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Editorial

US President Donald Trump has described as "very dangerous" the situation between India and Pakistan after the Pulwama terror attack, but said he can understand New Delhi's desire for something "very strong" as it has lost almost 50 people.

Forty CRPF personnel were killed and five injured on February 14 in one of the deadliest terror attacks in Jammu and Kashmir when a suicide bomber of Pakistan-based terror group Jaish-e-Mohamad.

Forty CRPF personnel were killed and five injured on February 14 in one of the deadliest terror attacks in Jammu and Kashmir when a suicide bomber of Pakistan-based terror group Jaish-e-Mohamad (JeM) rammed a vehicle carrying a huge quantity of explosives into their bus in Pulwama district.

India launched a major diplomatic offensive against Islamabad after the attack and highlighted Pakistan's role in using terrorism as an instrument of state policy.

The international community led by the US pressed Pakistan to deny safe haven to terror groups operating from its soil and bring the perpetrators of the Pulwama attack to justice.

The President referred to the possibility of a strong response from India in the wake of the terrorist attack.

"It's a terrible thing going on right now between Pakistan and India... it is a very, very bad situation and it's a very dangerous situation between the two countries. We would like to see it stopped. A lot of people were just killed and we want to see it stopped," he said.

There is huge demand from people in India to have immediate retaliation and all round attack by Military forces to crush Pakistan, however Indian Government is looking out all possibilities instead of War. They had economic sanctions resulted in Imports from Pakistan very difficult and costly. The lifeblood of Pakistan economy shall have huge impact in the long run.

There is widespread demand from extremist in India to stop water supply to Pakistan, however our war is with Pakistan and not Pakistanis this fact the present Government shall keep in mind.

Whether we should play against Pakistan in Cricket? Is a debateable question. Whether we should give a walk to Pakistan by not playing and show patriotism or fight and crush Pakistan in the matches? is a question before us.

Sport teaches us to be sporty and live healthy life promoting true spirit of Sport. Are we going in that direction or adopt a policy having war in Sports also future is going to answer the question.

Developing Assessment Criteria for Anaerobic Capacity of Male Footballers, Aged 16-17

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Abstract:

Through the anaerobic capacity assessment indicators identified and tested by the Wingate test on the dynobike, the study is conducted to develop anaerobic capacity assessment criteria for young male footballers, aged 16-17. The study compares the anaerobic capacity indexes of the 2 age groups, assesses the current status of anaerobic indexes, classifies them into 5 levels (outstanding, good, average, weak and poor), evaluates based on a 10-point grading scale of the indicators and develops report of total scores and grades achieved at each level employing mathematical statistics to develop assessment criteria scientifically and accurately.

Key words: *criteria, anaerobic capacity, footballers, aged 16-17.*

1. Rationale

In modern athletic training process, apart from checking and evaluating athletes' levels employing traditional pedagogical tests, it is inevitable to examine their biomedical indicators.

If it did not determine the effect of physiological changes in the athlete's body, it would be impossible to determine the training effectiveness, fitness growth forecasts and sports fitness status appropriately.

In the training process and actual football matches, the athlete's movements are fast and continuous with maximum or near-maximum intensity, which requires the body to provide energy very quickly from the energy stored in the muscle called anaerobic source of phylactic. Therefore, the study entitled "*developing assessment criteria for anaerobic capacity of male footballers, aged 16-17*" aims at assessing the biomedical indicators in the athletes training.

2. Research methods

The study employs research methods such as analytical - synthesis methods, Wingate test and statistical methods.

3. Research findings and discussion

3.1. Study on developing assessment criteria for anaerobic capacity of male footballers, aged 16-17.

To develop the criteria for assessing anaerobic capacity of young football players in accordance with the research objects, the study is conducted as follows:

First of all, a large-scale survey with defined biomedical criteria to assess the anaerobic capacity of the research objects is conducted, then the collected data is analyzed according to the parameters: \bar{x} , δ , Cv, and finally checking representation and standard deviation.

3.1.1. Comparison of anaerobic capacity of young footballers between ages of 16 and 17.

The problem is to develop either a single or age-specific assessment criteria set for both age groups in the survey. Consequently, to solve this problem, we compared the performance of biomedical indicators of the two ages for verification. The results are shown in Table 3.1.

Table 3.1. Comparison of anaerobic capacity indexes between ages 16 and 17

No	Age Criteria	Age 16 (n = 40)	Age 17 (n=20)	t_t	P
		$\bar{x} \pm \delta$	$\bar{x} \pm \delta$		
1	Maximum anaerobic capacity (w)	562.4 ± 15.8	568.2 ± 16.2	1.19	>0.05
2	Relative maximum anaerobic capacity (w/kg)	9.24 ± 0.69	9.44 ± 0.79	0.91	
3	Integral anaerobic capacity (w)	427.7 ± 18.3	433.4 ± 19.2	1.02	
4	Relative integral anaerobic capacity (w/kg)	7.84 ± 0.28	7.97 ± 0.27	1.53	

($t_b = 2.000$)

The table 3.1 shows that although the achievement of the 17-year-old is higher, the achievement in all indicators between the two ages has $t_t < t_b$ ($P > 0.05$) which means that there is no statistically significant difference in the achievement of both age groups. This result enables the development of anaerobic capacity assessment criteria for the two age groups.

3.1.2. Status of anaerobic capacity of male young footballers aged 16-17

A large-scale survey of 60 male athletes aged 16-17 on anaerobic capacity is conducted at some football clubs in the Central region of Viet Nam to develop anaerobic capacity assessment criteria. The results are shown in Table 3.2.

Table 3.2. Current status of anaerobic capacity of male footballers aged 16-17 (n = 60)

No	Criteria	\bar{x}	δ	C_v (%)	ε
1	Maximum anaerobic capacity (w)	564.1	16.7	2.96	0.019
2	Relative maximum anaerobic capacity (w/kg)	9.31	0.65	6.98	0.042
3	Integral anaerobic capacity (w)	429.5	17.4	4.05	0.025
4	Relative integral anaerobic capacity (w/kg)	7.89	0.26	3.30	0.016

Table 3.2 reveals that the data on the distribution indexes are fairly uniform ($C_v < 10\%$) and the mean value found in the survey samples represents the overall mean ($\varepsilon < 0.05$). This is an important condition enable the using of \bar{x} to estimate the overall mean value of the research subject.

To develop measurement criteria, with reference to the measurement theory [1], it is necessary to verify the standard distribution of the data first. Test results based on $\pm 2\delta$ principle shows that the data of the indicators is either standard or near-standard (92% - 97% of data of each indicator are in range of $\bar{x} - 2\delta$ to, or 3% - 8% of the data are out of that range). This result enables the study to develop the assessment criteria for the 4 above-mentioned criteria based on the benchmarks.

3.1.3. Development of criterion-based classification for anaerobic capacity of male footballers aged 16-17.

Classification method, known as standard deviation method, uses adding mean of the samples (\bar{x}) as standard value, taking the standard deviation (δ) as the separation distances to develop criteria for assessing the level of athletes. Although there are various ways to develop classification criteria, the study has categorized the data using the $\pm 1.28 \delta$ principle for evaluation, because the criteria are distributed more evenly and the type of average is approximately 50% [3] (table 3.3).

Table 3.3. The ratio between types distributed by $\pm 1,28 \delta$ principle

Classification criteria	Grading	Percentage
Above $\bar{X} + 1,28\delta$	Outstanding	10
$\bar{X} + 0,67\delta + \Delta \sim \bar{X} + 1,28\delta$	Good	15
$\bar{X} - 0,67\delta \sim \bar{X} + 0,67\delta$	Average	50
$\bar{X} - 1,28\delta \sim \bar{X} - 0,67\delta - \Delta$	Weak	15
Under $\bar{X} - 1,28\delta$	Poor	10

Note: - Δ : The smallest unit to distinguish weak and poor levels

- The smaller result is, the better (using inverse proportion principle)

As such, the study is able to classify anaerobic capacity according to criteria for male football players aged 16-17. Results are shown in Table 3.4.

Table 3.4: Criteria-based classification of anaerobic capacity of male footballers aged 16-17

No.	Rating	Poor	Weak	Average	Good	Outstanding
1	Maximum anaerobic capacity (w)	≤ 572.6	542.7 - 552.8	552.9 - 575.2	575.3 - 585.4	≥ 585.5
2	Relative maximum anaerobic capacity (w/kg)	≤ 8.46	8.47 - 8.86	8.87 - 9.74	9.75 - 10.14	≥ 10.15
3	Integral anaerobic capacity (w)	≤ 407.1	407.2 - 417.7	417.8 - 441.1	441.2 - 451.7	≥ 451.8
4	Relative integral anaerobic capacity (w/kg)	≤ 7.54	7.55 - 7.70	7.71 - 8.06	8.07 - 8.22	≥ 8.23

Table 3.5. Anaerobic capacity assessment record of each criterion on male footballers aged 16-17

No.	Grading scale	0	1	2	3	4	5	6	7	8	9	10
1	Maximum anaerobic capacity (w)	522.3	530.7	539.1	547.4	555.7	564.1	572.4	580.8	589.1	597.5	605.8
2	Relative maximum anaerobic capacity (w/kg)	7.71	8.03	8.35	8.67	8.99	9.31	9.63	9.95	10.27	10.59	10.91
3	Integral anaerobic capacity (w)	386.0	394.7	403.4	412.1	420.8	429.5	438.2	446.9	455.6	464.3	473.0
4	Relative Integral anaerobic capacity (w/kg)	7.24	7.37	7.5	7.63	7.76	7.89	8.02	8.15	8.28	8.41	8.54

The results shown in the Table 3.4 are extremely useful in assessing and classifying the performance of each category such as anaerobic capacity and capacity test, in benchmarking, training and testing, and evaluating the anaerobic capacity for male footballers aged 16-17.

3.1.4. Determining benchmarks for criterion-based assessment of anaerobic capacity of male football players aged 16-17.

In measurement theory, there are a wide range of evaluating benchmarks but the study has used the benchmark C which is a 10-point grading scale used commonly in Viet Nam (also known as Binet benchmark) with formula: $C = 5 + 2Z$. The benchmark for criterion-based assessment of anaerobic capacity is not only for calculating score of a single indicator, but also the total score. This supports coaches and players in assessment and self-assessment of overall anaerobic capacity in practical training and research. Based on the results of the examination of 60 male football players aged 16-17 on the criteria for anaerobic capacity assessment (Table 3.2), the study employed the benchmark C for anaerobic capacity criterion-based assessment record. The results are presented in Table 3.5.

3.1.5. Development of report of speed power on male footballers aged 16-17

Through reference and synthesis of materials, the study develops a general evaluation report as follows:

Step 1: Calculate scores based on the benchmark C for each indicator (with reference to Table 3.5).

Step 2: Calculate the total score achieved from each indicator of each player (based on table 3.5).

Step 3: Calculate \bar{x} and δ of total score.

Step 4: Classify based on the 1.28δ principle.

With reference to the above process, the study has been conducted to determine the total scores of the anaerobic capacity of male footballers aged 16-17. Results are shown in Table 3.6.

Table 3.6. Report of the anaerobic capacity of male footballers aged 16-17.

Rating	Score	\bar{x}	δ
Outstanding	≥ 30	20.2	3.2
Good	25 – 29		
Average	16 – 24		
Weak	11 – 15		
Poor	≤ 10		

4. Conclusion

Through the above-mentioned steps, the study has developed assessment criteria of anaerobic capacity for male athletes aged 16-17.

- The study has compared the anaerobic capacity between the 2 age groups which is not statistically significantly different with $t_t < t_b$ (at the probability level of $P > 0.05$);
- The study has developed a criterion-based classification with five scale (outstanding, good, average, weak, and poor);
- The study has developed 1 evaluation report on the 10-point scale for each indicator;
- The study has developed 01 evaluation report of overall anaerobic capacity of all indicators.

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A Comparative Study of Girls' Personality in Different Faculty of S.R.T.M. University Nanded Campus

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The word personality is derived from Latin word 'persona' meaning 'the mask'. In ancient Greece, the actors to wear mask to hide their identity while portraying the role in a theatrical play. This term 'persona' was later adapted by Romans to mean to how one appears to others and not as one actually is. In theatre, the actor had to depict the character he was representing in the play, and not as to what he himself was. 'Persona' according to Karl Jung, was the outer edge of the self, a mask worn by the person in response to the demands of social civilization. Thus, the word 'personality' comes to be popularly understood as the effect one leaves on others.

1. To measure the personality characteristics of life science dept. girls student in S.R.T.M. University Nanded.
2. To measure the girls personality characteristics of social science dept. student in S.R.T.M. University Nanded.
3. To measure the girls personality characteristics of Mathematical Science dept. student in S.R.T.M. University Nanded.

Hypothesis:

Null Hypothesis

1. It was hypothesized that there would be no significant difference of girls personality in different faculty of girls student with respect to neuroticism.
2. It was hypothesized that there would be no significant difference of personality in different faculty of girl's student with respect to extraversion.

Limitations:

1. Family background of the student was not taken into consideration.
2. The physique of the subjects was not taken into consideration.
3. The socio-economic status of the student was not taken into consideration.
4. The life style of the students was not taken into consideration.
5. Previous knowledge of students about personality traits was not taken consideration.
6. Previous knowledge of students about self esteem was not taken into consideration.

Operational Definitions of the Terms:

Life Science students:

Life science student are the students who are studying for masters degree in life science department in S.R.T.M. University Nanded.

Social Science students:

Social Science student are the students who are studying for master degree in social science department in S.R.T.M. University Nanded.

Mathematical science students:

Mathematical Science student are the student who are studying for master degree in Mathematical Science department in S.R.T.M. University Nanded.

