and swung the arms backward. He then jumps forward. Three trials were permitted. The measurement was taken from the closest heel mark to the take off line in mertes.

After completion of pre-test the PG, and PYG subjects were gone through the plyometric training and combination of plyometric training and yogic training respectively.

PG group practiced plyometric training having three exercises i.e. Hopping; Hopping-Bounding and Box-Jump; and Depth Jumping. The duration of the training continued for six weeks six days in a week. The experimental group practiced plyometric training in the afternoon session for a duration of 90 minutes per day from Monday to Saturday.

On the other hand PYG group practiced plyometric training i.e. Hopping; Hopping-Bounding and Box-Jump; Depth Jumping; and yogic exercises i.e. Savasana, Bhujangasana, Sarvangasana, Matsyasana. The selected Pranayama were Nadi Sodhana Pranayama, Sheetali Pranayama, Sheetkari Pranayama, Bhramari Pranayama. PYG received plyometric training three days and yogic exercise three days per week of 90 minute duration in each training per day. Plyometric training and Yogic exercises were given alternate day in a week from Monday to Saturday.

The post tests were conducted on the above said dependent variables after completion of six weeks training period.

**RESULTS AND DISCUSSIONS:**

To find out the significance of differences between the initial and final mean scores of the Sports Competitive Anxiety and Leg Explosive Power tests after treatment Analysis of Covariance (ANCOVA) was adopted. The statistical analysis comparing the initial and final means of Sports Competitive Anxiety and Leg Explosive Power due to plyometric exercises and combined plyometric and yogic practices on college level male physical education students are presented in Table-I to Table-II respectively.

**Results of Sports Competitive Anxiety**

**Table I:**

**COMPUTATION OF ANALYSIS OF COVARIANCE ON SPORTS COMPETITIVE ANXIETY (Scores in Numbers)**

		COMBINED PLYOMETRIC & YOGA	PLYOMETRIC	SOURCE OF VARIANCE	SUM OF SQUARES	DF	MEAN SQUARES	OBTAINED F
	CONTROL							

Pre Test Mean	21.50	20.85	22.30	Between	21.10	2	10.55	3.10
				Within	193.75	57	3.40	
Post Test Mean	21.05	13.50	19.95	Between	665.43	2	332.72	81.43*
				Within	232.90	57	4.09	
Adjusted Post Test Mean	21.06	13.69	19.75	Between	586.36	2	293.18	75.04*
				Within	218.78	56	3.91	
Mean Diff	-0.45	-7.35	-2.35					

F-ratio at .05 level of confidence at 2 and 57 df =3.16, and at 2 and 56 df = 3.17

\*Significant at the .05 level

Since significant differences were observed in the ANCOVA test, the results were subjected to post hoc analysis using Scheffe's Confidence Interval test. The results were presented in Table-I A.

**Table-I A:  
SCHEFFE'S CONFIDENCE INTERVAL TEST SCORES ON SPORTS COMPETITIVE ANXIETY (Scores in Numbers)**

MEANS			Mean Difference	Required C I
Control	Plyometric & Yoga	Plyometric		
21.06	13.69		7.37*	1.62
21.06		19.75	1.31	1.62
	13.69	19.75	-6.06*	1.62

\* Significant at .05 level

In Table-I, it was observed that the obtained F-value (3.10) on the scores of pre-test means among the control and two experimental groups was less than the required F value and also insignificant, therefore, it proved that the random assignment of the subjects were successful and their scores in sports competitive anxiety before the training were equal. The F-value 81.43 in case of post-test comparisons between the groups showed highly significant ( $p < .05$ ). Taking into consideration of the pre-test and post-test means adjusted post-test means were analyzed and the obtained F-value 75.04 which was also significant and greater than the required value of 3.18. The post-test means of both plyometric group and plyometric and yoga group reduced significantly. Hence it may be concluded that the plyometric exercises and the combined plyometric and yogic practices significantly reduced the sports competitive anxiety level of the subjects but the sports competitive anxiety level of the combined group (plyometric & yoga) reduced more than the plyometric group.

The post-hoc analysis of obtained ordered adjusted means revealed that there existed a significant differences between control group and combined group means (plyometric and yogic practices); and combined group and plyometric group. This proved that six weeks training of combined plyometric exercises and yogic practices significantly reduced sports competitive anxiety level of the college male physical education students while comparing with control group and Plyometric group.

**Results on Leg Explosive Power**

**Table- II:**

**COMPUTATION OF ANALYSIS OF COVARIANCE ON LEG EXPLOSIVE POWER (Scores in Meters)**

	CONTROL	COMBINED PLYOMETRIC & YOGA	PLYOMETRIC	SOURCE OF VARIANCE	SUM OF SQUARES	DF	MEAN SQUARES	OBTAINED F
Pre Test Mean	2.11	2.26	2.31	Between	0.41	2	0.20	6.67*
				Within	1.68	57	0.03	
Post Test Mean	2.12	2.24	2.35	Between	0.55	2	0.27	9.00*
				Within	1.55	57	0.03	
Adjusted Post Test Mean	2.22	2.21	2.28	Between	0.05	2	0.03	10.00*
				Within	0.16	56	0.003	
Mean Diff	0.00	-0.02	0.04					

F-ratio at 0.05 level at 2 and 57 (df) =3.16, and at 2 and 56 df = 3.17

\*Significant at the .05 level

Since significant differences were noticed among the groups in the ANCOVA test for the scores in leg explosive power, the results were subjected to post hoc analysis using Scheffe's Confidence Interval test. The results were presented in Table-II A.

**Table-II A:  
SCHEFFE'S CONFIDENCE INTERVAL TEST SCORES ON LEG EXPLOSIVE POWER (Scores in Meters)**

MEANS			Mean Difference	Required C I
Control	Plyometric & Yoga	Plyometric		
2.22	2.21		0.01	0.04
2.22		2.28	-0.06*	0.04
	2.21	2.28	-0.07*	0.04

\*Significant at the .05 level

Table-II indicated that the obtained F-value on the scores of pre-test means was found 6.67 which was significant(p<.05).The post-test comparisons between the groups was also carried out and the obtained F-value was 9.00 which was also significant (p<.05). Taking into consideration of the pre-test means and post-test means adjusted post-test means analysis of covariance was done and the obtained F-value was found to be 10.00 (p<.05). Therefore, it may be pointed out that the plyometric exercises and combined plyometric and yogic practices significantly increased the leg explosive power of the subjects.

Using post hoc analysis of obtained ordered adjusted means it was observed from the Table-II-A that there existed significant differences between control group and plyometric group, plyometric group and combined group (plyometric and yogic practices). This differences proved that six weeks plyometric training increased leg explosive power than the combined training and control group.

**CONCLUSIONS:**

The overall results, therefore, help to conclude that-

1. Sports competitive anxiety may be significantly reduced through the plyometric training and combined plyometric and yogic practices. Among the two methods, combined

plyometric and yogic practices method is the better training processes to reduce sports competitive anxiety.

2. Both plyometric training and combined plyometric and yogic practices, with a duration of six weeks, improved leg explosive power but plyometric training alone proved its superiority than the combined plyometric and yoga training.

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## **“VALUE INCREASES THROUGH SPIRITUALISM” - A SOCIAL SURVEY**

**Dr.U.M.Dhoot:** Principal, S.S.B.E.S B.Ed College, Naned

**Rathod S.S.:** Lecturer, S.S.B.E.S B.Ed College, Naned.

### **Introduction :**

A value is a belief a mission or a philosophy that is meaningful whether we are consciously aware of them or not every individual has a core set of personal values. Values can range from the common place, such as the belief in hard work and punctuality to the more psychological such as self-reliance concern for others and harmony of purpose.

If human being wants to increase values among themselves then, They must have to take support of spiritual. Because human beings are unified organisms whose minds depend radically on their materials bodies to exist and whose bodies require to healthy mind to continue to live. The words spirit and spiritual refer to real aspects of human experience, namely their mental aspects of human life.

Let's know the spiritual values. "Spiritual values are those values that fulfill the needs of human consciousness" The word "Sprit" in deed refers in generally to the spiritual values can be loosely defined as "ethics"

In the present research researcher wants to know that the human's really having these values among them. As well as to compare the spiritual values in people who are going spiritual values in people who are going to Yog centers or who are not going to Yog centers.

### **Objective :**

1. To compare spiritual values in people who are going to the Yog centers and who are not going to Yog centers.
2. To study the opinions of people about the Yog center for betterment of life.

### **Hypothesis :**

There is no significant difference between the spiritual values among people who are going to the Yog center and those who are not going to Yog centers.

### **Assumption :**

Each and every peoples are having basic values among them.

### **Sample :**

- A) Number of General peoples -25 form Baba Nagar,Nanded.
- B) Number of Regular Yog centers people – 25

### **Tools:**

**Questionnaire:** For Knowledge basic values as well as spiritual values among sample.

### **Analysis of Data:**

Qualitative analysis & interpitation of data form questionnaire.

### **Observation and conclusions:**

If man has been placed on the highest pedestal among all other living beings and is considered to be the best of creation. It is because of his higher power of Judgment and because of certain values which distinguish him from other species. And so that he is giving importance to basic values for making lives betterment. These things are giving in further studies.