Physical Science students:

Physical Science student are the student who are studying for master degree in Physical Science department in S.R.T.M. University Nanded.

Burnette ML¹, Reppucci ND. (2009 winter) Childhood abuse and aggression in girls: the contribution of borderline personality disorder. The authors tested whether emerging borderline personality disorder (BPD) symptoms mediated the association between childhood physical abuse (CPA) and aggression among incarcerated girls. Participants were 121 incarcerated adolescent girls (13-19 years old). Three forms of aggression (relational, overt, and violent offending behavior) and exposure to CPA by a parental figure were assessed using self-report inventories, whereas BPD symptoms were evaluated using a structured interview. Mediation models, including tests of indirect effects, were conducted in which each form of aggression was predicted from CPA with BPD symptoms entered as a mediator. A divergent pattern emerged in which BPD symptoms mediated the relationship between CPA and violent offending, but not less severe forms of overt aggression. Relational aggression, although correlated with CPA, was not associated with BPD symptoms. Implications for the conceptualization and treatment of girls' aggression within the context of interpersonal functioning are discussed. (<http://www.ncbi.nlm.nih.gov/pubmed/19144235>)

Source of data:

The Life science department student, Social science department student, Mathematical science student, Physical Science student education students of different faculties, which were affiliated to Swami RamanandTeerthMarathwada University, Nanded acted as the present study.

Selection of Subjects:

20 girls students of life science department, 20 girls students of Social science department, 20 girls students of Mathematical science department, 20girls students of Physical science department were studying at Swami RamanandTeerthMarathawada University, Nanded.

Sampling Method:

The subjects were selected by simple random sampling method. And data were collected by survey method.

Administration of questionnaire:

Questionnaire is set of questions which are used by the researcher for the collection of data, depending on upon the type of research. For the collection of data, the questionnaire was given to the subjects by the researcher and giving explanations about the given questionnaire for getting best results. In this way, the data was collected from the respondents for the given study. Then the answer of the selected subjects regarding the given Questionnaire (Big five personality Inventory) from the respondents was analyzed by using the internet.

Total Question : 48

Total Neuroticism Questions : 24

Total Extraversion Questions : 24

Statistical technique:

To analyze the data mean scores, standard deviation, t-test & ANOVAs will be used .The level of significant will be set up at 0.05 level of confidence.

Formula for mean S.D.and ANOVA is as follow:

$$M = \sum X/N$$

$$S.D = \sqrt{\sum X^2/N}$$

ANOVA= There are four steps of ANOVA

Table-1

Show Mean Scores and Standard Deviations of Morphological Characteristics of the different faculties of girls in S.R.T.M. University Nanded.

	Age(year)		Height(cm)		Weight(kg)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Life science	23.1	0.85	154.1	4.12	44.6	5.51
Social science	23.85	0.87	155.9	5.39	46.8	5.66
Mathematical science	23.85	1.31	154	4.30	44.55	7.067
Physical science	23.65	0.93	157.5	5.68	49	9.31

Table 1 depicted the morphological characteristics of different faculties of girls, the mean Scores (SD) age of Life Science girls was 23.1(0.85) year, mean score (SD) height was 154.1(4.12) cm, mean scores (SD) Weight was 44.6(5.51) kg.

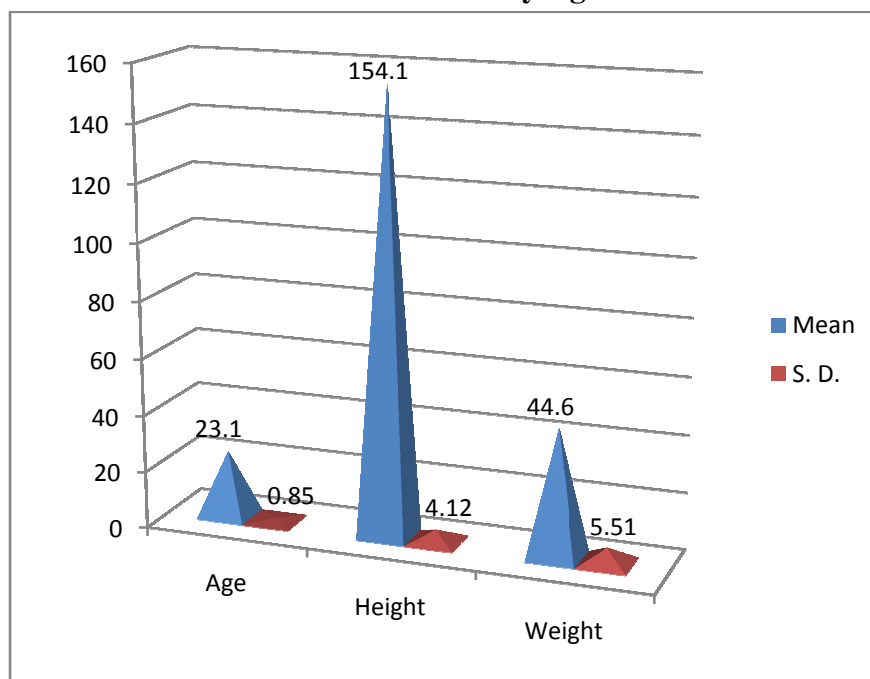
2) The mean scores (SD) age of Social Science was 23.85(0.87) year, mean scores (SD) height was 155.9(5.39) cm, mean scores (SD) weight was 46.8(5.66) kg.

3) The mean scores (SD) age of mathematical science girls was 23.85(1.31) year, mean score (SD) height was 154(4.30) cm, mean scores (SD) weight was 44.55(7.06) kg.

4) The mean scores (SD) age of social was 23.65(0.95) year, mean score (SD) height was 157.5(5.68) cm, mean score (SD) weight was 49(9.31) kg.

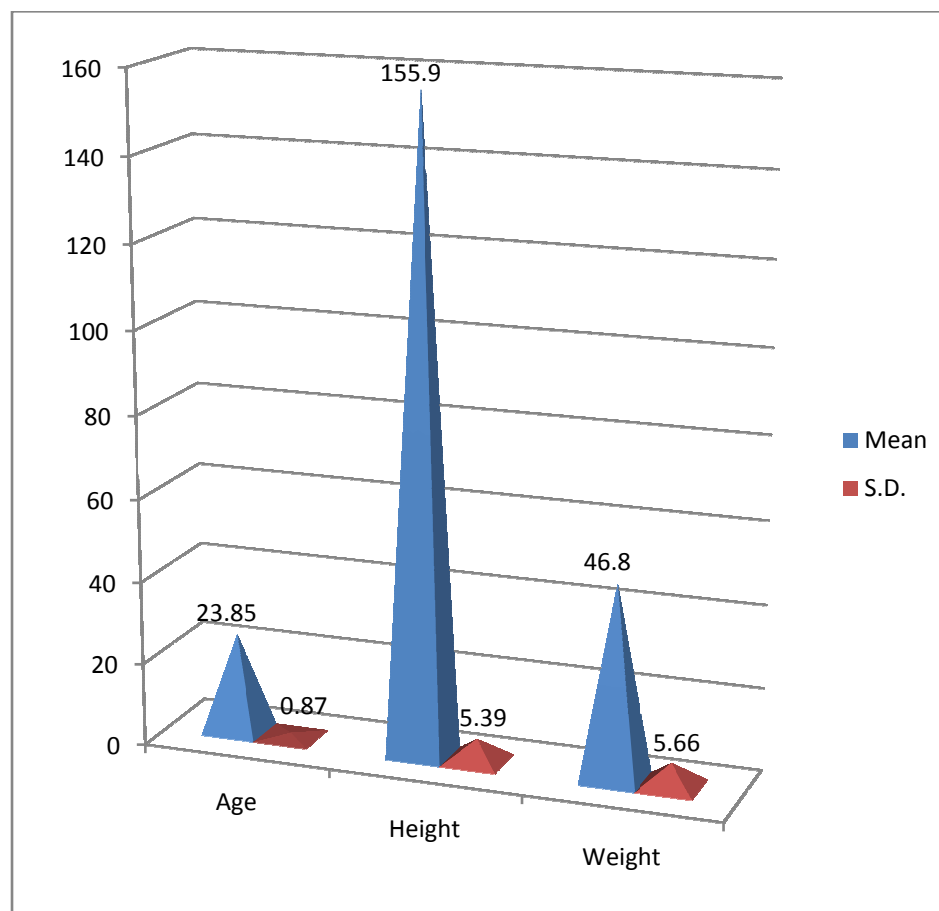
Figher-1.1

Illustrates the Mean Scores and Standard Deviations of Morphological characteristics of Life sciences' faculty's girls.



Feigher-1.2

Illustrates the Mean Scores and Standard Deviations of Morphological characteristics of Social sciences' faculty's girls.



Summary

The recognition Committee of physical education, Swami RamanandTeerthMarathwada University was approved the study prior to its implantation.

The present study deals with the A comparative study of girls' personality in different faculty of S.R.T.M.University Campus respect to neuroticism, extraversion.

For the present study Eysenck personality inventory (1985) was utilized. It includes 48 questions of four personality variables. Data was collected individually through an Eysenck personality inventory from 20 each group by contacting from different four faculties of girls of S.R.T.M.U. Nanded. E. P.I. were distributed to instruction were given to the students before filling these inventory by the researcher.

To analyze the data mean scores, standard deviation and Anova were used to comprise the personality traits with respect to neuroticism, and extraversion between different four faculties of girls. The level of significant was set up at 0.05 level of confidence.

With regards to neuroticism of different four faculties of girls they has obtained The mean scores and the standard deviation obtained from table values that the highest mean score personality- Neuroticism of Physical sciences girls' students (27.25), and the lowest mean of social sciences girl's student (23.15) and the mean score of the rest falls between these four groups from different faculty of girls of S.R.T.M.U. Nanded. Standard

deviation of personality-Neuroticism which is not higher than 9.16 in cases of mathematical sciences and not lower than 7.39 in case of social science girls. Table 2 reveals that that no significance difference was found out in ($F= 1.14$) 0.05 level of different faculty of girls.

With regards to extraversion of different four faculties of girls they has obtained The mean scores and the standard deviation obtained from table values that the highest mean score personality extraversion of Physical sciences girls' students (29.45), and the lowest mean of social sciences girl's student (26.25) and the mean score of the rest falls between these four groups from different faculty of girls of S.R.T.M.U. Nanded. Standard deviation of personality- extraversion which is not higher than 1.71 in case of Physical sciences and not lower than .76 in case of mathematics girls. Table-4 reveals that the no significance difference was found out in ($F= 1.43$) 0.05 level of different faculty of girls. The level of significant was set up at 0.05 level of confidence.

Table 2 reveals that the no significance difference was found out in ($F= 1.14$) of different faculty of girls.

Table 4 reveals that the no significance difference was found out in ($F= 1.43$) of different faculty of girls.

Conclusions

After completion of the study the following conclusion has been drawn,

1. No significance difference was found in personality-neuroticism of different faculty girls Students.
2. No significance difference was found in personality-extraversion of different faculty girls Students.

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Enhancing Sports Tourism in India: Role of Public and Private Organisation in India

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Abstract

India is a rich country of sports tourism with an extremely varied topography. India has always been big in the tourism industry because of its extreme diversity culture and society. There are indeed several destinations in India offering sports tourism. There are varied sports activities that one can indulge during their summer and winter vacation. Today, sporting enthusiasts in India are willing to spend 'top dollar' to jet set across the globe to experience the thrill of watching their favourite game live. India will become the leader in the tourism industry in South Asia, with about 8.9 million arrivals. Indian tourism economy has been deemed as the second-most rapidly increasing (8.8 %) tourism economy in the world, by World Travel and Tourism Council. India is rich in varied landscapes, enchanting historical sites and royal cities, clean beaches in west-south region specially in Goa , Maharashtra , Karnataka , Tamilnadu and Kerala , serene mountain retreats, rich cultures and festivities to enjoy and rejuvenate. In any part of the year, India can offer a wide selection of destinations and experiences. Tourist expenditure per head in India is third highest in the world and even more than the global average tourist spending.