**Q.1** Following are some values and from that which values you are giving importance ?

- Social values, national values spiritual values, all of above

### **Observation:**

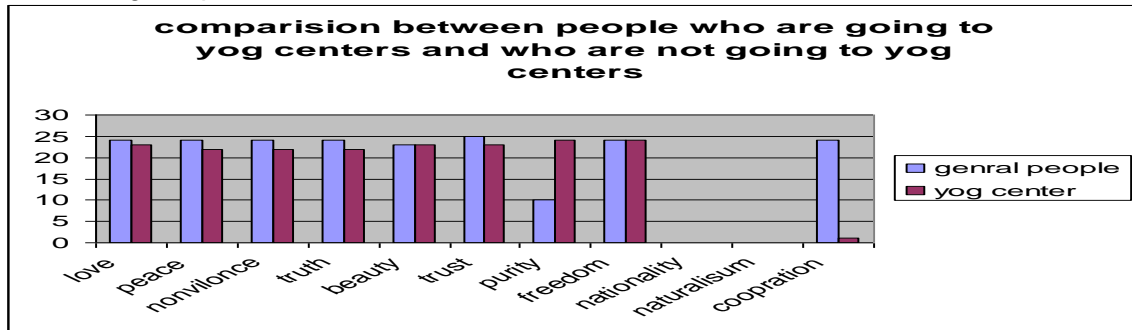
General people are mostly given importance to all kinds of values i.e. Social values,

National values, spiritual values and other all But the people who are going to the Yog centers are mostly given importance to only spiritual values.

Q.2 Researchers would asked the question that which are the spiritual values among these i-e. love, peace, purity, freedom, Nationality, Naturalism and co-operation

**Observation :**

It would found that general peoples are given response to all the values and peoples form Yog centers are special given response to spiritual values. & in that specially to purity as shown in following Graph.



Q.3 Researchers would asked the question that which basic values you need to solve your day to day life problems ?

**Observation :**

Then it would found that the general people and people from Yog centers are having response to all values like peace, nonviolence truth, beauty, satisfaction & to understands to other.

**Conclusion :**

Here researchers would not found any difference among these two group of peoples. Because even in child psychology it is prove that spirituality lies. With in a child since the time of birth. Environment and experience of individual changed to view towards seeing these values. And they are taking help of these values for solving their day to day life problem.

Q.4 Is there any type of guidance is necessary for value developing.

**Observation :**

Researchers had found that the general people and people from Yog centers are given response to totally yes.

**Conclusion :**

The values such as patience calmness, cheerfulness, introverthese renunciation and Brahma Charya get supported and strengthened. If one keeps good company, avoids association or intimacy with bad people take stattwic food studies spiritual literatures and maintaining their relationship with the God and his entire creations for all these things human must need guidance and way for going towards these.

Q.5 Value is the base of better life.

**Observation :**

General people and people form Yog center are given response totally to values are the base of better life.

**Conclusion :**

Values are necessary for the spiritual growth of a human being or which are essential for self realization and god-realization. And for adjustment to the environment.

Q.6 Is spiritualism helps us for decreasing stress in present situation ?

**Observation :**

Both the groups are given response to yes i.e. is 100%

**Conclusion :**

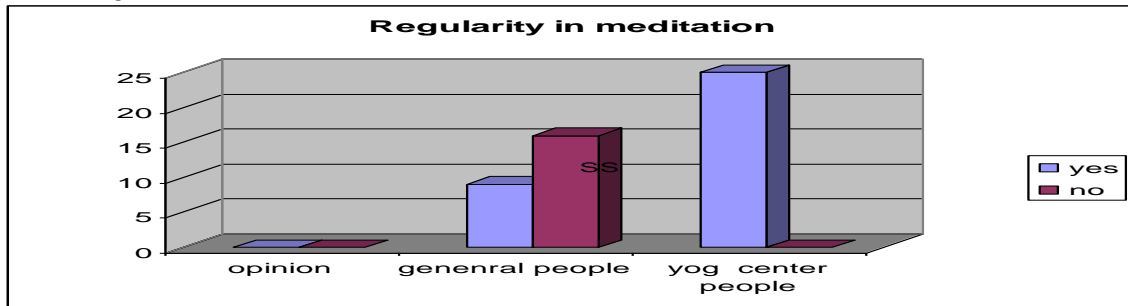
Modern age is known as the age of stress. Due to rapid industrialization, vast expansion of cities, fast means of transport, quick means of communication, break up of families sharp. Increase in prices of things of daily use, rise in the standards of living and break neck competition in life, there is high rise intension and stress.

So for decreasing stress in our lives are done with the help of developing abilities ones' faith in god works best for absorbing shocks in life and one has good will towards all and behaves with others.

**Q.7 Have you doing meditations regularly ?**

**Observation :**

It would observed that general people i.e. 75% people are telling that they are doing meditations regularly but 25% peoples are not doing meditations. But if we would studed the graph given below it shows that people form Yog centers dong meditation regularly. That percentages is 100%



**Conclusion :**

People who are to Yog centers knowing the benefits of meditation. Because mediations helps greatly to attain a state of mental relaxation, release form stress and a feeling of assurance, security, rest and peace. Mediation has been found to be of real value in trating these diseases and to absorb the stress that on faces in various situations.

**Q.8 Is mediation increases spiritualism.**

**Observation :**

Both the groups are given 100% responses to this.

**Conclusion :**

Meditation gives some direct and indirect benefits. It is not only enables a person to rise to the highest level but helps them more efficient.

**Q.9 Which types of benefits do you would got with meditation.**

1. People are getting peaceful lives
2. They are getting the energy to solve their day to day life problems.
3. Meditation clears the beclouded mind so that one now his mind that can see can have higher and true vision.

**Conclusion :**

Food affects the person who eats it. Food gets vitiated if on who prepare it, is vicious/and such a food, because of its potentiality for bad is rendered unkit. For one who practices Yoga.



**Q.10** Is there any importance of sattwic diet in spiritualism ?

**Observation :**

General peoples are mostly given responses to no. But the peoples from Yog centers had given response fully to yes. That is 100%

**Conclusion :**

Food affects the person who eats it food gets vitiated if one who prepares it, is vicious and such a food, because of its potentiality for bad is rendered unkit for one who practices Yoga.

**Q.11** Which holistic place do you are visiting ?

**Observation :**

General peoples are giving response to temple, mosque, church, Yog centers and other. But the peoples from Yog centers are given 100% response to Om Shanti Yog Centers only

**Q.12** Have you got benefits of visiting to holy places ?

**Observation :**

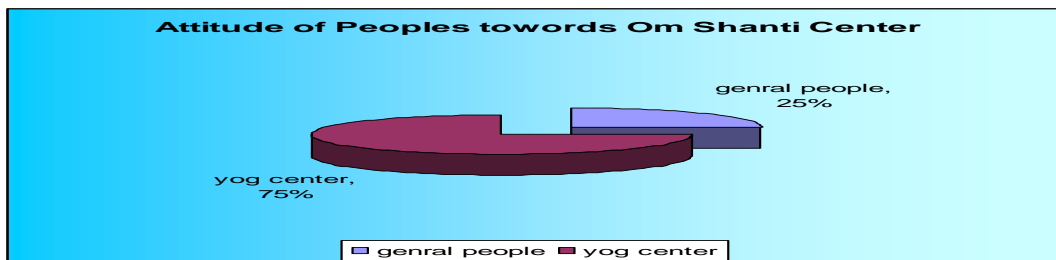
People from both the groups are had got the benefits of visiting holy places.

**Conclusion :**

People are getting inspiration peace and self realization because of holy places.

**Q.13** Write your opinion about Om Shanti Centre

- a) It is the source of spiritual development
- b) we are getting peaces in our life
- c) Through these centers we are getting direction of acquiring knowledge of spiritual values.
- d) These centers are helping us to change our attitude towards others.
- e) Keeping relationship between god and human being
- f) Through the guidance from these centers we are bale to developing our basic values



**Conclusion :**

There is significant difference between spiritual values of people who are going to Yog centers and who are not going to yog centers. Hence null hypothesis is rejected and research hypothesis is accepted.

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## EFFECT OF YOGA EXERCISES ON PERSONALITY OF SCHOOL GIRLS

**Dr. Usha D. Kodgire:** College of Physical Education, Kautha, Nanded

**Dr. H. A. Mane-Principal:** College of Physical Education, Kautha, Nanded

**Abstract:** Yoga has been accepted by human society for its innate values towards the improvement in human health & personality. The purpose of the study was to determine the effect of Yoga exercise on personality of school girls (Age 13 to 15 years). Yoga training programme to the subject of Exp. Group Yoga has been imparted daily for 60 minutes in the morning. All these training programmes were imparted a total period of 12 weeks after the experimental period is over the subjects both the groups were pre & post-tested IPAT 's H.S.P.Q. ((Jr. Sr. High school personality Questionnaire) to measure personality.

The following conclusion were drawn i.e. the group showed significant increase in personality score ( $CD = 0.75$ ,  $P < 0.01$ ) including improvement in emotional stability, calmness, enthusiasm, self discipline, relaxation, tranquility, confidence and reduction in aggressiveness, frustration, depression, where as other factors remained unchanged.

**Keyword:** Personality, Yoga.

### Introduction

Physical fitness of Indian school girls, to day, is really questionable. Easily access of modern amenities restricts them to do hard physical labour. Gradually, they become sedentary. In their sedentary lives, physical inactivity leads towards most common metabolic disorders that may cause not only the morbidity and mortality, but also cause numerous health complications.<sup>6,7,8</sup>

In fact, physical inactivity among school girls often carries a negative social stigma that affects health along with declined physical fitness. To achieve their normal improvement of factors of physical fitness in growing age, various researches investigated the effects of different physical activities on sports performance and associated variables of physical fitness (Mac Raw, 1989; Sherwood and Selder, 1979; Spirduso and Clifford, 1978; Spirduso *et al.* 1988).

Similar studies in the area of Yoga exercises also revealed that Yoga proved to be a better intervention for improving physical fitness variables of schools students (Bera and Rajapurkar, 1993; Ganguly, 1981; Gharote, 1976 a; Gharote, 1976 b; Moorthy, 1983). Other associated reports revealed that both physical exercise, yoga and their combination showed significantly better as well as consistent results to improve the variables of health and fitness (Moorthy, 1982; Pushparajan, 1988). Thus, it is clear that yoga training brings positive changes in physical fitness by altering Psycho-neuro-physiological and biochemical variables even for school going children.

It is apparent from these reports that Yoga can be judiciously used as an intervention for improving personality of the school girls as selected in this study.

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<sup>6</sup> P. Vaccaro, and M. Clinton, "The effect of aerobic conditioning on the body composition and maximal oxygen uptake of college women." *Journal of Sports Medicine and Physical Fitness*, 21, 1981, pp. 291-294.

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Being a traditional indigenous activity, the advantages of Yoga exercise are experienced as good for heart and lungs in improving flexibility, muscular strength and endurance, and in burning calories to reduce body fat and personality development.

Thus, the role of Yoga exercises on personality for school girls is really significant.

#### **Statement of the Problem**

As Yoga has been accepted by human society for its innate values towards the improvement in human health fitness and personality. Strategically planned in this study, entitled, *"Effect of Yoga Exercises on Personality of School Girls"*

#### **Objectives of the study**

To find out the effects of 'Yoga' schedules towards the improvement of personality of schoolgirls.

#### **Hypotheses**

H1. Yoga schedule would contribute to improve Personality of schoolgirls.

#### **Delimitation of the study**

The study was delimited to the school girls (age:13-15 yrs.) studying in Narhar Kurundkar High School, Kutha, Nanded (Maharashtra).

- IPAT's H. S. P. Q. (Jr. & Sr. High School Personality Questionnaire), mited to measure personality.

#### **Limitations of the study**

- The subjects of the experimental and controlled groups were totally ignorant and had no in depth background of 'Yoga' and 'Lezium'.

#### **Significance of the study**

This study may be significant in the following ways:

- The observation made in this study would be helpful to those who are concerned with training and coaching to formulate specific training program is relation to development of Personality of schoolgirls.
- The finding of the present study may be beneficial to the concerned professional to know whether 'Yoga' exercises' are beneficial for schoolgirls.

#### **MATERIALS AND METHOD**

##### **Design of the study**

The investigator has used a experimental design<sup>9</sup> that consists of one control group and one experimental groups.

##### **Population / sampling**

The investigation was carried out in the Narhar Kurundkar High School, Kautha, Nanded. Sixty girls (n=60), aged 13 to 15 years, as selected from the population two hundred students of the said school, were randomly assigned in to two groups viz., Exp.Gr. A (Yoga) and Control. Each group consists of 30 students.

##### **The Experiment**

After the pre-test with the personality, the Exp. Gr.A underwent a training programme of selected Yoga practices; whereas the Control group did not participate in any of the above training programme.

Yoga training programme to the subjects of the Exp.Gr.A has been imparted daily for 60 minutes in the morning total period of 12 weeks (three months). The subjects of the control group not participated in yoga activities.

After the experimental period is over, the subjects of all the groups were post-tested with

the Personality test.(IPAT's Jr.Sr.H.S.P.Q.test)

### Variables

#### 1) Dependent variable : Personality

Personality the dependent variable was measured by administering H. S. P. Q. Test (Personality test measuring 14 Factors).

#### 2) Independent Variables

A set of selected Yoga exercises for Experimental Group as the independent variables for this study.

### Statistical Procedure

ANCOVA followed by Scheffe's post hoc test were applied for data analysis.

## RESULTS

### Results on Personality Variable

- Yoga group showed significant increase in personality scores (CD=0.75,  $p<0.01$ ) including improvement in emotional stability (CD=0.66,  $p<0.01$ ), calmness (CD=0.70,  $p<0.01$ ), enthusiasm (CD=0.69,  $p<0.01$ ), self-discipline (CD=0.72,  $p<0.01$ ), relaxation (CD=0.62,  $p<0.01$ ), tranquility (CD=0.70,  $p<0.01$ ), confidence (CD=0.65,  $p<0.01$ ) and reduction in aggressiveness (CD=0.55,  $p<0.05$ ), frustration (CD=0.47,  $p<0.05$ ), depression (CD=0.62,  $p<0.01$ ), whereas other factors remained unchanged (CD=0.07 to 15,  $p>0.05$ ).

## FINDINGS

Analysis of psychological variables revealed that –

Yoga group showed significant improvement in emotional stability, calmness, enthusiasm, self-discipline, relaxation, tranquility, confidence and reduction in aggressiveness, frustration, depression, whereas other factors remained unchanged.

## CONCLUSION

Yoga contributes to improve personality of school girls

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## **IDEOLOGIES OF NON-VIOLENCE AND VIOLENCE IN MALGAONKAR'S *A BEND IN THE GANGES***

**Dr. D. N. More:** Assistant Professor, P.G. Dept. of English & Research Centre, People's College, Nanded. 431 602 (Mah.)

"Two roads diverged in a wood, and I –  
I took the one less traveled by,  
And that has made all the difference."

- Robert Frost's "The Road Not Taken"

Many novelists have tried their hands in probing the ideologies of Non-violence and Violence in Indian English Fiction. These ideologies are depicted in such novels as - K.S. Venkatramani's *Murugan*, *The Tiller* and *Kandan*, *The Patriot*, Raja Rao's *Kanthapura*, R.K. Narayan's *Waiting For The Mahatma*, Mulkraj Anand's *Untouchable* and *The Sword and the Sickle*, Bhabani Bhattacharya's *So Many Hungers* and *Shadow From Ladakh*, Nayantara Sahgal's *This Time of Morning*, Kamala Markandaya's *Some Inner Fury*, *Motherland* by C.N. Zutschi, Abbas' *Inquilab* and so on.

Manohar Malgaonkar is a distinguished contemporary Indo-English novelist who demonstrates these ideologies in a convincing manner. But Malgaonkar "Stands apart from other Indo-English novelists in that he portrays distinct phases of Indian National Movement and its stirring with the irresistible tenacity of a historian turned novelist."<sup>1</sup> Unlike Mulkraj Anand, R.K. Narayan, Raja Rao, Bhattacharya, Markandaya and others, Malgaonkar does not deal with the dregs of society. He is conscious of his World and feels that "no author should write outside his own living circumstances."<sup>2</sup> In the works of Malgaonkar there is an ever-growing historical consciousness. Before entering the world of fiction, he was a historian. But with the publications of *Combat of Shadows*, *The Princes* and *The Devil's Wind*, Malgaonkar proved the successful and harmonious blend of history and fiction in his novels. He stipulates the link between history and fiction, technique and the theme, as "flesh is in detachable from bones."<sup>3</sup> Of course the history of India is the source for Malgaonkar. In the words of Henry James 'a felt experience'.

While pouring this 'felt experience' into the art of fiction, M. K. Gandhi, the apostle of truth and non-violence, becomes 'the great rooted biossomer' in the novels Malgaonkar like in the works of other Gandhian writers of writers of Indian writing in English. The Indian novelists in English are greatly influence by the preaching of M.K. Gandhi.

### II

Malgaonkar's novel *A Bend in the Ganges* stands as the most ambitious example, especially in probing the ideologies of non-violence and violence. The novel blends the ideologies of 'Ahimsa' and 'himsa' articulating his vision of human nature. E.M. Forster had rightly pointed out the special distinction of the novel by showering the praise words "one of the best novels of the year 1964." Richard Church compared it with Tolstoy's *War and Peace* in his

review of the novel.

Non-violence and violence are depicted as the ways of life in *A Bend in the Ganges*. Like *Combat of Shadows* and *The Princes*, *A Bend in the Ganges* also depicts Malgaonkar's keener perception of life. The twists and the dramatic mode of the novel provide "the colour and aroma of life."<sup>4</sup> As regards the ideals of non-violence and violence, Malgaonkar views it as the essence of human nature.

At the outset of the novel, Gian Talwar, the protagonist of the novel, presents the history of the Indian freedom movement. The name 'Gian' alliterates with 'Gandhi' or 'Ganges' and 'Talwar' which means 'Sword' is the irony in name and also 'a bend' in the very name of the protagonist. He is the ardent follower of Gandhi –

"I am a follower of Gandhi.... Gandhiji is God ....only he can bring freedom to India.... only the Mahatma can lead us to freedom through the path of non-violence... Ahimsa is the noblest of creeds." (*A Bend in the Ganges*: pp. 16-17)

In the opening chapter of the novel, Gian sacrifices his 'most elegant garment' i.e. football blazer in response to Gandhi's call for the boycott of British goods. For years, Gian had been hearing the name of Gandhi and now he believes "The path of ahimsa is not for cowards, in true non-violence there is no room for timidity" (p.9): In "The Green flash of Sunset" Gian is in Duriabad at the college where he becomes the ardent follower of Gandhi. He wears 'Khaddar', the rough homespun of Indian peasant. In Duriabad Gian propagates the philosophy of Gandhi to his college-mates like Debi-dayal, Shafi Usman, Sundari and Basu. Malgaonkar presents Gian as an apostle of 'truth and Non-violence' and in this context, Gian strains like Kalyan Sinha in Nayanrara Sahgal's *This Time of Morning* and Moorthy in Raja Rao's *Kanthapura*.

But Piploda episode in the novel which dramatises the domestic fight between the 'Big House' and 'Little House' gives 'a bend' to the life of Gian. At the point where "the two roads diverged into the yellow wood"<sup>5</sup> Nonviolence and violence. Gian had to witness the brutal murder of his brother Hari by Vishnu Dutt over a controversy related to the ownership of piploda farm. Stood helpless at the entrance of the hut at piploda "felt weak and was trembling... the sweat was running down his armpits and his lips were gumming up for lack of moisture" (p.14) Gian said, "It was the fight of Dada... Hari's. I am a follower of Gandhiji's non-violence." (14)

Gian inflated by Gandhian non-violence gets deflated by collisions with reality by witnessing the murder of his brother before his eyes. Gian deserves to abjure non-violence, murders Vishnu Dutt with the same axe, enters the police station, and admits with the lion's heart - "I have just killed Vishnu Dutt ... Killed him with the same axe with which he murdered my brother." (p.67)

This act of murder gave 'a bend' to the way of life of Gian. Gian was given a punishment of life-imprisonment. In the chapter, "D-for-Dangerous" Malgaonkar presents the beginning of moral degradation of Gian. Consciously or unconsciously, Malgaonkar denigrates Gian as Milton did in *Paradise Lost*.