Introduction

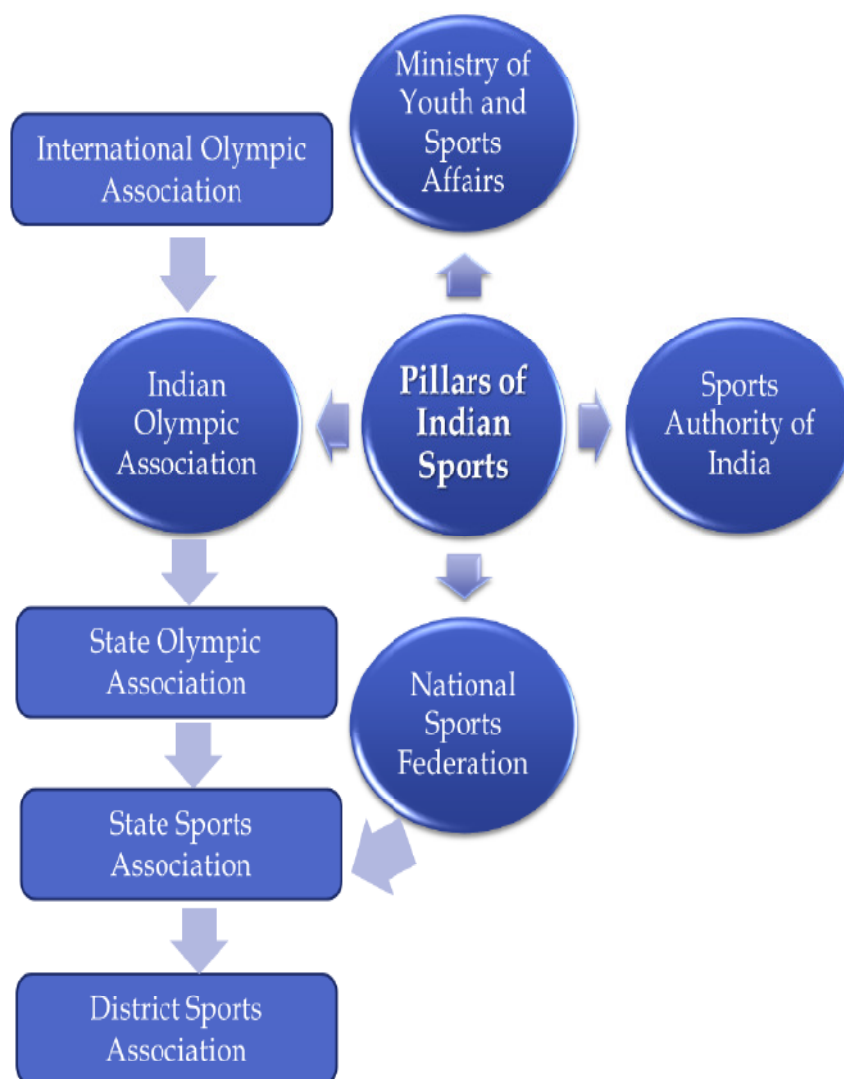
The Culture, Historical and Geographical diversities of India open up great opportunity for sports tourism of India. India is a tremendous country in Asian continent with an extremely varied topography. India's sports tourism is also carving a niche for itself in Indian tourism industry, attracting many adventurers to grab flights to India. Sports tourism in India is an absolute must for all the thrill and adventure seekers. Sports tourism is broadly define by the adventure sports and game in India. There are indeed several destinations in India offering sports tourism. There are varied sports activities that one can indulge during their summer and winter vacation. Today, sporting enthusiasts in India are willing to spend 'top dollar' to jet set across the globe to experience the thrill of watching their favourite game live. A large number of agents and tour operators are introducing interesting packages surrounding major sporting events. Sports Tourism is a well organised sector and major revenue cherner in India. Many National Tourist Offices (NTOs) are actively working towards promoting the Sport Tourism in India to tap the corporate, as well as fast growing upper middle class and the youth. Ministry of Tourism, Government of India has formulated a set of guidelines on Safety and Quality Norms on Adventure sports as Basic Minimum Standards for Adventure Tourism Activities. These guidelines cover mountaineering, trekking hand gliding, paragliding, bungee jumping, river rafting, etc.

Role of public Institution

The Ministry of Youth Affairs and Sports has seven autonomous bodies under its administrative control that promotes the sports tourism in India:

- (i) The **Sports Authority of India (SAI)** The Sports Authority of India (SAI), a successor organization of the IXth Asian Games held in New Delhi in 1982, the objective of promotion of Sports and Games as detailed in the Resolution. It is also entrusted with the responsibility of maintaining and utilizing, on the behalf of Ministry of Youth Affairs & Sports.
- (ii) The **Lakshmi Bai University of Physical Education (LNUPE): Lakshmi Bai University of Physical Education** is a Government of India sponsored deemed university, under the Ministry of Youth Affairs and Sports, dedicated to promoting excellence in sports and physical education in the country. The campus is on the Agra-Mumbai National Highway at Shaktinagar, Gwalior in the state of Madhya Pradesh, India
- (iii) **National Anti-Doping Agency (NADA) National Anti-Doping Agency** is the national organisation responsible for promoting, coordinating, and monitoring the doping control program in sports in all its forms in India. NADA deals with adopting and implementing anti-doping rules and policies which conform with the World Anti-Doping agency, cooperates with other anti-doping organisations and promotes anti-doping research and education
- (iv) **National Dope Testing Laboratory (NDTL) The National Dope Testing Laboratory (NDTL)** is a premier analytical testing & research organization established as an autonomous body under the Ministry of Youth Affairs and Sports, Government of India. It is the only laboratory in the country responsible for human sports dope testing
- (v) **National Playing Fields Association of India (NPFAI)** The National Playing Fields Association of India (NPFAI) under the Ministry of Youth Affairs and Sports, has a main focus on protecting and preserving existing play fields and promoting new ones, apart from developing standards and norms process, for making available playing fields and open spaces. Users can get information about the NPFAI, governing body and database of playfields. Details about collaboration, activities, tenders and notices are available. Information regarding playfields, copyright policy and RTI is also available. One can also search for playing fields in all over India
- (vi) The **National Institute of Sports Science and Medicine (NISSM)** is proposed to be set up as an autonomous body, which will be a centre of excellence for providing highly integrated, quality assured services (testing), development of leading experts(training) who will subsequently drive innovation and share knowledge(research and cooperation) to positively impact sporting performance.
- (vii) The **National Institute of Coaching Education** is being de-merged from SAI and developed as a coaching institute of excellence for coaches at NIS Patiala.

Institutional Hierarchy of India



Scope of sports for tourists:

1. Trekking and Skiing in the Shahadri and Himalayas.
2. White Water rafting on the rivers such as lake , Revirs and Beas.
3. Camel and Jeep safaris in the deserts of Jaisalmer and Bikaner in Rajasthan.
4. Paragliding in Utrakhand , Sikkim and Himachal Pradesh.
5. Water-sports in Maharashtra , Bengal ,Kerla and Goa.
6. Scuba diving in Andaman and Lakshadweep islands.
7. Lakshadweep islands also offer excellent wind surfing.
8. Snorkelling in the crystal clear waters of the lagoons.
9. Ice Hockey in Himalayas
10. Polo in Utrakhand

Sports related tourist location in India:

Nanital, Almora, Shimla , Kullu Manali, Dharmshala, Imphal Dargiling, Kohima, Kokan, Mumbai Andaman and Nicobar, Kerala, Uttaranchal, Rajasthan, Andhra Pradesh, Tamil Nadu, Jammu and Kashmir, Assam, Sikkim, Lakshadweep are well located site of India for sports tourism

Sports to attract for sports tourism

Beach Volleyball, Softball ball , Handball , Mountaineering, rock climbing, scuba diving, water rafting, kayaking, canoeing, sailing, surfing, water scooting. Aero sports like: ballooning, paragliding, hand gliding. These sports offer scope for sports lover and enthusiasts from the India .

Future of sports tourism in India

India will become the leader in the tourism industry in South Asia, with about 8.9 million arrivals (World Tourism Organization). Indian tourism economy has been deemed as the second-most rapidly increasing (8.8 %) tourism economy in the world, by World Travel and Tourism Council. current scenario and future prospects of the Indian tourism industry, focusing on different parameters of the industry. India has many tourist places to providing rewarding experiences of life. India has the Himalayan ranges in the north region , a long coastline surrounded by seas in the west-south region . In addition, India is rich in varied landscapes, enchanting historical sites and royal cities, clean beaches in west-south region specially in Goa , Maharashtra , Karnataka , Tamilnadu and Kerala , serene mountain retreats, rich cultures and festivities to enjoy and rejuvenate. tourist expenditure per head in India, is third highest in the world and even more than the global average tourist spending. In any part of the year, India can offer a wide selection of destinations and experiences. In summer, there are lovely retreats amidst the heady beauty in the Himalayas or the lush-heights of the Western Ghats with cool trekking trails, tall peaks, or stretches of white water for the adventure seekers. In the cool Indian winter, cities such as Shimla, Manali, Kullu Manali, Srinagar, Almoda, Ranikhet, Nanital come alive with cultural feasts of music and dance. The sun-clad beaches are ideal locations for rejuvenation in the winter., The future of sports tourism is endless in India because of its diverse, culture, topography and climatic condition. Tourist can enjoy on land and water, under water and in air whatsoever form of adventure sports in India. Future of sports tourism and adventure sports in India is going day by day .

Conclusions

tourist expenditure per head in India, is third highest in the world and even more than the global average tourist spending. Indian tourism economy has been deemed as the second-most rapidly increasing (8.8 %) tourism economy in the world, by World Travel and Tourism Council. A large number of agents and tour operators are introducing interesting packages surrounding major sporting events. Sports Tourism is a well organised sector and major revenue cherner in India. Many National Tourist Offices (NTOs) are actively working towards promoting the Sport Tourism in India to tap the corporate, as well as fast growing upper middle class and the youth. Nanital, Almora, Shimla , Kullu Manali, Dharmshala, Imphal Dargiling, Kohima, Kokan, Mumbai Andaman and Nicobar, Kerala, Uttaranchal, Rajasthan, Andhra Pradesh, Tamil Nadu, Jammu and Kashmir, Assam, Sikkim, Lakshadweep are well located site of India for sports tourism. Beach Volleyball, Softball ball , Handball , Mountaineering, rock climbing, scuba diving, water rafting, kayaking, canoeing, sailing, surfing, water scooting. Aero sports like: ballooning, paragliding, hand gliding best sports for promoting sports tourism in India

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E- Resources

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A Pre Experimental Study to Assess Effectiveness of Planned Teaching Programme on Knowledge Regarding Hazards of Tobacco Chewing among Adolescent Boys of Selected Rural Area of Sirsa Haryana

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Abstract

Tobacco is the world's biggest preventable killer. Our universe is in a state of tobacco epidemic, with larger population of tobacco users, emerging day by day. According to WHO, tobacco is the second major cause of death in the world. It is currently responsible for the death of one in ten adults worldwide. It has been estimated that the death tolls will reach, to 10 million a year by 2020. Out of which 70% will occur in the developing countries.

Tobacco is used in different forms such as betel quid, pan masala, mainpuri tobacco, mawa, naswar, tobacco lime preparations, gutka, khaini, zarda. Habitual betel quid chewing is commonly practiced by men & women in Bangladesh, India, Nepal and Sri Lanka. Gutka, betel quid tobacco was found to be popular in Karnataka and Pan masala is very popular in urban Areas of India. Tobacco use is influenced by a variety of factors, including individual attitude, beliefs, social norms, acceptability, and advertising campaigns. "Chewing tobacco" is the major cause for oral cancer including, cancer of the lips, tongue, cheeks, gums and floor roof of the mouth. Other ill effects of tobacco chewing include cardiovascular diseases, diabetes mellitus, pulmonary diseases, and poor reproductive outcomes. There are about 3,74,000 patients of cancers, 1.8 million patients of coronary heart diseases, 4.8 million patients of chronic pulmonary diseases in India. The annual estimated mortality rate in India due to tobacco related disease varies between 6,30,000 to 1,000,000.

Background of the study

Philip PM, Parambil NA (2009) The word adolescent comes from the Latin word 'adolescent' which means 'to grow' so the essence of the word adolescence is growth & it is in this sense that adolescence represents a period of intensive growth of change in nearly all aspects of Childs physical, mental, social, & emotional life. Adolescent has been described by **Stanley hall(2009)** as the period of storm of stress of women life. it's the very crucial period of one life which covers roughly from 12-18/19 years the most important fact about adolescent is that it is a period of transition from childhood to adulthood always is associated with some problems adolescents is not an exceptions & it is also associated with some problem.

Bhaskarapillai, (2005) Psychologically adolescent is the age when the individual become integrated into the society of the adult it is the stage when the adolescent no longer feels that he is below the level of his elder but rather an equal with them, at list in right. It also include profound intellectual changes this intellectual information, epical of an adolescent thinking enable him to achieve his integration into the social relationship of the adults. This is the most general characteristics of this period of development. It emerges from later childhood stage of merges into adulthood. It is difficult to assign definite years to adolescent because they differ from country to country and culture to culture chronologically age range are from 12/13 yrs. To 18/19 year in case of girls it begins about 1 yr. Earlier them the boys.

Adolescence is thus a very short period. Early adolescence is usually referred to as the teens older adolescents are also strictly speaking 'teenagers' but the team teenager is popularly associated with the characteristics pattern of behaviour of the young adolescence, adolescent & rarely applied to older adolescent instead they are usually referred to as "young man" & "young women" or even "youth" indicating that society recognise is them a maturity

of behaviour not found during the early years of adolescent.

Havighurst (1972). Task that should be accomplished during adolescent are achieving new and more mature relation with age mates of both sexes and masculine or feminine social roles with physical builds and using the body effectively for emotional independence from parents, which are preparing for marriage, family life and career. In adolescent's stage acquiring a set of values and ethical system as a guide to behaviour and developing an ideology.

R.K. Chadha (2003) Adolescence are the most vulnerable population to initiate tobacco use. It is now well established that most of the adult users of tobacco use in childhood or adolescence. There has been a perceptible all in smoking in the developed countries after realization of harmful effects of tobacco. The Tobacco companies are now aggressively targeting their advertising strategies in the development countries like India. Adolescents often get attracted to tobacco products because of such propaganda. There has been a rapid increase in trade & use of smokeless tobacco products in recent years in the country which is a matter of serious concern to the health planners. It is important to understand of various factors that influence of encourage young teenagers to starts smoking or to use other tobacco products. The age at first use of tobacco has been reduced considerably. However, law enforcing agencies have also taken some punitive measures in recent years.

Waris Qidwai (2010) Adolescence is characterized by a strong tendency to experiment with risk behaviour. The desire for novelty and the courage experiment are much greater in adolescence than in later life. Most commonly reported behaviours in this population includes such as watching TV, Playing video games, hitting others, smoking & drinking alcohol, as lack of sleep, swearing, throwing things and vandalism.

Objectives

- To assess the pre-test knowledge score of adolescent boys regarding hazards of tobacco chewing.
- To assess the effectiveness of plan teaching programme on knowledge of adolescent boys regarding hazards of tobacco chewing.
- To find out the significance difference between pre test and post test knowledge regarding hazards of tobacco chewing among adolescent boys.
- To associate the pre test knowledge score of adolescent boys with their selected demographic variable.