Konshet Gian was no more in Andmans. In the jail, Gian, the follower of Gandhi becomes

"an administrative spy" for Patrick Mulligan. He informs Patrick Mulligan about Debi's plan to escape from the jail. Debi blames Gian "... a man without principles, his non-violence a cover for cowardice, for a total absence of patriotic fervour" (p.160) The horrifying climax of Gian's violence is in chapter 22 when he cuts the neck of Ramoshi Ghasita's dead body with a knife in order to collect the sovereigns hidden in his 'Khobri'.

Gian return India with the help of Patrick Mulligan. What Gian does after his return to India is the gratuitous invention of Malgaonkar. In the words of Henry James - "There is no limit to invention, no limit of artifice. The house of fiction has in short not one window but a million."<sup>6</sup>

### III

Manohar Malgaonkar presents the world of violence, bloodshed, murder, massacre and war in the violent characters like Debi-dayal and Shafi Usman. Malgaonkar's Raniwada, Duriabad, Bombay, Delhi, Rangoon or Andmans are the places where the human soul is destroyed. There is no peace anywhere.

Debi-dayal is a symbol of violence that joins 'Freedom Fighters group' to free Mother India from the clutches of Britishers. The British soldier's rape on his mother is responsible to make him terrorist. Debi-dayal (dayal-'kind person' evoking the irony of name) is busy in "burning of an aeroplane stealing explosives and detonators - stealing them and using them too, to blow up trains." (p.112) Debi, a man with the spirit of nationalism seeks fulfillment in these violent act like Bhagatsingh, Sukhdev and Rajguru in real freedom movement. Debi wants that people should discard Gandhian principles and channel their energies toward driving out the British from Indian sub-continent through violent way. Malgaonkar writes in 'Author's Note':

"Only the violence in this story happens to be true... What was achieved through non-violence brought it with one of the bloodiest upheavals of history; twelve million people had to flee, leaving their homes, nearly -half a million were killed; over a hundred thousand women, young and old were abducted, raped mutilated."<sup>7</sup>

Malgaonkar was a colonel in the army naturally affirms the validity of military action. In *A Bend in the Ganges* Debi-dayal and Shafi Usman are terrorists. They do not approve the peaceful way of Gandhi. They philosophised that non-violence is useless and unfruitful. Shafi Usman, the leader of terrorists, says:

"Freedom has to be won; it has to be won by sacrifice by giving blood. Not by giving up the good things of life and wearing white caps and going to jail. Look at America - the United States! They went to war. Turkey! Even our own Shivaji. Non-violence is the philosophy of sheep cowards. It is the greatest danger to this country." (p.18)

Non-violence implemented in the personal context of Gian Talwar fails when he murders Vishnu Dutt. Violence came true in real sense in the world. The revolutionists accuse Gandhi of 'emasculating population', the congress as 'a milkshop organization'. It is cursed saying "bullock cart speed ....vegetarian logic". So the novel creates doubts about 'ahimsa' as a total creed of life. It is only wasting time.

In this novel 'himsa' appears real. Debi-dayal asserts that 'himsa' is the 'cleaner' alternative for freedom of our country. The novel has three different stories of 'himsa'. At the

outset, the journey of Gian Talwar from non-violence to violence is depicted. Secondly, Debi dayal a stern terrorist

without 'a bend' accept the situation and died at the end. Finally , Shafi Usman's terrorist activities. While commenting on the partial account of the novelist's non- violence, G.S. Amur writes: "It is obviously part of the novels strategy to discredits non-violence and to demonstrate its ineffectiveness in the context of life situation."<sup>8</sup> Though partial Malgaonkar presents the ideologies of non-violence and violence and their relevance to human life.

Malgaonkar shows the self-consuming nature of violence through Shafi Usman, the leader of terrorists. Shafi Usman Choose the path of violence because his father was the victim of Jallianwala bagh massacre of 1919. He attacks on the creed of non-violence saying that "The creed of non-violence is a naked insult to the land of Shivaji and Akbar and Ranjeet" (p.75). Shafi begins his career hating the Britishers but ends up hating Hindus.

#### IV

In *A Bend in the Ganges*, Malgaonkar depicts the ineffectiveness of non-violence as well as destructive effect of violence. It is not merely 'ahimsa', which is anatomized and found wanting in certain respects 'himsa' also comes to be in the final analysis, self-destructive. G.S. Amur writes in the context - " *A Bend in the Ganges* explores violence and non-violence in a double context - personal and social – and in its presentation of love as transcendent value, attains a degree universality reached by very few novels by Indian writers in English."<sup>9</sup>

Malgaonkar probes the ideology of non-violence and violence in *A Bend in the Ganges*. He gives credit of violence, as he was a colonel in the army and discredits non-violence as a way of life. Finally, it should be noted that non-violence and violence are superior ideologies in Indian freedom struggle. The novelist also presents both the ideologies and their relevance to human nature. The creed of 'ahimsa' in *Ganges* is ideal and impracticable where as 'himsa' appear more real and more natural. Malgaonkar shows that 'himsa' is the 'cleaner' alternative to 'ahimsa' for fighting a war for freedom. In this sense, Malgaonkar has earned a niche for himself in Indo-English fiction by his probing insight into human life.

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\* \* \*



## **BUYING BEHAVIORS OF WOMEN WITH SPECIAL REFERENCE TO DURABLE GOODS IN NANDED CITY**

**Kishor N. Choudhary:** N.S.B.College, Nanded

**Dr. Santosh S. Dandwate:** Nutan Mahavidyalaya, Selu

### **INTRODUCTION:**

The success of marketing efforts hinges largely upon the ability of the marketing department to study buying behavior of their present and prospective customers and to deal with them accordingly.

The use of durable products is becoming increasingly popular in recent years in India. In view of the recent role of women buying durable products, there have been several changes in the marketing strategies of different types of durables in India. The introduction of different types of durables has also brought out many significant changes in the tastes and preferences of ultimate women's consumers in recent years.

### **SIGNIFICANCE OF THE STUDY:**

The success of the marketing program rests on the decision of the buyers or the ultimate users. The behavioral studies make possible sophistication in consumers' motivation and thus, help a marketing manager to show or display his perfection. Whoever wins the confidence wins the race and whoever loses it is thrown. One way or the other, all of us is consumers. Hence, the marketing manager bears the vital responsibility of studying the factors governing the decision making practices of the consumers at large. An in-depth and careful study of the buyers' behavior may be more sensitive.

Today the Indian urban woman is an active partner in the family. She is the major factor in all purchase decisions of her family, in respect of majority of purchases, she is the sole decision maker and in the rest of the purchases she is a powerful influencer of decision. She has become family's purchasing agent. She has acquired a place in the society by virtue of her education and employment. Indian manufacturers realized the need of her patronage and hence communicate with her and try to convince her through every possible media. They plan the marketing strategy to attract this segment, satisfy their needs and retain them.

### **OBJECTIVES OF THE RESEARCH STUDY:**

Following are the major objectives of this study:

1. To study the Socio-economic profile of the selected women consumers.
2. To study, the brand awareness of women consumers.
3. To study the buying behavior of sample women consumers.
4. To identify the factors, influencing the women consumers in the selection and use of particular product.
5. To examine consumer's attitudes, behavior and preferences and their effects on purchase decision

### **METHODOLOGY:**

The data for the purpose of the present study have been collected through primary and secondary data. Primary data has been collected through a field survey by structured pre – tested questionnaire. The sources of secondary data include published data such as data from books, journals, periodicals, brochures, reports, research papers, etc. The questionnaire is the

major tool administered for collecting primary data from the respondents.

**SAMPLE DESIGN:**

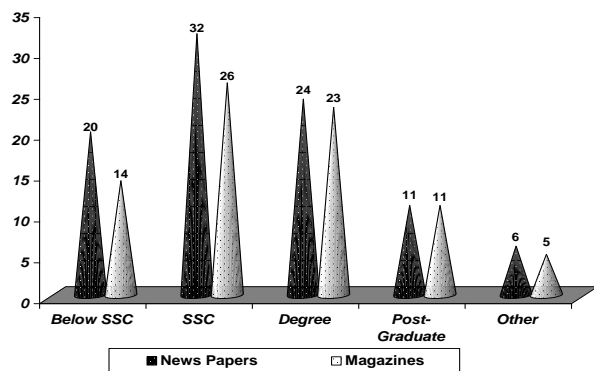
**Size:-** To generalize the findings of the population as a whole. The researcher for the present study has taken the total sample size of 100 (20 in each of the five durable product categories). The samples selected are media literate people who have an exposure to the television commercials.

**Sampling Procedure:-** For the purpose of the study the respondents were selected from different places of the Nanded city from different occupations, educational level, income and age groups. The consumer of Nanded city present a complex and varied group there is diversity in the religion, language, customs, life style and socio – economic trends. This was done to make sure that it was a representative sample.

**EDUCATIONAL LEVEL AND READING HABITS:**

Level of Education	News Papers	Magazines
Below SSC	20	14
SSC	32	26
Degree	24	23
P.G.	11	11
Other	06	05
<b>Total</b>	<b>93</b>	<b>79</b>

**Source:** Field Survey.  
 Figures indicate percentage.



It is observed from the table that, majority (93%) respondents are habituated to reading newspapers. 11 post-graduates, 24 graduates, 32 SSC qualified, 20 below SSC level and 6 other professional degree holders are reading news papers.

79% of the total respondents are habituated to reading magazines out of which 11 are post-graduates, 23 graduates, 26 SSC qualified and 5 other professional degree holders are reading magazines.

**ATTENTIVITY TO ADVERTISEMENTS IN NEWSPAPERS AND MAGAZINES:**

Sr. No.	Attentive	Yes	No	Total
1	News Papers	80	20	100
2	Magazines	44	66	100

**Source:** Field Survey.  
 Figures indicate percentage.

The Table indicates that majority 80% women respondents are attentive towards newspaper advertising. In case of magazines, 44 percent of women respondents are attentive towards advertisement in magazines. It can be said that, there is need to inculcate magazine readership habit amongst women in the Nanded city.

**RADIO LISTENING & TELEVISION VIEWERSHIP HABITS:**

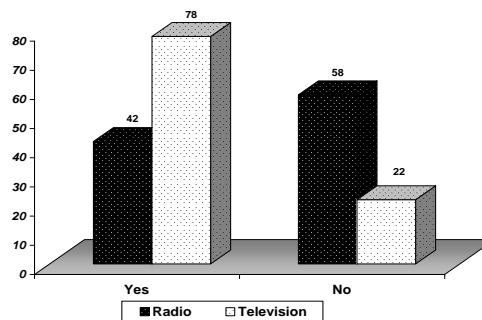
Information of products advertised on radio & television was collected. It was found that, 66%

respondents listen to the radio. And it is revealed that, majority 97% of the women respondents are viewers of television.

ATTENTIVITY TO ADVERTISEMENTS IN RADIO AND TELEVISION:

Sr. No.	Attentive	Radio	Television
1	Yes	42	78
2	No	58	22
	Total	100	100

Source: Field Survey.  
 Figures indicate percentage



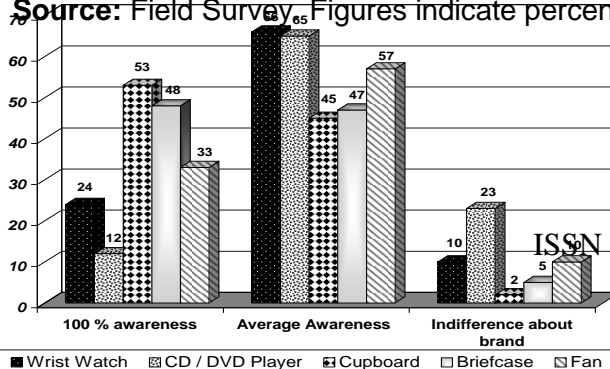
It is observed that, 42% of the women respondents are attentive towards advertisements in radio. The study reveals that majority 58% women respondents are not very much interested in listening to the radio advertisements in Nanded city. It is interesting to note that majority 78% women respondents are attentive towards, advertisements on television.

BRAND AWARENESS ABOUT CONSUMER DURABLES:

It is revealed from Table that, in case of wrist watch 24%, CD/DVD player 12%, cupboard 53%, briefcase 48%, and fan 33% of the women consumer respondents are fully aware about different brands. Whereas, 66% consumer respondents of wrist watch, 65% consumer respondents of CD/ DVD player, 45% of the consumer respondents of cupboard, 47% of the consumer respondents of briefcase and 47% of the consumer respondents of fan are moderately aware with the different brands of the durables.

Brand Awareness	Durables					
	Wrist Watch	CD / DVD Player	Cupboard	Briefcase	Fan	
100% awareness of brand	24	12	53	48	33	
Average Awareness of Brand	66	65	45	47	57	
Indifference about brand	10	23	02	05	10	
Total	100	100	100	100	100	

Source: Field Survey. Figures indicate percentage.



Graph: Brand Awareness about Consumer Durables

It is surprising to note that, 10% of consumer respondents of wrist watch, 23% consumer respondents of CD/DVD player, 2% consumer

respondents of cupboard, 5% of the consumer respondents of briefcase and 10% consumer respondents of fan are found indifferent about brand awareness.

**LACE OF PURCHASE:**

The place where consumer buys is important for a marketer to design the distribution strategy because the product is to be made available at the place where consumer shops it.

**Table: Place of Purchase of Durable Product by the Consumer Respondents**

Place of Purchase \ Durables	Wrist Watch	CD / DVD Player	Cupboard	Briefcase	Fan
Company's Showroom	19	20	18	14	10
Authorized Dealers	42	62	52	35	32
Retailer's (Stocking more than one Brand)	39	18	30	51	58
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

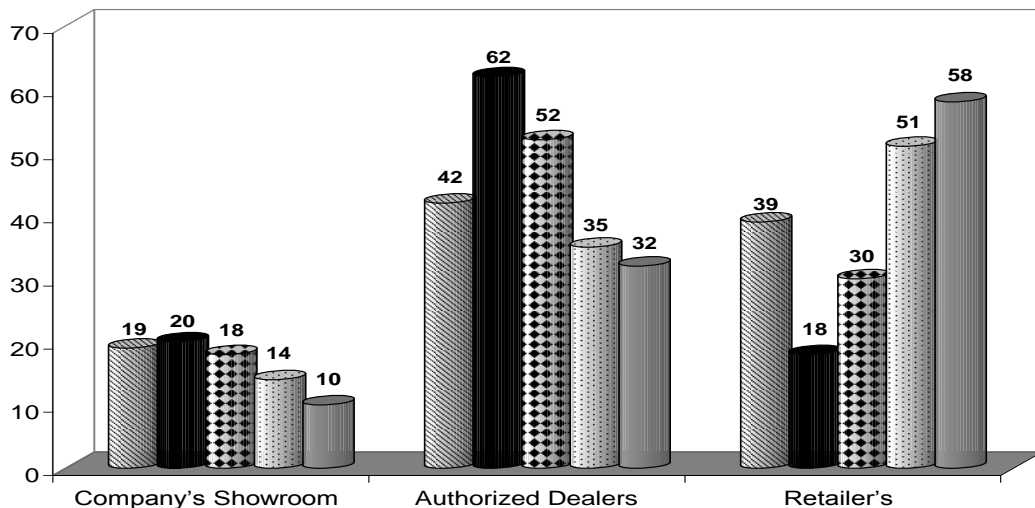
**Source:** Field Survey. Figures indicate percentage.

1)Wristwatch :It has been observed from the Table that, 42% respondents have purchased wristwatch from authorized dealers. Where as, 39% consumer respondents have purchased wristwatch from retailers, who stock more than one brand in their shops.

2)CD/DVD Player : The Table shows that majority of women respondents i.e. 62% of the consumer respondents have purchased cd/dvd player from authorized dealers.

3)Cupboard : It has been observed from the Table that, 52% women respondents preferred authorized dealers to purchase cupboard. Other 30% consumers have purchased their favorite brand of cupboard from retailers.

**Graph: Place of Purchase of Durable Products by the Consumer Respondents**



Wrist Watch
  CD / DVD Player
  Cupboard
  Briefcase
  Fan

4)Briefcase : The Table reveals that majority of women respondents have purchased briefcase from retailers. Other 35% women respondents purchased it from authorized dealers and remaining 14% from company's showroom.

5)Fan : It is clear from the Table that, majority of women respondent in the Nanded city have

purchased Fan from retailers, and 32% respondents have purchased it from authorized dealers.

**FINDINGS:**

The significant findings of the study are as follows-

- a. It is observed that majority 93 percent of women respondents are regular news-paper readers.
- b. 79 percent women respondents have the habit of reading magazines.
- c. Attentiveness of advertisements in news papers is more as compared magazines the proportion is 80:44.
- d. It is observed that the proportion of radio listeners and attentiveness is 66:42.
- e. The majority (78 percent) of the women respondents preferred that Television is the only media, which is mostly preferred by the respondents. The proportion of viewers and attentive to advertisement in television is 97:78.
- f. In case of wristwatch 24 percent, cd/dvd player 12 percent, cupboard 53 percent, briefcase 48 percent and fan 33 percent of the women consumer respondents are fully aware about different brands. 66 percent consumer respondents of wristwatch are having average awareness of brand. The near about percentage for cd/dvd player is 65, cupboard 45 percent, for briefcase is 47 percent and for fan is 57 percent.
- g. Majority of the Women consumer respondents purchased durable products selected for the study viz., wristwatch, cd/dvd player, cupboard, briefcase and fans from Authorized Dealers.
- h. Majority of the consumer respondents have purchased briefcase and fans from retailers

**CONCLUSION:**

Many marketers recognize the family as the decision making unit, a successful marketer is one who identifies and examines the attitudes and behavior of one family member who determines unilaterally or jointly whether to buy, what, where and when to buy. It is the urban housewife who plays this decisive role in the family. Thus, the marketer's strategy is influenced at almost every turn by urban woman who has become the family's purchasing agent.

The middle class urban woman possesses a good degree of awareness of the change taking place in her environment. Her growing education level and the growth in media have contributed to his development. Marketers communicate with her and try to convince her through every possible media. Thus, a marketer who understands the behavior of an urban woman and plants his marketing strategies to suit the needs and aspirations of this target market will definitely have an advantage over his competitors.

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## **FOOD GRAIN TRADING AT AGRICULTURE PRODUCE MARKET COMMITTEES A STUDY WITH REFERENCE TO BACKWARD REGION OF MARATHWADA**

**Dr. T. M. Shinde:** HOD Commerce, Shri Sivaji Arts, Com. & Sci. College. Kandhar, Nanded

### **Introduction:**

Regulated marketing system of agricultural produce provides answer for removing the anomalies as well as providing social justice in priority regions, which ultimately may become a seed for a developed nation. The efficiency with which regulated agricultural markets of a region operate, decides the pace of the development of that region. There is, a great need of the overall evaluation of the functioning of regulated market as well as the configuration of market yard of a given region. That is why any study related with regulated agricultural market in association with various areas of performance with special reference to Nanded district is attempted here.

Agricultural marketing scenario in the country has undergone a sea change over the last three decades especially after the onset of technological revolution in the country. Some of the changes in the production of agricultural commodities and also the changing demand pattern of the consumers have a significant bearing on the agricultural marketing system in general and also on the functioning of the various marketing organizations viz. regulated markets. Therefore the study of the performance of APMCs is significant.

### **Objectives & Limitations of the Study :**

The objective of this paper is to study the financial performance APMCs it studies the performance on Revenue and Expenditure side as well as Assets & Liabilities side.

The study is limited to a period of five years from 1999-2000 to 2003-04. It is a study of select samples APMCs in Nanded District of Maharashtra.