Hypothesis

H1. There will be significant difference between pre test & post test knowledge score of adolescence boys regarding hazards of tobacco chewing.

Research Methodology

Research Approach

Research approach indicates the basic procedure for conducting the research. There are two basic approaches qualitative and quantitative. In this study researcher applied quantitative research design. The investigator applied the one group pre test post test- pre experimental research approach.

The study aims to determining the effectiveness of plan teaching programme on knowledge regarding hazards of tobacco chewing among the adolescent boys.

RESEARCH DESIGN

A research design is the systematic plan to obtain answers to research questions. In a broader sense, research design is the blue print of research study, which enables the researcher to know on whom, what, when, where and how the study will be conduct. In this study a pre experimental design was used to observe the effectiveness of plan teaching programme amongst adolescent boys regarding hazards of tobacco chewing.

In the present study using pre experimental research design in one group pre test- post tests design.

P1-----X-----P1
 Pre-test planned teaching post -test
 Knowledge programme knowledge

RESEARCH SETTING

Study was conducted at selected rural area of Sirsa Haryana

VARIABLES UNDER STUDY

- 1) **Independent Variables:** - It is a stimulus or activity that is manipulated or varied by the researcher to create the effect on the dependent variables. In the present study the independent variables is the planned teaching through pamphlets administered to adolescents by the investigator.
- 2) **Dependent variables:** - It is the outcome or response due to the effect of the independent variable, which researcher wants to predict or explain.

In the present study knowledge of Adolescent boy regarding hazards of tobacco chewing is the dependent variables.

In the present study sample are adolescent boys accessible at selected slum area of Sirsa. In the present study, sample comprised of 50 adolescents boys accessible at selected rural area of Sirsa fulfilling the sample criteria. Purposive sampling entails the selection of the most readily available and who meet the inclusion criteria.

DEVELOPMENT AND DESCRIPTION OF TOOLS

Tool is used to collect the data. In this study the tools are described under two headings

- SECTION 'A' Contents question to collect socio demographic data.

It includes education, income of the family or parents, occupation of parents, type of family, residence. A collection tools are the procedures and instruments used by the researcher to observe or measure the key variables in the research problem.

The tools used for data collection in the study are:-Instrument consists of the following section.

- SECTION 'B' Contents structured questionnaire to assess the Knowledge regarding hazards of tobacco chewing.

It consisted 20 items regarding hazards of tobacco chewing. Each item in the tool consisted of multiple choice answers, the respondents were requested to place tick mark (✓) against one single answer for each question carried one score. The maximum total score of the questionnaire was 20. The score was graded as follows:-

CRITERIA	MARKS	PERCENTAGE
Excellent	16 to 20	76 to 100%
Good	11 to 15	51 to 75%
Average	6 to 10	26 to 50%
Poor	0 to 5	0 to 25%

Table no.1 scores for assessing knowledge level of adolescent.

METHOD FOR DATA COLLECTION

To conduct the research study in selected slum area of Sirsa, written permission was obtained from the concerned authority before data collection. The data was collected from 50 adolescent boys, who fulfill the inclusion criteria between date on 11/03/2014 to 16/04/2014 the investigate established rapport with adolescent boys and explaining the importance of the study. Adolescent boys were selected by purposive sampling.

Pre-test questionnaire was administered to adolescent boys was collected by structured questionnaire method. Average time taken for pre-test was 25-30 minutes. Planned teaching

programme through pamphlets was given in groups to adolescent boys. Average time taken was 30 minutes. post –test was obtained on 8th day after the pre test by administering the same questionnaire. The average time taken for the post test was 25-30 minutes.

RESULT

• ORGANIZATION OF THE FINDINGS:-

The data collected was organized & presented under the following heading:-

SECTION-1 –Socio demographic data

SECTION-2 – Assessment of pre-test knowledge score of adolescent boys regarding hazards of tobacco chewing.

SECTION-3 – Assessment of post-test knowledge score of adolescent boys.

SECTION-4–Evaluation of effectiveness of planned teaching programme amongst adolescent boys.

SECTION-5 –Association between the pre-test knowledge score and demographic variables.

TABLE NO.2 FREQUENCY AND PERCENTAGE DISTRIBUTION OF SUBJECTS ACCORDING TO SOCIO-DEMOGRAPHIC VARIABLES

Sl.No	Socio -demographic variables	Frequency (n)	Percentage (%)
1	Education-		
	Primary	8	16%
	Secondary	17	34%
	Higher Secondary	15	30%
	Graduation	10	20%
2.	Socio-economic status of family -(income)		
	<1000	20	40%
	1100-2500	12	24%
	2600-5000	10	20%
	>5000	8	16%
3.	Occupation of parents-		
	Unemployed	1	2%
	Labour	33	66%
	Private job	13	26%
	Government job	3	6%
	Type of family-		
	Nuclear	35	70%
	Joint	15	30%
5.	Type of religion-		
	Hindu	17	34%
	Muslim	25	50%
	Christian	6	12%
	Others	2	4%

FIGURE NO 3. Bar diagram showing Distribution of adolescent boys according to education

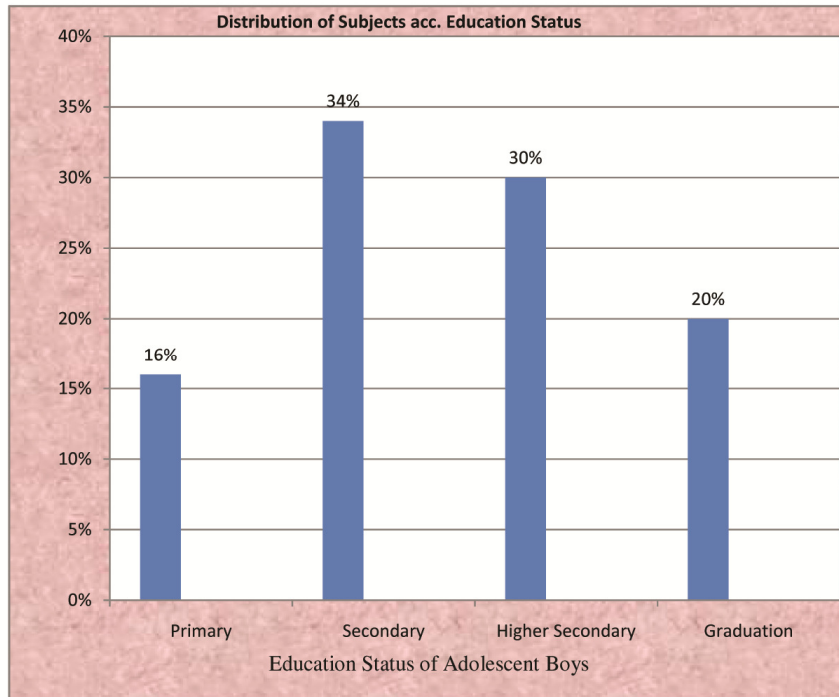
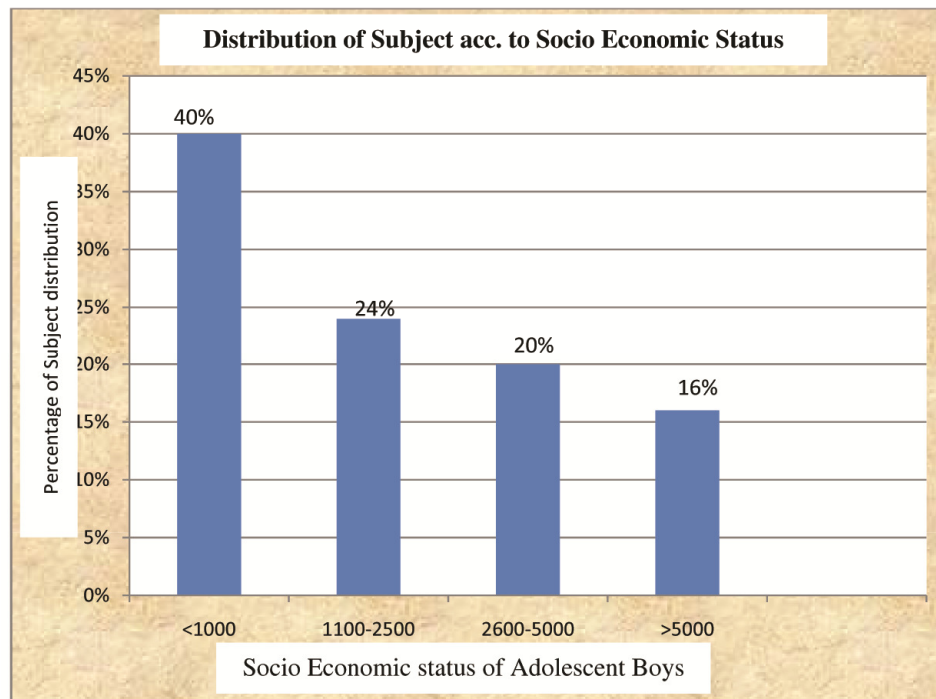


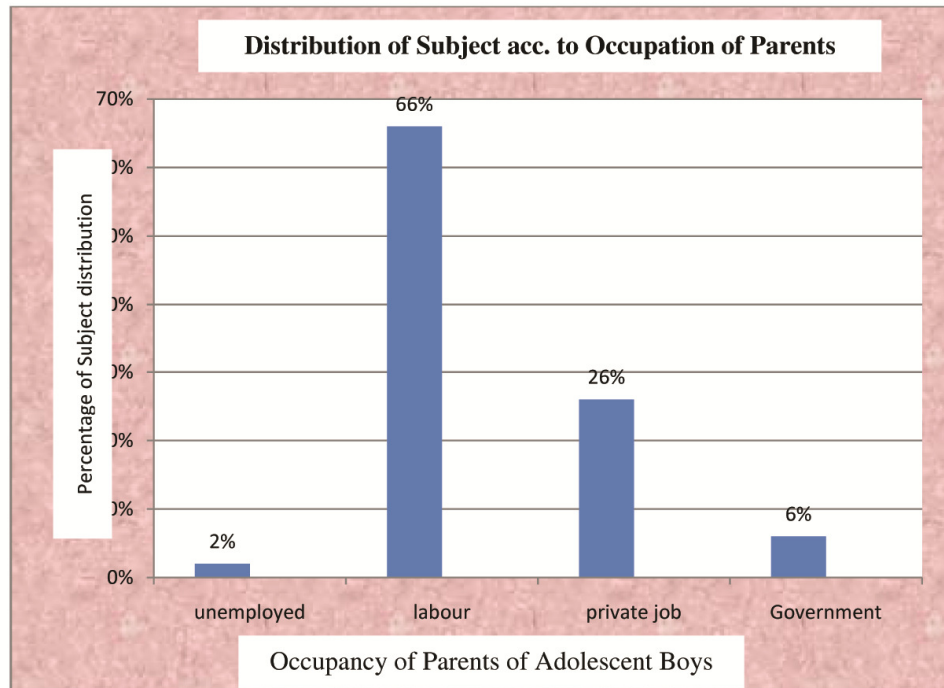
Figure 3 shows that 16% (8) adolescent boys were having primary education and 34% (17) were having secondary education, 30%(15) having higher secondary education and 20%(10) were graduated

Figure 4-Bar Daigram Showing Frequencies and percentage distribution of adolescent boys according to socio economic status of the family (income)



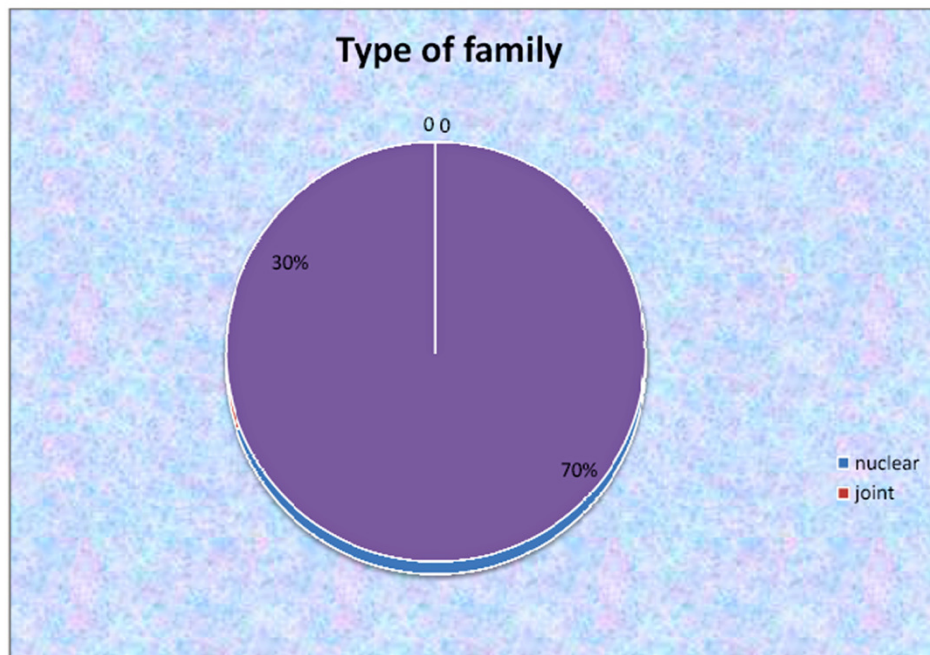
The majority of adolescent Boys belongs to <1000 are 40%,1100-2500 are 24%,2600-2500 are 2 % &>5000 are 10%Bar Diagram showing frequency and percentage distribution of Adolescent boys according to socio economic status.

Figure 5-Bar Diagram Showing Frequencies and percentage distribution of adolescent boys according to occupation of parents.