### **Methodology :**

The researcher has selected a sample of 5 APMCs namely, Nanded, Kandhar, Loha, Degloor, Bhokar. The study is based upon secondary data collected from annual reports of the APMCs. This is a study based upon financial analysis.

### **Significance of the study :**

Infact the first regulated market was set up in 1897 in CP and Berar. The Govt. of India is promoting organized marketing of agricultural commodities in the country.<sup>9</sup> To achieve this the Govt. of many States and the Union Territories have enacted necessary Legislation for regulated markets in the country went up from 236 in 1950-51 to 7062 in upto 2004. The details of progress and Growth of Regulated markets during the periods are worked out and presented through. Table 1.

Table No. : 1  
Progress and Growth of Regulated Markets in India.

Sr.No.	Year	No of Regulated Markets
1	1950-51	236
2	1951-57	470
3	1966-74	2754
4	1979-81	4446
5	1985-87	5776
6	1990-91	6640
7	1994-96	6836
8	1995-97	6968
9	Up to 2004	7062

Source : *agricultural marketing in India- S.S. Acharya*

It can be observed from above table that, during the span of about 50 year, a number regulated markets in India has increased by 30 times.

In the changed scenario, the marketing organizations should assist the producer-farmers in increasing the production of those goods and grain, which are in demand. For this the various marketing functions related to marketing of various products should be performed efficiently.

- The existing role of APMCs were laid down in the early sixties in a situation of scarcity syndrome, i.e. when marketed surplus available with the farmers was low due to poor production and low productivity. Government intervention in the trade was pervasive. Marketing infrastructures were not developed and there was a need to create them. There was no developed marketing system for carrying trade. All these situations have changed. APMCs need to shift emphasis from the existing role of creation of infrastructure facilities

This paper is based upon the analysis and interpretation of primary and secondary data. This chapter covers non-financial aspects of the APMCs.

The commodities, which arrive at various regulated markets, are basically agricultural produce. According to the Maharashtra Agricultural Produce Market Act, agricultural produce includes all produce whether of agriculture, horticulture, animal husbandry or otherwise as specified in the schedule.

These commodities have been notified for general marketing in all regulated markets of Maharashtra. These are – Rice Paddy, Wheat, Jawar, Gram Channa, Gram Toor, Gram Moong, Gram Urdad, Oilseed Groundnut, Oilseed Sunflower and Oilseed Soyabean.

Food Grain Trading at APMCs :

The primary function of an APMC is to provide a platform for sale and purchase of agricultural produce. All the notified agricultural produce brought into the market or processed in the market proper (but not a manufactured product) except the quantity for personal consumption has to pass through the market yard for sale and cannot be sold at any other place within the market proper. The receipt and delivery of an agricultural produce at an APMC is always equal. The researcher has selected major food grains like rice, wheat, jawar, chana and toor which are traded at APMCs for the purpose of this study.

Receipt & Delivery of Rice Paddy: The rice paddy is Rs. one of the important crop in the area under study. The researcher has observed and analyzed the changes in the Receipt & Delivery of Rice Paddy by the sample APMCs under study. The results are shown in the following Graph

Table No. 2.

Source : Secondary Data, Annual report of APMCs.

Table No. 2  
Receipt & Delivery of Rice Paddy in Select APMCs in Nanded Dist.  
(No of Figures in Quintals)

Sr. No.	Particulars (APMCS)	YEARS									
		2000	2001	Perc-entage Change	2002	Perc-entage Change	2003	Perc-entage Change	2004	Perc-entage Change	Ave- rage
1	Nanded	2855	3152	10.40	2924	-7.23	3617	23.70	1462	-59.58	2802.00 A
2	Loha	1001	867	-13.39	995	14.76	1077	8.24	519	-51.81	891.80 C
3	Bhokar	1361	1946	42.98	1991	2.31	1891	-5.02	1998	5.66	1837.40 B
4	Degloor	11.00	6.00	-45.45	25	316.67	0.00	-100.00	0.00	0.00	8.40 E
5	Kuntur	110	66	-40	75	1.5	42	-44	56	33	70 D

It can be seen that the average receipt & delivery of Rice Paddy of Nanded APMC has been 2802.00 q. (A), that of Loha APMC has been 891.80 q. (C), that of Bhokar APMC 1837.40q. (B), that of Degloor APMC 8.40 q. (E), Kuntur APMC 70 q.(D). The Nanded APMC is on the highest rank A whereas the Degloor APMC is on the lowest rank D as regards receipt & delivery of Rice Paddy. The movements are irregular however ultimate figure shows a decreasing trend. Receipt & Delivery of Wheat : wheat one of the important food grain crop in the area under study. This is a *rabbi* i.e. Winter crop. The researcher has observed and analyzed the changes in the Receipt & Delivery of Wheat by the sample APMCs under study. The results are shown in the following Table No.3.

Table No. 3  
Receipt & Delivery of Wheat in Select APMCs in Nanded Dist.  
(No of Figures in Quintals)

Sr. No.	Particulars (APMCS)	YEARS									
		2000	2001	Perc-entage Change	2002	Perc-entage Change	2003	Perc-entage Change	2004	Perc-entage Change	Ave- rage
1	Nanded	42293	56797	34.29	53663	-5.52	120708	124.94	108868	-9.81	76465.80 A
2	Loha	16231	21650	33.39	16882	-22.02	11726	-30.54	32021	173.08	19702.00 C
3	Bhokar	7638	23823	211.90	30046	26.12	21547	-28.29	20053	-6.93	20621.40 B
4	Degloor	1921	5660	194.64	1482	-73.82	207	-86.03	295	42.51	1913.00 E
5	Kuntur	0.00	500	0.00	1535	207.00	3650	137.79	5070	38.90	2151.00 D

Source : Secondary Data, Annual report of APMCs. Graph No.6.2.

It can be seen that the average receipt & delivery of Wheat of Nanded APMC has been 76465.80 q. (A), that of Loha APMC has been 19702.00q. (C), that of Bhokar APMC 20621.40 q. (B), that of Degloor APMC 1913.00 q. (E), that of Kuntur APMC 2151.00 q. (D). The Nanded APMC is on the highest rank. A whereas the Degloor APMC is on the lowest rank E as regards receipt & delivery of Wheat. The movements are irregular.



Receipt & Delivery of Jawar : This is common food of people in Mahatrasra. The researcher has observed and analyzed the changes in the Receipt & Delivery of Jawar by the sample APMCs under study. The results are shown in the following Table No. 4.

Table No. 4  
Receipt & Delivery of Jawar in Select APMCs in Nanded Dist.

(No of Figures in Quintals)

Sr. No.	Particulars (APMCS)	YEARS									
		2000	2001	Perc-entage Change	2002	Perc-entage Change	2003	Perc-entage Change	2004	Perc-entage Change	Ave- rage
1	Nanded	65219	45509	-30.22	46674	2.56	74959	60.60	34629	-53.80	53398.00 A
2	Loha	22612	48753	115.61	17731	-63.63	28868	62.81	9012	-68.78	25395.20 C
3	Bhokar	10370	24369	135.00	5814	-76.14	44422	664.05	47802	7.61	26555.40 B
4	Degloor	2048	4204	105.27	2907	-30.85	561	-80.70	298	-46.88	2003.60 E
5	Kuntur	535	530	-0.93	500	-5.66	21816	4263.20	1110	-94.91	4898.20 D

Source : Secondary Data, Annual report of APMCs.

It can be seen that the average receipt & delivery of Jawar of Nanded APMC has been 53398.00 q. (A), that of Loha APMC has been 25395.20 q. (C), that of Bhokar APMC 26555.40 q. (B), that of Degloor APMC 2003.60 q. (E), that of Kuntur APMC 4898.20 q. (D). The Nanded APMC is on the highest rank. A whereas the Degloor APMC is on the lowest rank E as regards receipt & delivery of Jawar.

Receipt & Delivery of Gram Chana : this is also a food grain crop in pulses category. The researcher has observed and analyzed the changes in the Receipt & Delivery of Gram Chana by the sample APMCs under study. The results are shown in the following Table No. 5.

Table No. 5  
Receipt & Delivery of Gram Chana in Select APMCs in Nanded Dist.

(Figures in Quintals)

Sr. No.	Particulars (APMCS)	YEARS									
		2000	2001	Perc-entage Change	2002	Perc-entage Change	2003	Perc-entage Change	2004	Perc-entage Change	Ave- Rage
1	Nanded	1172	1116	-4.78	1263	13.17	1955	54.79	4302	120.05	1961.60 C
2	Loha	357	264	-26.05	406	53.79	553	36.21	592	7.05	434.40 B
3	Bhokar	1344	3528	162.50	1056	-70.07	3306	213.07	3060	-7.44	2458.80 D
4	Degloor	578	1660	187.20	2968	78.80	3632	22.37	4411	21.45	2649.80 A
5	Kuntur	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 E

Source : Secondary Data, Annual report of APMCs.

It can be seen that the average receipt & delivery of Chana of Nanded APMC has been 1961.60 q. (C), that of Loha APMC has been 434.40 q. (D), that of Bohkar APMC 2458.80 q.

(B), that of Degloor APMC 2649.80 q. (A). The Degloor APMC is on the highest rank. A whereas the Loha APMC is on the lowest rank D as regards receipt & delivery of Chana. The movements are irregular.

Receipt & Delivery of Gram Toor : The researcher has observed and analyzed the changes in the Receipt & Delivery of Gram Toor by the sample APMCs under study. The results are shown in the following Table No.6.

Table No.6  
Receipt & Delivery of Gram Toor in Select APMCs in Nanded Dist.  
(Figures in Quintals)

Sr. No.	Particulars (APMCS)	YEARS									
		2000	2001	Perc-entage Change	2002	Perc-entage Change	2003	Perc-entage Change	2004	Perc-entage Change	Ave-Rage
1	Nanded	14537	12191	-16.14	14276	17.10	13052	-8.57	13618	4.34	13534.80 D
2	Loha	10984	6300	-42.64	10940	73.65	10380	-5.12	31496	203.43	14020.00 C
3	Bhokar	16127	17475	8.36	15077	-13.72	37883	151.26	26986	-28.76	22709.60 A
4	Degloor	21778	22776	4.58	29599	29.96	23808	-19.56	13937	-41.46	22379.60 B
5	Kuntur	0.00	0.00	0.00	50.00	0.00	270	440.00	550	103.70	174.00 E

Source : Secondary Data, Annual report of APMCs.