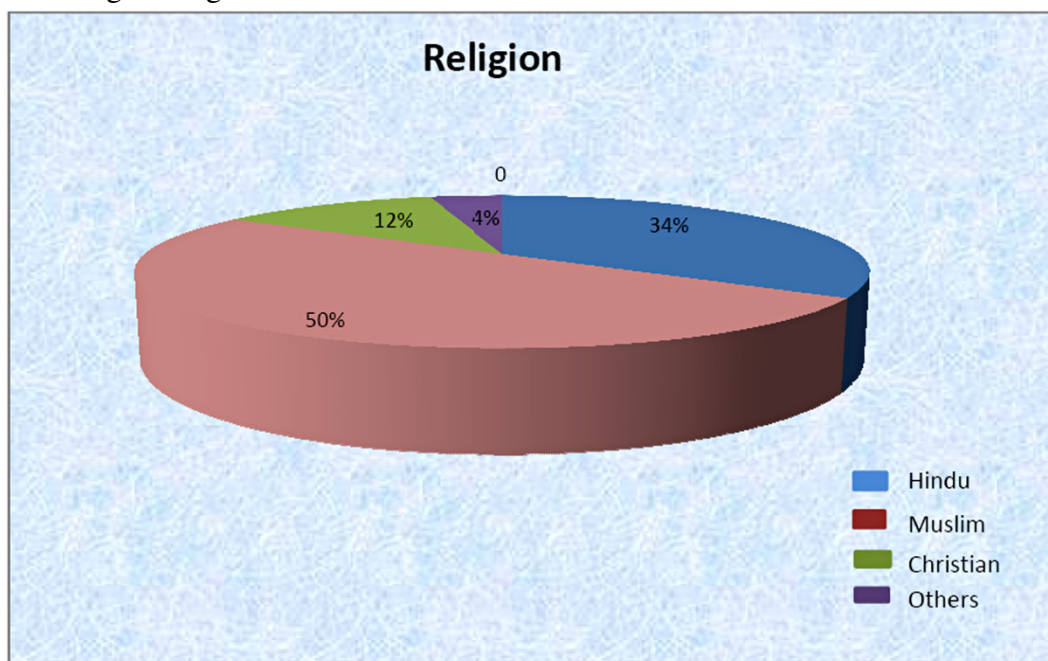
The majority of adolescent boys belong to unemployed is 2%,labour 66%,private job 26%, Government job doing 6%.

Figure6- Diagram Showing Frequency and percentage distribution of adolescent boys according to type of family.



Pie diagram showing that 70% boys belong to nuclear family, 30% belong to joint family.

Figure 7Pie diagram showing the frequency and percentage distribution of adolescent boys according to religion.



The data presented in figure reveals that majority of adolescent boys Hindu are 34%, Muslim are 50%, Christian are 12%, others are 4%

SECTION II

Assessment of pre-test knowledge score of adolescent boys regarding hazards of tobacco chewing pretest knowledge

S.NO	Level of knowledge	FREQUENCY	PERCENTAGE	MEANS	S.D
1	POOR	2	4%	10.96	2.77
2	AVERAGE	19	38%		
3	GOOD	27	54%		
4	EXCELLENT	2	4%		

Table No 3- Frequency and percentage distribution of Adolescent boys according to assessment of Pre-test knowledge score regarding hazards of tobacco chewing.

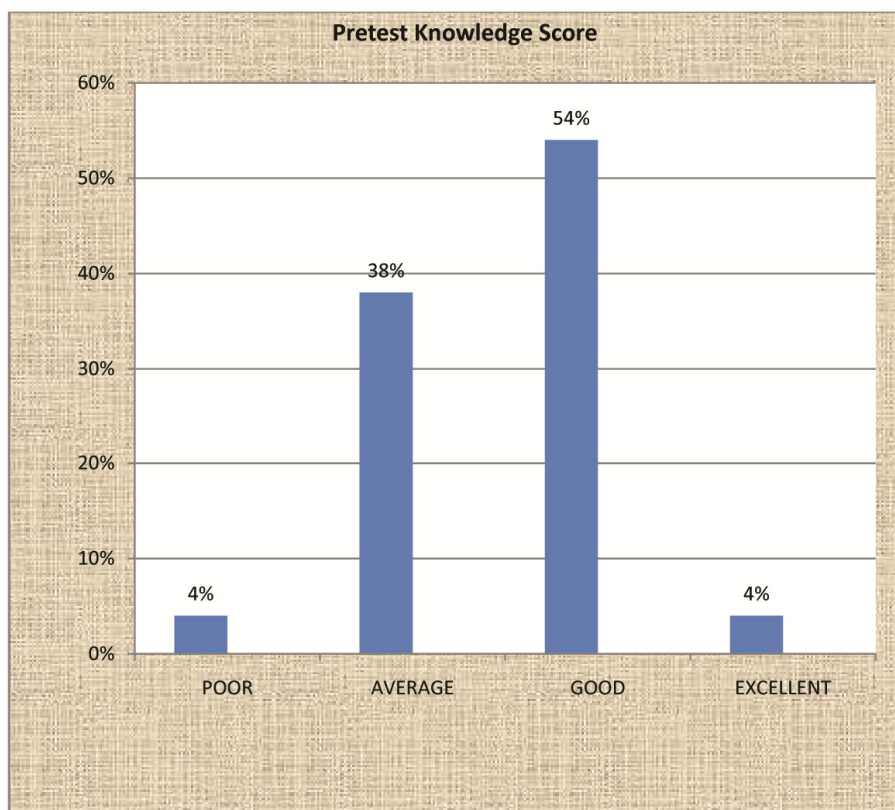


Figure 8: Showing pretest knowledge score of adolescent boys i.e. poor 4%, average 38%, good 54% & excellent 4%

Assessment of effectiveness of planned teaching programme amongst adolescent boys regarding hazards of tobacco chewing.

POST TEST KNOWLEDGE

Sl.NO	POST TEST	FREQUENCY	PERCENTAGE	MEAN	SD
1	POOR	0	0%	16.28	0.95
2	AVERAGE	0	0%		
3	GOOD	8	16%		
4	EXCELLENT	42	84%		

Table No-4 Frequency and percentage distribution of adolescent boys according to assessment of post test knowledge regarding hazards of tobacco chewing.

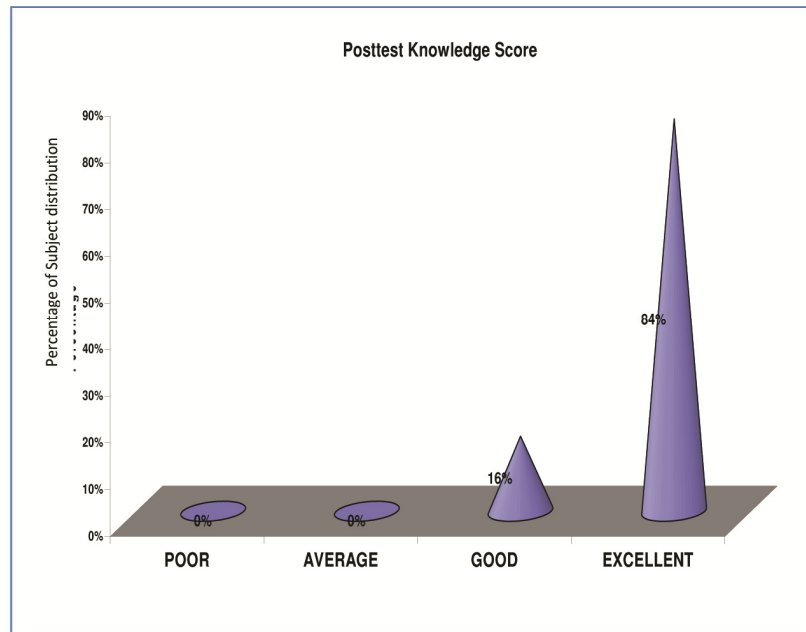


Figure 9-Showing post test knowledge score of Adolescent boys i.e. 0% poor, 0% average, 16% good & 84% excellent.

To find out the significant difference between pretest and post test knowledge score regarding hazards of Tobacco chewing among adolescents boys.

The plan teaching programme on the adolescent boys regarding hazards of tobacco chewing is effective as a t-value was 12.09 i.e. $p \leq 0.05$

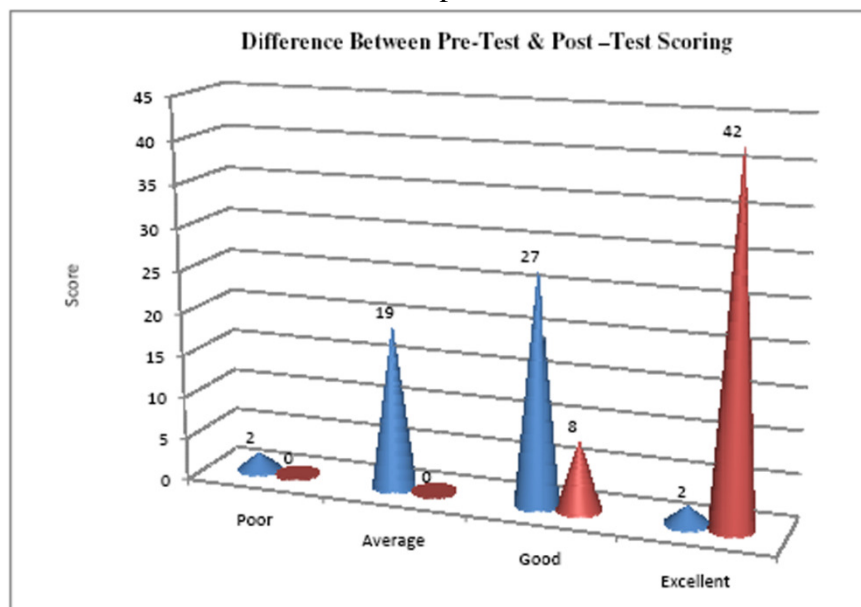


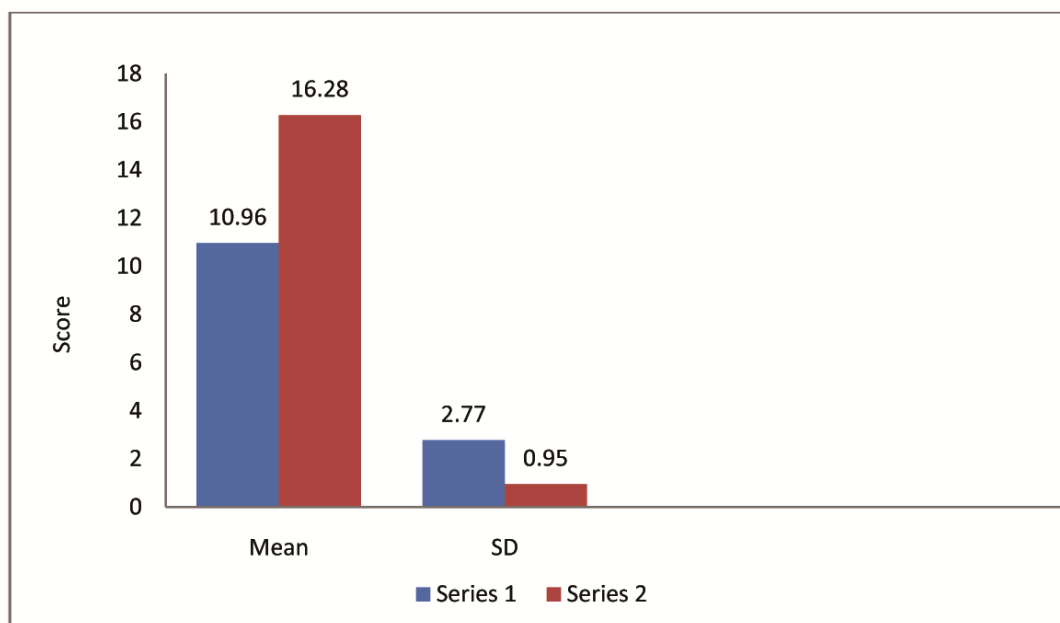
Figure 10 showing the frequency distribution of poor, average, good and excellent scores in pre test & post test.

The above diagram reveals that there was increase in the knowledge regarding hazards of tobacco chewing after planned teaching programme. In the pre test 2 adolescents were having poor knowledge, 19 adolescent had average knowledge, 27 had good knowledge & 2 adolescent had excellent knowledge. After giving the planned teaching programme on hazards of tobacco chewing the knowledge was increased as 0 adolescents had poor knowledge, 0 adolescent had average knowledge, 8 adolescent had good knowledge & 42 adolescent had excellent knowledge.

Comparison between mean and standard deviation of pre test and post test

PRE-TEST AND POST –TEST KNOWLEDGE ON HAZARDS OF TOBACCO CHEWING			
TEST	MEAN	SD	t – TEST
PRE TEST	10.96	2.77	12.09
POST TEST	16.28	0.95	

Table 5 Comparison between pre test and post test knowledge on hazards of tobacco Chewing.



Comparison Between Pre-Test & Post –Test Scoring

Figure 11 Comparison between pre test and post test knowledge on hazards of tobacco chewing

Association of pre-test Knowledge score with selected demographical variables

SL.No	Selected personal variables	Below Median <12	Above Median >12	X ²	df	Significance at 0.05 level
1.	Education			5.812	3df	NS
	• Primary	7	1			
	• Secondary	8	9			
	• Higher Secondary	7	8			
	• Graduation	1	9			
2.	Socio Economic status of Family	10	10	1.3097	3df	NS
	• <1000	7	5			
	• 1100-2500	4	6			
	• 2600-5000	2	6			
	• >5000					
3.	Occupation of parents	0	1	0.740	3df	NS
	• Unemployment	15	18			
	• Labour	6	7			
	• Private Job	2	1			
	• Govt Job					
4.	Type of Family			0.126	1df	NS
	• Nuclear	16	19			
	• Joint	8	7			
5.	Type of Religion			1.2053	3df	NS
	• Hindu	9	8			
	• Muslim	11	14			
	• Christian	1	5			
	• Others	1	1			

Chi square value for 1 df-3.84, 3df-7.82

Table 6-Showing the association of pre-test Knowledge score with selected demographical variables.

SUMMARY AND CONCLUSIONS

A pre experimental study was conducted to assess the effectiveness of plan teaching programme regarding hazards of tobacco chewing among adolescent's boys. Data was collected from 50 adolescents boys from selected slum area of Sirsa by using self structured questionnaire.

Section I - Socio demographic data.

Section II - Questionnaire regarding the knowledge of hazards of tobacco chewing among adolescents boys .Data was collected from 11th March To 16th April 2014.The data collected was analysed by using experimental and inferential statistics and presented in the

form of tables and graphs. Pre test and post test was score was use to calculated the effectiveness of planned teaching program.

The purpose of this study was to assess the knowledge of adolescent boys regarding hazards of tobacco chewing .the study was pre -experimental in nature. The main study was conducted from 11th March to 16th April 2014 in selected slum area of Sirsa.

A total of 50 adolescent boys who met the inclusion criteria were from selected slum area by using purposive sampling technique. The investigator first introduced her to the adolescent boys and obtained the consent for the present study.

The investigator selected 50 adolescent boys. The conceptual framework of the study was “modified general system model “by “von Lundwing bertalanffy” (1968).the instrument used for the study was self structured questionnaire. The self-structured questionnaire was prepared to determine the level of knowledge of the adolescent boys regarding hazards of tobacco chewing. The questionnaire consisted of two sections:-

Section-1 question on demographic variable

Section -2 knowledge questionnaire related to hazards of tobacco chewing

The prepare instrument was submitted to expert. The data obtained from the study subject were analysed and interpreted in the used for data analysis. The level of significance was set at $p \leq 0.05$ level.

From the findings it was clear that the adolescent boys had good knowledge regarding hazards of tobacco chewing after giving the intervention and the study determined the Good effectiveness of the planned teaching programme.

The following conclusion made on the basis of the following study.

Present study shows that there is poor pre test knowledge score regarding Hazards of tobacco chewing.

1. Present study also shows that there is good post test knowledge score Regarding hazards of tobacco chewing.
2. It also shows the significant difference between pre test and post test Knowledge score regarding hazards of tobacco chewing.

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Anthropometric Parameters between Female Kabaddi Players of Junior National Campers and SAI Training Centre Inmates

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Abstract

The purpose of this paper is to compare the anthropometric parameters between Indian female kabaddi players of Junior National Campers and STC (SAI Training Centre) inmates. A total of thirty five players were selected for this study. Out of 35 players, 25 players were collected from the SAI Centre, Bhopal during Junior National Camp 2015 and 10 players from SAI Centre, STC Dharamshala. The decimal age of the players ranged from 14.21 to 19.71 years. The anthropometric parameters undertaken for the study are Height, weight, diameters of humerus and femur, Girth of upper arm normal and flex, calf girth, skinfold of biceps, triceps, subscapular, supriliac, calf. Derived variables namely Height weight ratio, Somatotype (endomorph-mesomorph-ectomorph) and Body Fat percentage were calculated from the anthropometric parameters. Mean and standard deviation of each parameter were calculated and t-test was computed to analyze the significance of difference between the means. Statistical significance was tested at 0.05 level of confidence. It is concluded from the result that no significant difference was observed between female kabaddi players of Junior National Campers and STC (SAI Training Centre) inmates except parameter of Femur diameter.

Keywords: Height weight ratio, Somatotype, Body Fat%.

Introduction:

Kabaddi is one of the most popular folk games of India, which requires tremendous physical stamina, agility, individual proficiency, neuromuscular coordination, quick reflexes and presence of mind on the part of both attackers and defenders [2]. Kabaddi is a contact team sport that originated in Tamil Nadu, India. It is a game which combines the action of wrestling, judo, rugby and gymnastics. The importance of body movements in this game involves catching, holding, locking and jumping. Thus possession of desirable anthropometric and physiological characteristics will have a greater advantage in executing a better performance in competition [2]. Size, shape and body composition play an important role in providing distinct advantage for specific playing positions.

Sodhi and Sidhu (1984), reported Kabaddi players were almost similar to judo players but heavier than footballers, hockey players and boxers. The mean height and weight of the kabaddi players were higher than those of the average Indian population. The total body fat

percentage of the kabaddi players was more than judokas, boxers, weightlifters, wrestlers (except the heavyweight category) and footballers (Dey et al. 1993; Sodhi & Sidhu 1984). Due to higher fat percentage, kabaddi players were found to be lower in the mesomorphic and higher in the endomorphic ratings compared with the above mentioned sports.

Kaur, R., et al., (2001) reported an anthropometric study on Asian Gold Medallist senior National players. They were 175.26cm tall and 76.67kg heavy. Their somatotype was 2.6-5.46-1.97. Mehdi, et al., (2012) reported a study on correlation between anthropometric and physical fitness traits: A case study in Hamedan kabaddi team. They found significant relationship between balance test and length of leg and hand ($r=0.381$), as well as negative relation with body fat ($r= -0.461$). The mean age of players was 18.1 ± 1.5 year.

The present study tries to compare the anthropometric parameters between female kabaddi players of Junior National Campers and STC (SAI Training Centre) inmates. There is a scarcity of literature related to anthropometric profiling of female kabaddi players. So, it might be considered as an initiative in that direction.

Methods and Materials:

The present cross-sectional studies has been conducted on 35 (thirty five) female Kabaddi players. Out of 35, 25 players were from Junior National Camp who attended a national camp at SAI (Sports Authority of India) Centre Bhopal, Madhya Pradesh and 10 players from SAI Training Centre (STC) Dharamshala, Himachal Pradesh. The STC scheme is being run by Sports Authority of India in most of the sports disciplines at a number of centres across country. The athletes selected under this scheme are sponsored by Government of India for sports training as well as education and accommodation. Athletes performing well under this scheme move to the next level of scheme called Centre of Excellence (COE) and then to the National Team of respective games.

A series of Anthropometric measurement were carried out on each player by following a standard testing protocol (ISAK, 2001) with standard instruments.

Height weight ratio was calculated by the formula height (cm) divided by Cube root of weight (Kg). Somatotype components (Endomorphy, Mesomorphy & Ectomorphy) were computed according to equations of Carter (1980). Body density was calculated by using the equation of Durnin and Womersley (1974). Body Fat % was calculated by the formula of Siri (1961). The formulas marked on the somatotype chart are as follows:

$$X = \text{Ectomorphic component} - \text{endomorph component}$$

$$Y = 2 \times \text{mesomorphic component} - (\text{endomorph component} + \text{ectomorphic component})$$

Mean, Standard deviation and t-test has been calculated and analysed by using SPSS software (V.20).

Result and Discussion:

Overall descriptive Statistics of various anthropometric parameters and derived variables of female kabaddi players are presented in Table I and Table II respectively. The mean decimal age of the player was 17.650 yrs (± 1.263), ranged from 14.21 to 19.71. Mean of height and weight were 159.820 (± 4.526) and 56.922 (± 5.104) respectively. The mean of height –weight-ratio was 41.59 (± 1.117), somatotype (endo-meso-ecto) was 4.74-5.11-1.87 and body fat % was 25.79 (± 2.936).

Table I: Overall Descriptive statistics on anthropometric parameters (NC Kabaddi= 25, STC Kabaddi=10; N=35)

Anthropometric Parameters	Range		Mean	Std. Deviation
	Minimum	Maximum		
Decimal Age (yrs)	14.21	19.71	17.650	1.263
Height (cm)	149.30	170.00	159.820	4.526
Weight (cm)	47.00	70.60	56.922	5.104
Humerus Diameter (cm)	5.70	6.90	6.280	0.285
Femur Diameter (cm)	8.10	10.60	9.577	0.505
Upper Arm Girth Normal (cm)	22.50	30.00	25.942	1.752
Upper Arm Girth Flex (cm)	24.50	33.50	28.302	1.938
Calf Girth (cm)	31.50	38.60	34.551	1.765
Biceps Skinfold (mm)	3.00	12.00	6.502	2.314
Triceps Skinfold (mm)	10.00	30.00	16.154	4.538
Subscapular Skinfold (mm)	9.60	29.00	15.674	4.195
Suprailiac Skinfold (mm)	8.20	28.00	13.942	4.428
Calf Skinfold (mm)	5.00	18.80	10.628	3.506

Table II: Overall Descriptive statistics on derived variables (NC Kabaddi= 25, STC Kabaddi=10; N=35)

Derived Variables	Range		Mean	Std. Deviation
	Minimum	Maximum		
Height Weight Ratio	39.58	44.03	41.59	1.117
Endomorphy	3.33	7.35	4.741	0.987
Mesomorphy	3.74	6.68	5.116	0.829
Ectomorphy	0.40	3.65	1.870	0.817
Body Fat %	21.36	32.64	25.794	2.936

Table III: Comparison between National campers and STC inmates on anthropometric variables

Anthropometric Parameters	NC Kabaddi (N=25)		STC Kabaddi (N=10)		t	Sig.
	Mean	Std. Dev.	Mean	Std. Dev.		
Decimal Age (yrs)	17.82	1.085	17.22	1.614	1.281	0.209
Height (cm)	159.59	4.98	160.38	3.259	0.457	0.650
Weight (cm)	56.70	4.901	57.46	5.821	0.389	0.700
Humerus Diameter (cm)	6.27	0.263	6.30	0.349	0.258	0.798
Femur Diameter (cm)	9.46	0.481	9.85	0.483	2.119	0.042*
Upper Arm Girth Normal (cm)	26.00	1.684	25.79	2.000	0.322	0.750
Upper Arm Girth Flex (cm)	28.46	1.746	27.91	2.412	0.753	0.457
Calf Girth (cm)	34.51	1.740	34.64	1.921	0.185	0.854
Biceps Skinfold (mm)	6.92	2.435	5.46	1.654	1.735	0.092
Triceps Skinfold (mm)	16.32	4.877	15.74	3.758	0.337	0.738
Subscapular Skinfold (mm)	15.80	4.632	15.36	3.018	0.276	0.784
Suprailiac Skinfold (mm)	13.06	3.962	16.14	4.971	1.929	0.062
Calf Skinfold (mm)	10.66	3.332	10.54	4.099	0.093	0.926

* significant at $p < 0.05$

Table III & IV shows the mean, standard deviation, t value and significant of the selected anthropometric parameters and derived variables for NC Kabaddi and STC Kabaddi players respectively. It has been found that there is no significant difference between NC kabaddi players and STC kabaddi player regarding selected anthropometrical parameters except parameter of femur diameter (0.042*). The Somatotype mean of junior national camper and STC inmates are 4.78 - 5.09 - 1.85 and 4.62 - 5.17 - 1.89 respectively. Endomorphy (relative fatness) is high in both the groups which are also reflected in the body fat %. Both the group were having good mesomorphy (relative musculo-skeletal), a positive indicator for strength game.

Table IV: Comparison between National campers and STC inmates on derived anthropometric variables

Derived Variables	NC Kabaddi (N=25)		STC Kabaddi (N=10)		t	Sig.
	Mean	Std. Dev.	Mean	Std. Dev.		
Height Weight Ratio	41.58	1.029	41.63	1.372	0.114	0.910
Endomorphy	4.78	1.050	4.62	0.847	0.425	0.674
Mesomorphy	5.09	0.741	5.17	1.061	0.259	0.798
Ectomorphy	1.85	0.753	1.89	1.003	0.119	0.906
Body Fat %	25.51	3.04	26.50	2.648	0.900	0.375

* significant at $p < 0.05$

Table V: Frequency and percentage of Somatotype Classification:

Somatotype Classification	NC Kabaddi Players (N=25)		STC kabaddi Players (N=10)	
	Frequency	Percentage	Frequency	Percentage
Endomorphic-mesomorph	10	40%	5	50%
Mesomorph-endomorph	14	56%	4	40%
Balanced endomorph	-	-	1	10%
Mesomorphic-endomorph	1	4%	-	-

Fig.1 & 2, show the distribution of somatotypes of NC and STC female Kabaddi players on somatochart respectively. Table V depicts the frequency and percentage of somatotype classification of NC and STC female kabaddi players. Mesomorph-endomorph is found dominant followed by endomorphic-mesomorph in NC Kabaddi players whereas endomorphic-mesomorph is dominant over mesomorph-endomorph in STC Kabaddi players.

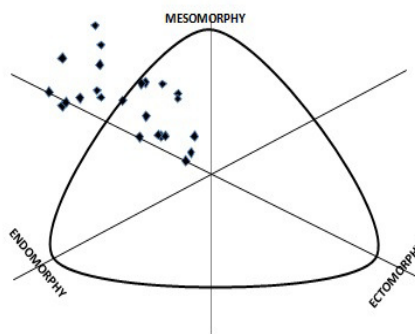


Fig.1: Schematic representation of Somatochart (NC Kabaddi Players)

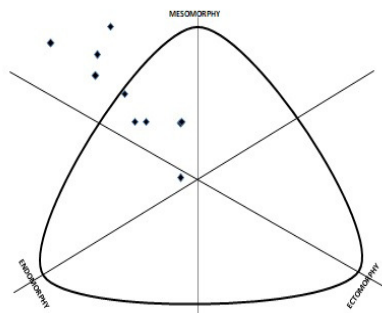


Fig.2: Schematic representation of Somatochart, (STC Kabaddi Players)

Conclusion:

The study indicates that the female kabaddi players of junior national camper and SAI training centre inmates have almost similar body dimension (height, weight, diameters, circumference and skinfold).