It can be seen that the average receipt & delivery of Gram Toor of Nanded APMC has been 13534.80 q. (D), that of Loha APMC has been 14020.00 q. (C), that of Bhokar APMC 22709.60 q. (A), that of Degloor APMC 22379.60 q. (B), That of Kuntur APMC 174.00 q. (E). The Bhokar APMC is on the highest rank. A whereas the Kuntur APMC is on the lowest rank E as regards receipt & delivery of Gram Toor. The movements are irregular.

Conclusion :

It can be observed from the analysis of data presented in this paper that, food grain constitute one of the major produce traded in APMCs. The food grain trading varies according to the cropping pattern in a particular area.

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## **PLYOMETRIC TRAINING FOR THE ADVANCED SPORTS: A BRIEF REVIEW**

**Dr. Govind Kadam:** Head, Department of Physical Education & Sports, Vivekanand College, Aurangabad.

**Mr. Kamlakar Kadam:** Lecturer, Department of Physical Education, Y.C. Arts & Comm. College, Ambajogai

### **ABSTRACT:**

*The paper explains the role of plyometric training plays significant role in the advanced sports. Plyometric training is one of the effective training is proved by research. Plyometric training with complex training has gained popularity as a training strategy combining weight training and plyometric training. Many researcher recommend training to improve muscular power and athletic performance. Recently, several studies have examined complex training. Despite the fact that questions remain about the potential effectiveness and implementation of this type of training, results of recent studies are useful in guiding practitioners in the development and implementation of complex training programs. In some cases, research suggests that complex training has an acute ergogenic effect on upper body lore body power and the results of acute and chronic complex training include improved jumping performance for volleyball. Improved performance of volleyball may require three to five minutes rest between the weight training and plyometrics sets and the use of heavy weight training loads.*

*Keywords: plyometrics, volleyball, ergogenic warm-up*

### **INTRODUCTION**

Plyometric training and weight training are simultaneously useful for developing athletic power. More specifically, complex training alternates biomechanically similar high load weight training exercises with plyometric exercises, set for set, in the same workout. An example of complex training would include performing a set of squats followed by a set of jump squats. Anecdotal sources have described the application of complex training (Chu, 1998; Ebben and Blackard, 1998; Fees, 1997; Fleck and Kontor, 1986; Reddin, 1999; Roque, 1999). Previously, Ebben and Watts (1998) reviewed the complex training literature and described the effectiveness of combining weight training and plyometrics.

These authors and many research offered suggestions for designing complex training programs, and recommended further research to assess the potential effectiveness of complex training. Interestingly, recent research has examined complex training as well as the ergogenic warm-up benefits associated with weight training exercises performed prior to explosive movements such as jumping (Burger et al., 2000; Ebben et al., 2000; Evans et al., 2000; Faigenbaum et al., 1999; Jensen et al. 1999; Radcliffe and Radcliffe, 1999; Zepeda and Gonzalez, 2000). Other research has evaluated the effect of high load weight training and weightlifting exercises and their effect on explosive motor performance referring to this phenomenon as the contrast method (Young et al., 1998). The purpose of this article is to review the recent research related to plyometric and weight training and the contrast method and it's potential practical application.

### **EFFECTIVENESS OF WEIGHT TRAINING AND PLYOMETRICS**

A number of researches show the effectiveness of plyometrics compared to non

exercising control groups (Blakey and Southard, 1987; Diallo et al. 2001; Gehri et al. 1998). Other studies demonstrate an enhancement of motor performance associated with plyometric training combined with weight training or the superiority of plyometrics, compared to other methods of training (Adams et al., 1992; Clutch et al., 1983; Delecluse et al., 1995; Duke and BenEliyahu, 1992; Fatourous et al., 2000; Ford et al., 1983; Lyttle et al., 1996; McLaughlin, 2001; Polhemus and Burkherdt, 1980; Potteiger et al. 1999; and Vossen et al, 2000). The evidence indicates that the combination weight training and plyometrics are effective for volleyball and other sports. One way to combine the two forms of training is complex training or the contrast method. Recent studies have evaluated this type of training with mixed results.

### **PROFESSIONAL TRAINING STUDIES**

Training studies have also been conducted to examine the effectiveness of complex training. For example, one study compared the effects of strength training and complex training in boys and girls ( $8.1 \pm 1.6$  years). Results demonstrate that children attain similar gains in upper-body strength and endurance using either strength or complex training programs (Faigenbaum et al., 1999).

In addition to studies using children as subjects, other training studies examined the effects of a three-week complex training program with seven divisions I college female basketball players. Pre and post test results reveal improvement in the 300 m shuttle, 1 mile run, VO<sub>2</sub> max, 20 yd dash, pro agility run and the t-test, reverse leg press and back squat. The data show that the complex training program was effective in eliciting statistically significant improvement in the 300-meter shuttle. However, the research design does not appear to have evaluated the effectiveness of non-complex training combinations of plyometrics and weight training or used a control group (Zepeda and Gonzalez, 2000).

In another training study evaluating complex training, Burger et al. (2000) examined the effectiveness of a complex training group compared to a group who performed all of the weight training exercises after the plyometric exercises. Each group performed the same 7 week routine except the complex training group performed the plyometric exercises in a superset with biomechanically similar resistance training exercises, whereas the other group performed the plyometric exercises separately, following the resistance training exercises. Subjects included seventy-eight division I college football players. Subjects were pre and post-tested with a variety of tests including percentage of body fat, bench press, squat, power clean, medicine ball throw, broad jump, vertical jump and the I test. Both groups demonstrated improvement in all eight of the tests. However, the complex training group demonstrated significant between group vertical jump improvement (2.8 cm) compared to the non-complex training group (0.1cm).

### **ACUTE RESEARCH ON COMPLEX TRAINING FOR UPPER BODY**

Plyometric and weight training research includes acute studies as well as training studies. For example, in an attempt to quantify differences between complex and non-complex plyometric exercises, one acute study compared electromyography (EMG) and kinetic variables, such as ground reaction forces, associated with the medicine ball power drop performed before and following a set of 3-5 RM bench press. More specifically, subjects performed the power drop exercise lying supine on a bench press bench that was mounted to a force platform. Results from this study revealed no significant difference for mean or maximum ground reaction force and integrated EMG for the muscles evaluated in each power drop condition. In other words, the medicine ball power drop performed in the complex training condition was equally effective, but not superior, in eliciting motor unit activation or force output compared to the same exercise performed before the 3-5RM bench press set in the non-complex condition (Ebben et al., 2000). A similar study, using female subjects resulted in the same findings of no significant differences between the complex and non-complex training groups (Jensen et al., 1999).

Other research has examined the complex training effect of combined bench press and medicine ball throws demonstrating improve plyometric performance in the complex condition. More specifically, one study sought to determine whether or not upper body power could be enhanced by performing a heavy bench press set prior to an explosive medicine ball put. Subjects included 10 college age males with experience performing the bench press. Subjects performed a seated medicine ball put before and four minutes after performing the bench press with a 5RM load. Results indicate a significant increase medicine ball put distance of 31.4 cm (no standard deviation available) following the 5RM bench press compared to the medicine ball put before the bench press. Researchers also report a strong correlation between improvement in medicine ball put distance and 5RM bench press strength (Evans et al., 2000).

#### **ACUTE RESEARCH ON LOWER BODY**

Lower body plays significant role in volleyball. Many researches have also examined the effect of complex training while combining total body or lower body strength/power exercises and some form of jumping. For example, Radcliffe and Radcliffe (1999) examined the “warm-up” effect of the power snatch, back squat, loaded jumps and tuck jumps on the performance of the horizontal countermovement jump. Results reveal that when all subjects were combined, no significant warm-up effect existed. When male subjects were analyzed separately, however, the jump distance was greater when performed after the snatch as a weightlifting warm-up. This study used a three minute rest protocol between sets. This data demonstrates that for males, specific weightlifting exercises may have an ergogenic effect on a subsequent set of jumps.

Additional evidence supporting a potential acute complex training effect is demonstrated in a study by Young et al. (1998), who evaluated whether or not loaded counter movement jumps (LCMJ) could be enhanced if proceeded by a set of five repetition maximum (5 RM) half squats. Subjects performed two sets of five LCMJ, one set of 5 RM half squats, and one set of five LCMJ with four minutes rest between all sets. The jump height for the LCMJ after the squat was 40.0 cm  $\pm$  3.5cm compared to a pre-squat jump height of 39.0  $\pm$  3.3 cm, resulting in a 2.8% improvement in jump performance. The authors indicate that there was a significant correlation between the 5 RM load and jump performance. Results suggest that for complex training, a high load weight training exercise performed four minutes before a power exercise increased the performance of the power exercise, especially for stronger individuals.

#### **ANALYSIS OF PLYOMETRIC AND WEIGHT TRAINING STUDIES**

These recent studies represent the vast majority of research conducted on plyometric and weight training. Previously, Ebben and Watts (1998) reviewed the research on various combinations of weight training and plyometric training as well as complex training. At that time, despite numerous brief references to complex training in the literature, only one training study specifically examined complex training. The results from that study were difficult to interpret, however, due to the absence of published numerical data (Verkhoshansky and Tetyan, 1973). According to Ebben and Watts (1998), complex training program design must consider important variables such as exercise selection, load, and rest between sets. Recent research offers additional guidelines regarding these variables and raises the question about age and gender specific effects as well. Recent acute studies suggest that complex training may be effective for upper (Evans et al., 2000) and lower body training (Radcliffe and Radcliffe, 1999) and may be more effective for males (Radcliffe and Radcliffe, 1999). Additionally, prerequisite strength and the intensity of the load (RM) used in the weight training portion of the complex may be important in eliciting a complex training effect during the plyometric condition (Young et al. 1998). Recent research also suggests that three to four minutes of rest between the weight training and plyometric training portions of the complex may be optimal (Evans et al, 2000; Radcliffe and Radcliffe et al. 1999; Young et al., 1998). Ultimately, even the study that demonstrated no

advantage associated with performing power drops after the bench press showed that performing plyometrics in complex training is at least as effective as performing them in a non-complex fashion (Ebben et al., 2000).