The STC kabaddi inmates have significantly greater femur diameter than junior national campers. The skinfold value of junior national campers is slightly higher than STC inmates except suprailiac. But the body weight of junior national campers is slightly lower than STC inmates. This reflects the lesser lean body mass in junior national campers than STC inmates.

The resemblance of somatotype of junior national campers with STC inmates established mesomorphy should be higher even at junior level. So, lesser mesomorphic players at lower age should not choose kabaddi as a sport. Both the groups are advisable to reduce the body fat due to health related risk.

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Virtualization: Its Benefits

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Abstract:

Virtualization is an act of creating of virtual version of device or resources. The name itself indicates, it is a virtual not an actual. It can be server, storage device, network or an operating system where the framework divides the resources into one or more execution environment.

This study explores evolution of Virtualization, Need of virtualization, how it works, how it is beneficial, what are the techniques of virtualization, comparison of traditional and Virtual Architecture system.

Keywords:

Virtualization technology, Virtualization techniques, Need, Working, traditional and virtual architecture.

Objectives:

1. Need of Virtualization.
2. Find out the techniques of virtualization.
3. Comparison on traditional Architecture and virtual Architecture.

Research Methodology:

Study is based on secondary data. Data is collected from internet, research papers.

Literature Review:

1. Dalibor Dobrilovic ; Zeljko Stoj, states that Virtualization technology has been developing for years. Nowadays, it is revived with a large scale of different software applications. One of the methods of virtualization technology appliance is in the creation or virtual network laboratories.
ISBN: 1-4244-0858-X [1]
2. Mueen Uddin^{1*}, Muhammad Talha², Azizah Abdul Rahman¹, Asadullah Shah³, Jameel Ahmed Khader⁴ and Jamshed Memon¹ explain in this paper that how virtualization can be used to improve the performance and energy efficiency of data centers. To prove this work, Green Information Technology (IT) based framework is developed to seamlessly and securely divide data center components into different resource pools depending on different parameters like energy consumption ratio, utilization ratio, workloads, etc. ISSN: 1992-1950[2].

Introduction:

A virtual platform of server OS & storage devices is known as virtualization. It provides multiple machines at the same time. It means sharing of a single physical instance of resources or an application to multiple users.

➤ The evolution of virtualization technology:

Operating system virtualization is the use of software to allow a piece of hardware to run multiple operating system images at the same time. The technology got its start on

mainframes decades ago, allowing administrators to avoid wasting expensive processing power.[3]

➤ **How virtualization works:**

Virtualization describes a technology in which an application, guest operating system or data storage is abstracted away from the true underlying hardware or software. A key use of virtualization technology is server virtualization, which uses a software layer called a hypervisor to emulate the underlying hardware. This often includes the CPU's memory, I/O and network traffic. The guest operating system, normally interacting with true hardware, it is done with a software emulation of that hardware, and often the guest operating system has no idea that it is on virtualized hardware, the concept of virtualization has spread to applications, networks, data and desktops.[3]

➤ **Need of Virtualization:**

1. It saves money as single purpose server can be used as multiple tasking.
2. It saves energy because, virtualization reduces the number of physical server & reducing energy required to power and cools them.
3. It saves time because with fewest servers you can spend less time on the manual task required for server maintenance.[4]

➤ **Types of hardware virtualization techniques:**

Virtualization techniques are used to generate numerous isolated partitions on a single physical server and these techniques vary in the Virtualization solutions methods and the level of abstraction while offering similar attributes and traveling towards the same goal. **The most popular virtualization techniques are:**

1. Full Virtualization:

This technique fully virtualizes the main physical server to support applications and software to operate in a much similar way on virtualized divisions. This creates an environment as if it is working on a unique server. **Full virtualization technique enables the administrators** to run unchanged and entirely virtualized operating system.

2. Virtual machines:

Virtual machines are **popularly known as VMs**, imitate certain factual or illusory hardware requiring the valid resources from the host, which is nothing but the actual machine operating the VMs. A virtual machines monitor (VMM) is used in certain cases where the CPU directives need extra privileges and may not be employed in user space.

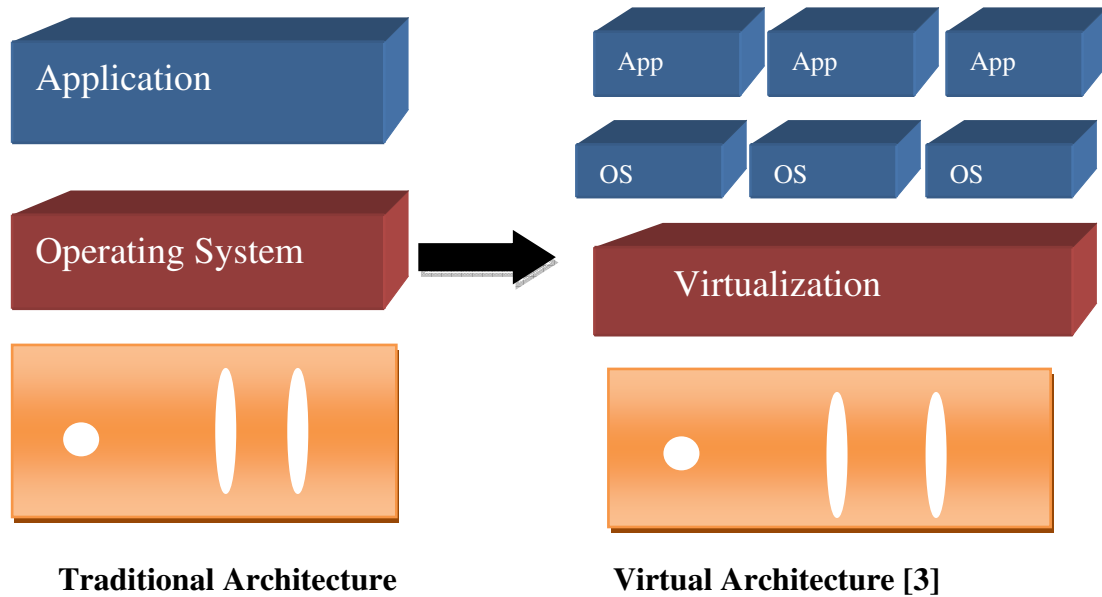
3. Para-Virtualization:

This methodology clearly runs modified versions of operating systems. Only the software and programs are carried out in a specific manner to work for their exclusive websites without executing any kind of hardware simulation. Using this technique, **the guest is very well aware of its environment** as the para-virtualized OS is altered to be alert about its virtualization.

4. Operating System level Virtualization:

Operating system level virtualization is specially intended **to grant the necessary security and separation to run manifold applications and replicas of the same operating system on the same server**. Isolating, segregating and providing a safe environment enables the easy running and sharing of machines of numerous applications operating on a single server. This technique is used by Linux-VServer, FreeBSD Jails, OpenVZ, Solaris Zones and Virtuozzo.[5]

➤ **Traditional and Virtual Architecture:**



Conclusion:

The above study concludes that virtualization is playing a vital role in the today's world of information technology. A virtualization technique enables single purpose server works as multi-tasking. The reduced number of physical server reduces the energy required to power and cool them. It reduces money, energy and time as well.

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Expanding Boundaries of Education - Formal to Non-Formal

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Abstract

Use of technology has become a common practice in today's world. As the world is moving rapidly towards use of digital technology, the role of Information Technology (IT) in education has become increasingly important. This paper tries to focus upon two things Firstly; it exhibits the shift in imparting education from a traditional approach (formal education) towards modern approach (non-formal education) that uses technology. Secondly, it lists some of the factors that are acting as drivers or push factors for the non-formal education to grow in the future. The work has been analyzed using secondary data, and is therefore qualitative research based. Finally, the outcome drawn from the said paper exhibits that non-formal way of education will be an ongoing process and may provide newer areas and techniques to use as the technology advancement will take place in the future.

Keywords

Formal Education, Non-formal Education, Use of Technology, Technology Advancement, Technology Developments. Information Technology

DESCRIPTION OF RESEARCH PAPER (MAIN BODY)

Objective:

The main objective of this paper is to understand the shift in imparting education from a traditional approach (formal education) towards modern approach (non-formal education) that uses technology.

Methodology:

This paper is mainly based on secondary data. The articles which are published on or about digitalization or technology used in education have been collected for the study.

Introduction [1] [2] [3] [4] [5] [6] [7] [8]

Non-formal education is the buzzword of today that makes use of digitization. In most commonly understood language Digitization is defined as 'a change of analog signals into digital signals'. Digitization can be used in the context of online learning, video lectures, e-books, etc., which may provide students with the experience of an interactive learning environment.

It may be observed that online learning has been used now days. In India it has started with the concept of distance learning or distance education by IGNOU. It is learnt that IGNOU has digitized 95% of its printed material and uploaded it for reading. Another organization NPTEL, which is a joint effort of the IIT's and IISC for promoting technology in imparting education has also come up for providing the further enhancements so as to strengthen the spread of digitized education. Thus the use of digitized techniques made the teaching methods of continuing education more diversified and beyond time and geographical

boundaries.

Thus, with the emerging trend of digitization across the globe a new vision for learning practices is required to be evolved and adopted in Indian education landscape, such that a combination of technology and education is blended together to have novelty in imparting the education that arouses interest, quest for learning and recreational means from education making it enjoyable experience.

The modes of teaching in higher education have drastically changed in last 15 years. While some old guards still stay with the old “Chalk and Talk” method, it is very rare that in these days professors do not use some modern technology in classroom delivery.

Abundant information on any subject is available on various sources such as “YouTube”, “Facebook”, “Wikipedia” and “Google”. The online education therefore has added new options of learning, has created a wide variety of new courses, content in diversified format and has increased the enrollment in many academic institutions.

This type of delivery has some substantial benefits and conveniences. It has no geographical or regional boundaries, so the internationalization of education has become a common phenomenon with satellite campuses mushrooming all over the world. New ways of learning and teaching may include development of new content or information and communication technologies such as cable and satellite transmissions, audio and video conferencing, PC software and CD ROMs and in particular the Internet based sources.

This wide variety of means increases the accessibility to the rest of the world. This is achieved by promoting extensive use of a mixed learning model, wherein:

- Massive Open Online Courses (MOOCs)* are developed locally (in India) and are combined with those provided by the top global universities.
- Lectures delivered by local faculty are supplemented by pre-recorded lectures given by best-in-class faculty from the top institutions.
- Through the Massive Open Online Course (MOOC) platform, students from around the world would have seamless access to high-quality content generated by elite institutions, recorded lectures of renowned faculty, a dispersed and diverse peer group, and certification from reputed universities, global and Indian.

Some of the examples are:

- Two community colleges in Massachusetts have launched a mixed learning program utilizing in-class sessions and material from an existing MOOC offered through edX by MIT.
- The IITs are planning to offer basic IT courses in data structure, programming and algorithms through the MOOCs platform, for which credits would be awarded and counted towards degrees conferred to thousands of students across higher education institutions in India.
- Coursera – pioneer in offering MOOCs
 - Launched in 2012; partners with top universities and organizations in the world to offer massive open online courses (MOOCs) for free.
 - Offers 535 courses in a wide range of topics, spanning humanities, medicine, biology, social sciences, mathematics, business and computer science.

- Has partnered with over 100 universities including the likes of Stanford University, Princeton University, the University of Michigan, and the University of Pennsylvania.
- Have 4.3 million users currently, with Indians being the second biggest segment after Americans.
- Adoption of the MOOCs model by higher education institutions in India.
- IIT Bombay – edX partnership: edX, an international provider of MOOCs, has partnered with IIT Bombay to make courses developed by the institutions available to students around the world.

With the growing use of technology in education a new way of imparting education has become popular. This is called as distance education. According to All India Survey of Higher Education 2016-17 distance education has become a useful mode of obtaining degrees for a large number of students who are staying in far off and remote areas and for whom accessing universities on regular basis is still a dream. Distance enrolment constitutes 11.45% of the total enrolment in higher education, of which 55% are female students. Level wise distribution of students under distance mode is shown in Exhibit 1. At all levels share of male students is higher than females except Certificate course.

Exhibit 1: Gaining an Education – Level-wise Distribution of Distance Education Enrolment (In Nos.) [7] [8]

Level	Distance Enrollment		
	Males	Female	Total
Post Graduate	5,54,187	6,44,261	11,98,448
Under Graduate	15,50,244	11,06,381	26,56,625
PG Diploma	48,570	29,212	77,782
Diploma	62,548	36,568	99,116
Certificate	34,122	23,446	57,568
Integrated	187	55	242
Total	22,49,858	18,39,923	40,89,781

Looking at the State-wide variation, out of the total reported enrolled students pursuing studies through distance education; six states of India are providing education to around 62.6% of the students. These states are Maharashtra 17.1%, Delhi 15.4%, Tamil Nadu 12.2%, Andhra Pradesh 7.5%, Kerala 5.7%, and West Bengal 4.7%.