Recent plyometric and weight training studies that examined the effect of complex training for children and female athletes suggests that complex training was equally as effective, but not superior to other strength training programs (Faigenbaum et al., 1999; Zepeda and Gonzalez, 2000). This finding may be consistent with the idea that prerequisite strength is necessary for complex training to be most effective and that this type of training may be best suited for those who are highly trained (Ebben and Watts, 1998).

In contrast, the effectiveness of plyometric and weight training was demonstrated in part, with male college football players. In this case, researchers found that the complex training group demonstrated significant between group vertical jump improvement Burger et al., (2000). The vertical jump performance improvement associated with complex training is consistent with the purported role of complex training as an effective training strategy for improving power (Ebben and Watts, 1998). Evidence suggests that jumping ability seems to demonstrate an acute improvement in response to complex training stimulus according to the findings of Young et al. (1998) as well as improving as a result of a chronic complex training stimulus (Burger et al., 2000).

### **CONCLUSION**

Many seminar, publications, and conference presentations on the topic suggest plyometric and weight training is an area of interest for conditioning professionals. Empirically minded professionals have responded with data to guide the application of complex training. Minimally, complex training can be an efficient way to organize combined weight training and plyometric training since both types of training can be performed during the same session in the same facility. Additionally, research suggests that complex training is at least equally effective, and in some cases superior, when compared to other forms of combined weight and plyometric training as evidenced by increased medicine ball throwing power, superior acute jump performance, and improved vertical jump in response to a chronic complex training stimulus.

Recent research suggests that it may be necessary to allow three or five minutes rest between the weight training and plyometric conditions. Finally, these data demonstrate a possible relationship between strength and plyometric performance in the complex suggesting that this training strategy may best be suited for more highly trained individuals using RM loads in the weight training portion of the complex. Future research should examine the effects of the specific type of exercises employed, age, gender, training status and load/intensity on complex training.

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## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL: CHANGING ROLE OF TEACHER EDUCATOR

**Mr. Ganesh A Mudegaonker:** Lecturer (Department of Education) Solapur University, Solapur

**Dr. Suhas S. Pathak:** Lecturer (Department of Education) Dr. B.A.M. University Aurangabad.

**National Assessment & Accreditation Council** – on the date 1 April 2007 introduced new seven criteria's for new accreditation system.

- **Objectives Of Paper:** -

- 1) To rethink the role of 'Teacher Educator' in the context of Globalization.
- 2) To suggest some 'New Roles of Teacher Educator' according to NAAC in the context of Globalization.'
- 3) To suggest new best practices for 'Teacher Educator'.

***“Quality is not a chance but a choice; quality is not an accident, but a design, quality is not a destination, but a continuous journey.”***

In the Context of Globalization, some challenges before the XI<sup>th</sup> five-year plan in India are:

- 1) Promoting essential public services to the poor
- 2) Regaining, Agricultural dynamism

- 1) **Developing Human Resources**
- 2) Increasing Manufacturing compositeness
- 3) Protecting the environment
- 4) Improving Rehabilitation and Resettlement practices
- 5) Improving Governance
- 6) Including the excluded population in the developmental process.

**National Assessment & Accreditation Council** – on the date 1 April 2007 introduced new seven criteria's for new accreditation system. In these 7 parameters - first three criteria are for lecturers:

- 1) Curricular Aspects: (15%)
  - 2) Teaching Learning & Evaluation: (25%)
  - 3) Research, Consultancy and Extension: (20%)
- (60%)** – only for 'teacher' & his/her duties/work is directed according to this & remaining (4) four parameters are
- 4) Infrastructure and Learning resources. (10%)
  - 5) Student Support & Progression, (10%)
  - 6) Governance & Leadership (10%)
  - 7) Innovative Practices. (5%)

If our 1000 marks: 600 marks goes to curriculum, teaching-learning process & for research then our *teacher educators* have to concentrate on sub criteria's – i.e. key aspects according to these three criteria's –

***“The commission believes that a rethinking of teacher education is necessary, in order for it to bring out in future teachers precisely those human intellectual qualities that will facilitate a fresh approach to teaching.”*** - International Commission on Education –

1996.

**1) CURRICULAR ASPECTS: -**

**1] Curricular Design & Developments: -**

Teacher must suggest ways & means for new need base curriculum & solutions for new generation. ex.:- short term certificate courses.

**2] Academic flexibility: -**

As per the UGC there is 20% flexibility we must introduce more & more thing of academics in this 20% flexibility.

**3] Feedback on Curriculum: -**

Pilot the designers must take Study of new curriculum and what are the drawbacks, must think, suggest new way & then introduce it.

**4] Curriculum Update: -**

Board of studies of university must update their curriculum according the changing conditions at International & National level.

**5] Best Practices is Curricular Aspects: -**

New short-term courses must be the part of new curriculum.  
Ex.:- Certification course in English communication.

**2) TEACHING, LEARNING AND EVALUATION: -**

**1] Admission Process and Student Profile: -** Common Entrance Test with (Aptitude, Attitude, Mental Ability, Research Attitude etc.) P.G. completion for B. Ed. & M. Ed. Course.

**2] Catering to diverse needs: -**

What the other than curriculum needs of students-teacher must fulfill them with co-curricular activities.

**3] Teaching-Learning Process: -**

Learning becomes more effective when there is effective teaching. Effective teaching comes with

- (i) *New Teaching Methods.*
- (ii) *Updated Information.*
- (iii) *Use of ICT in teaching.*
- (iv) *References regarding teaching.*
- (v) *Researches- i.e. update information for more developments.*

**4] Teacher Quality: -** Quality is not a single day work or justification of quality not judged in a single day, it is continues process. So 'the teacher' must evaluate him/her self per day. See his/her developments according to quality parameters.

**5] Evaluation process and reforms: -**

Continues evaluation process for teachers through – students their colleges and their administrators is needed. 1) Evaluation of teaching, 2) use of new technologies, 3) use of library, 4) Research work & its publication these fields must be involved in evaluation of teacher.

**6] Best Practices in Teaching, Learning & Evaluation: -**

For the better quality higher education in the context of globalization teacher & his/her attitude towards this profession must be positive.

This positive attitude helps the teachers & stake holders i.e. students, administrator, parents & policy makers in teaching, learning & evaluation.



**3) RESEARCH, CONULTANCY & EXTENTION: -****1] Promotion of Research: -**

In the faculty of education, number of researches are going on at the – M. Ed., M. Phil. & at Ph. D. level productivity & utility of these researches are not under consideration as per the researches in the Medical sciences, Chemical sciences etc. So, our researches must be usable at least at state & national level.

**2] Research & Publication Output: -**

When researches complete his/her research work it must be such up to every new research student. Use of four-research study for new researches is very essential (Impact factors)

Publication is another thing i.e. publication in renowned journals and magazines, weekly, monthly etc. at state, national & international level. Publication of useful books i.e. contribution to this field is very essential.

**3] Consultancy: -**

In chemical sciences & Engineering sectors there are 'R & D' – 'Research & development enters'. For chemistry 'NCL' – National Chemical Laboratory' but we don't have such a renowned 'Research Center' or 'our colleges & universities are not working as Research consultancies'.

**4] Extension Activities: -**

Extension activities are the activities of research where –

- (i) *Usefulness of research*
  - (ii) *Social activity.*
  - (iii) *New dimensions in education & in faculty of education*
- ex. - UGC's (i) Minor research projects (ii) Major research projects.

**5] Collaborations: -**

International understanding in the higher education can't come without the collaborations of universities with other countries renowned universities.

Collaboration of

- (i) Academic staff collaboration,
- (ii) Curriculum collaboration,
- (iii) Short term courses/certifications,
- (iv) For 'Research Collaboration Center'.

If we want to develop our efficiency, competency we must collaborate our all the universities under one umbrella i.e. '**Association of Indian Universities**' for Research only.

**6] Best innovative practices in Research, Consultancy & Extension: -**

- 1) Colleges, University must work as an 'R & D'- Research of Development Center.
- 2) Quality parameters for researches conduct under this institution i.e. No repetitions of subjects of research of etc.
- 3) Researches for social economical purpose & development of education faculty.
- 4) New innovations in curriculum of (D. Ed. / B. Ed. / M. Ed.) i.e. in these courses proved through researches.

- **CONCLUSIONS:**

**1) Teacher Educator and Globalization: -**

In the context of Globalization Teacher Education has many challenges and he/she has to improve his/her abilities and duties –

1. *Teacher Education as a facilitator.*
2. *Improving teaching skills and knowledge.*

3. *Global understanding and internationalization of teacher education.*
4. *Knowledge society and Teacher Education.*
5. *Researches for Global needs and competent human resource.*
6. *Greater involvement of students in the process of Globalization.*
7. *Reformation in the Higher Education according to 'Liberalization, Privatization and Globalization.'*

## **2) Teacher Education for 'Global Teacher Educator':**

1. *Information, communication and Technology*
2. *Teacher Education for Global Society.*
3. *Internationalization of Higher Education and needs of Teacher Educator.*
4. *Needs of Teacher Educator as a 'Global Leader'*
5. *Collaborations for Academic development at International level.*
6. *Virtual classroom, EDUSAT, E-Learning etc.*

Considering all these elements of 'Role of Teacher Educator in the context of Globalization' Teacher Educators must be aware of the challenges in front of him/her.

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