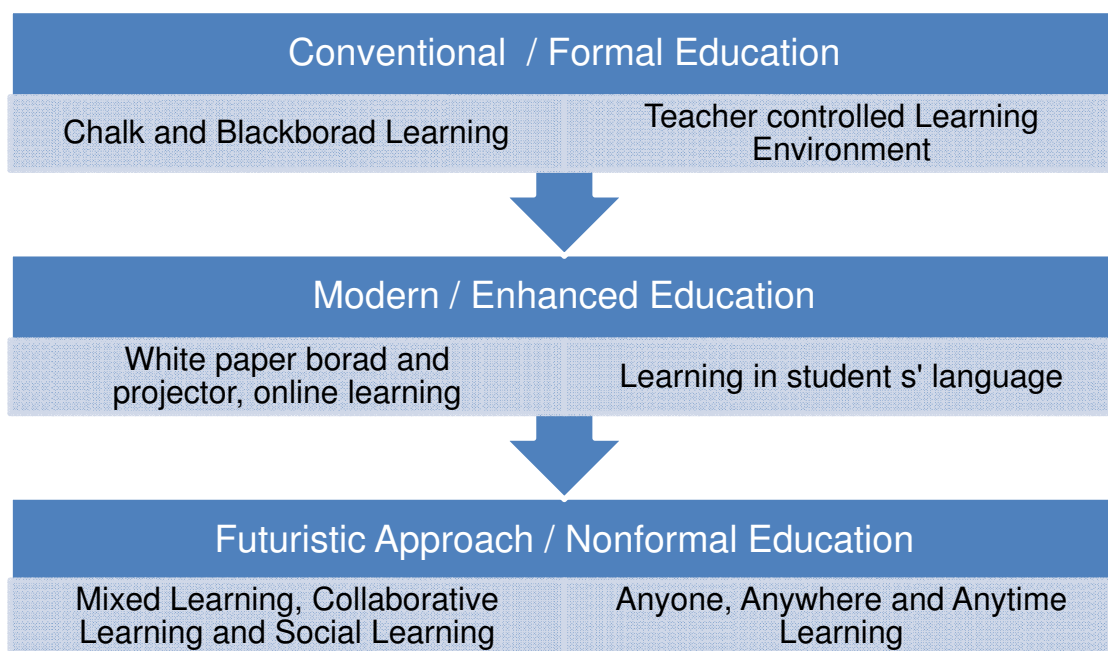
Distance Mode is mainly conducted by universities and majority of the students (57.6%) enrolled in Universities and their Constituent Units are studying under distance mode which can be seen from the Exhibit 2. At Post Graduate, Under Graduate, PG Diploma, Diploma, Certificate level share of distance enrolment in university is 61%, 60%, 57%, 37% and 57% respectively. Distance Enrollment at Integrated level is negligible.

Exhibit 2: Gaining an Education - Comparison between Regular and Distance Enrolment in University (In Nos.) [7] [8]

Level	Regular Enrollment	Distance Enrollment
Ph. D.	1,23,712	0
M. Phil.	25,035	0
Post Graduate	7,60,157	11,97,968
Under Graduate	17,56,975	26,56,564
PG Diploma	59,259	77,754
Diploma	1,56,479	90,750
Certificate	16,134	49,559
Integrated	1,01,696	242
Total	29,99,447	40,72,837

Thus, it may be proposed that there is a transition of education system that has taken place from conventional ways to futuristic approach that uses digital technology. The schematic showing generation education mechanism is presented in Exhibit 3.

Exhibit 3: Shift in Education System – Formal to Non-formal



Drivers of Non-formal Education in India [9] [10] [11]

Today, India is one of the world's best destinations for education. With a portion of the best schools and colleges, it is well known for its excellence and high standards. What's significantly all the more fascinating is the manner by which innovation has progressed quickly to change the way students in India expends educational content. Also, the widespread availability and usage of smartphones is bringing quality to students across the

geographies in India.

Here are some of the drivers that are pushing the growth of non-formal (digital) education:

One to One specific and Flexible Learning

Availability of learning portals and web sites, related content and digital devices are together bringing in enormous options of transforming the education. Along these lines, the academic potential, strengths, weaknesses, aptitude and learning pace of every single student is taken into account. Systematically designed contents matching specific student needs are being developed to impart learning to students. This in turn helps them practice their study, enable them to rehearse their learning, take assignments and deal with their timetables.

Now-a-days students are getting access to wide range of gadgets (such as desktop computers, laptops and tablets and so on) through their schools and colleges. These gadgets are supporting them in the learning process while additionally helping them see how students learn and how to augment their learning activity.

Bi-Directional Talk in E- Learning


In the conventional classroom seating situation, students can't get the individual consideration they require because of time limitations. In contrast, with the personalized kind of learning possible using digital devices, now students can learn through videos and interact with an expert.


The upcoming 'Learning Management System' will continue the bi-directional interaction between students and experts. All the more essentially, it will give students a chance to track their coursework progress, identify areas to improve, and offer approaches to take advantage of them.

Mobile assisted Learning

Over the past few years, mobile assisted learning has gathered momentum and gained popularity by people who have steadily absorbed it in their lives. It has offered students the adaptability to get educational content flawlessly over different advanced gadgets such as desktops, PCs, tablets and mobile devices.

The cell phone user base in India continues to increase, in both urban and rural areas. The coming years will witness users accessing most of their educational content through internet powered smartphones significantly. Due to increasing usage of smartphones, now most of the educational content, including even online courses, will be enhanced completely for mobile devices.

Mobile based Learning – BYJU in India [15]	
	<p>Mobile learning in Asia and particularly in India is on the rise, thanks to high smartphone penetration rates. The mobile learning startup, BYJU is a learning app for Indian schoolchildren. BYJU's mission is to battle the "one-size fits all" approach due to unfavorable teacher-student ratios and to also facilitate a mindset shift in India's schools. Students should be driven by their love of learning and not the fear of an impending exam.</p> <p>BYJU creates a personalized, visual learning experience for students via mobile app which includes watch-and-learn videos, rich animations and interactive simulations developed by their in-house content team.</p>

Mobile based Learning – Khan Academy in India [16]	
	<p style="text-align: center;">About Khan Academy</p> <p>Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. Subjects covered are mathematics, science, computer programming, history, art history, economics, and more.</p>

Video assisted Learning

Video assisted learning has dependably engaged students since it intently reflects the conventional classroom educating style. Prior, students watched video lectures as a form of homework and afterward examined them amid the following class. After some time, this propensity achieved a noteworthy change in their performance, with an observable change in grades.

Video lecture facilitates learning by the students at its own. Students can learn subject syllabi according to their convenience without disturbing the classroom based interactions. This trend will be continued in near future where students will have access to quality and intuitive content. This content will be helpful not only in performance improvement but also in formal preparation.

Open Education Resources

Open education resources (those using digital technology) are most commonly utilized used in distance learning courses. They consist of freely accessible media for learning, academic and research purposes. They are licensed to be revised and disseminated freely by teachers among students. This allows the latter to gain access to an extensive array of study material that is otherwise restricted indigenously.

Open educational resources encourage formation of an adaptable environment where instructors can modify the educational content for singular sessions or classroom sittings. This may be applicable for standard curricular subjects such as mathematics, sciences and languages, as well as business and fine arts.

Cloud based Technology in Education

Enhanced IT abilities and undertaking framework at schools are expected to make an effective advanced learning background. While the technology exists in some forms, the real challenge comes in terms of scalability. The biggest advantage of cloud technologies is that they create a centralized repository of knowledge for students and teachers to access. This is taking the student-teacher relationship beyond conventional classroom session.

Cloud-based technology in education has become such a phenomenon since it ensures sustained academic learning irrespective of the student's geographical positioning. Moreover, it ensures that the desired data is centrally available for processing and deriving deeper insights for a more effective learning experience.

Cloud-based technology also enables educators to boost their reach without making any significant infrastructural spends. This, in turn, benefits end-users by reducing the cost of services, while simultaneously adding value to their education.

An example of news item regarding online teaching is shown in Exhibit 4.
Exhibit 4: Online Teaching preferred by Students [14]

<p>Tutors personalize classrooms for pupils as teaching goes online</p> <p>Online or virtual tutors are now the buzzwords amongst parents and students with an increase in the demand for online learning along with the wide range of start-ups in the field of digital learning.</p> <p>The Benefits:</p> <ul style="list-style-type: none"> • Online tutoring enables teachers to use different methods and personalize their lectures to cater the specific need of every student. • Adaptive learning techniques help provides different combination of practice questions to cater to the aptitude of each student. • Educators are able to identify quick graspers or slow learners and teach according to the learning speed of the student. • Online tutors, with an experience of 3 to 4 years, can earn upwards Rs. 1 lakh per month.

Specialized Courses in Non-formal Education [12] [13]

As stated earlier the increasing impact of technology has resulted in non-formal education. It is evident that this is helpful in reaching it to all. This will give rise to newer areas of learning with emphasis on more specialized course content.

Traditional courses will be soon replaced by more specific knowledge oriented courses. Some of the examples of such courses are as shown in Exhibit 5.

Exhibit 5: Some Specialized Courses

SPECIALIZATION MATTERS	
In the Spotlight	
Agriculture Business	Innovation and Entrepreneurship
Energy and Environment	Hospital and Health Care Management
Telecom Management	Infrastructure Management
OTHER POPULAR OPTIONS	
<p>MBA in Sports Management: The course provides specific skills pertaining to expertise in software and communication. Students get access to sports industry through internships or project-based work opportunities. Students' skills are tested throughout the academic calendar.</p>	
<p>Masters in Sports Science: The postgraduate programme focuses on allied sports sciences, sports rehabilitation, performance enhancement, sports nutrition and doping. Specifically the course deals with subjects as varies as exercise physiology, therapies, to deal with injuries, and sports ergonomics.</p>	
Source: Institute of Sports Science and Technology, Pune	

This is also echoed by students and institutes as shown in Exhibit 6.
Exhibit 6: Views of Students and Institutions

VOICES
<p>Construction Management Student, MIT World Peace University: We are moving towards an infrastructure-positive environment with visibly increased government initiatives for development. I was in search of a future-oriented course that is focused on these changes. During my research I came across the Construction Management program. It is quite interesting to learn the facets of construction, design and project management.</p>
<p>Head of Department, Agribusiness Management, Symbiosis institute of International Business: Every year sees an increase in the number and diversification in the peer group (students, domains and organizations) in agribusiness. We have students from different domains in allied fields like Biotechnology, Food Technology, Geology and Agriculture. Companies like Bayer, Olam, Sathguru Microfinance, Raw Pressery, are few of the major players that come to our campus.</p>

The authorities have a role here too. They may think of having certain approaches and policies that will help support the non-formal (online) education. Quick implementation, enhanced digital infrastructure and its quality supported with reasonably priced broadband services across the country will help encourage the utilization of inventive and innovative educational tools.

The increasing influence of technology in education is, thus, offering us a glimpse into a gradually evolving realm of unconstrained learning. Today, if we are able to deliver despite an outmoded education system, imagine what wonders the next generation will accomplish, once it has been trained with advanced pedagogical methods. And since these systems are witnessing increased adoption with every passing year, we won't have to wait much longer to see the results.

Expectations from Non-formal Education [10] [11] [14]

To conclude let us have a glance at the expectations or yet to come attractions of this non-formal education.

The ongoing advancement of non-formal education is nothing short of a revolution. The world has seen educational efficacy changing digitally with each passing day. It has not just given instructors and students boundless educating and learning openings, individually, but additionally enhanced students' knowledge, cooperation in the learning procedure and development.

The following are some of the forthcoming expectations that show the advancement of non-formal education:

Social Media as tool for Learning

Social media has advanced progressed from being a simple networking means to a learning tool. Today, numerous instructors and colleges consolidate internet based life into their educational programs, making it a basic piece of the e-learning background. Aside from having the capacity to share data anyplace, whenever, this pertinent instrument is likewise a responsive method for keeping students connected with and intrigued. They are much mindful

of current issues, trending issues, social activities and upcoming career opportunities, consistently.

Going into the Hinterland

Nearer or local markets such as rural markets are developing and growing faster than the established ones. Availability and affordability of high-speed internet and direct-to-device advancements are empowering rural students to get quality resources and education, anywhere and anytime. These have also empowered them to spare time and money.

Acceptance and Growth of Interactive Learning

Digital education is never again kept to a classroom. With the appearance of virtual classroom, terms like flipped classroom, collaborative learning, formative assessment and mobile learning have become popular. The learning process over the years has been made more attractive, fun filled and engaging through these models. Different educators have thought of interactive learning modules that exhibit a decent harmony between proactive recreations that entertain and those that impart educational qualities and values.

Gaining from the Best

Global discussions, universally trained instructors, premium courses and reputed institutes have embraced change and development. Sitting in the solace of one's home, one can approach the best authors, researchers and specialists. This has upgraded learning and brought about a rich teaching culture. In fact, about three fourth of the institutions offering online learning say it is crucial to their long-term strategy.

Conclusion [10] [11] [12] [13]

To sum up the things, it may be possible to have a convergence of digital and physical universes resulting in non-formal education supported by easy availability and accessibility of the web. The industry is never again divided; there are players as of now who are putting forth a suite of courses to cater to the changing and dynamic needs of accessible students.

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Flexibility of Wrestling and Judo Players

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Abstract

The objective of the study is to determine the Flexibility of wrestling and Judo players. Total 18 wrestling 18 judo players of Umarga selected as a sample of the study . Who had participated in intercollegiate level tournament. T-ratio was computed to compare, the significant differences between wrestling and judo players. The results of the study show that there were significant difference of Flexibility was found between Wrestling players and judo players.

Introduction

Wrestling and judo are very popular combat sports in India. Flexibility is a components of physical fitness and the ability of joint and muscle to move through its maximum range of motion (Singh,2018). Whereas, **Stretching** is a form of physical exercise in which a specific muscle or muscle group is deliberately flexed or stretched in order to improve the muscle's felt elasticity and achieve flexibilit (Fletcher 2010,Singh,2018) . Flexibility through stretching is one of the basic tenets of physical fitness. Flexibility is prevalent for athletes to stretch before and after exercise to reduce risk of injury and increase performance, (Singh,2018 Gergley 2009,Singh,2015;Singh 2014). Athletes are at high risk of overuse injuries and stress fractures due to lack of flexibility (Swank, Frost & Lee 2008,Singh,2018,Singh,2017,Singh,2016). Flexibility provides assistance in the reduction of chronic overuse injuries and therefore is not a useful injury preventative strategy for wrestling and Judo players.

Methods

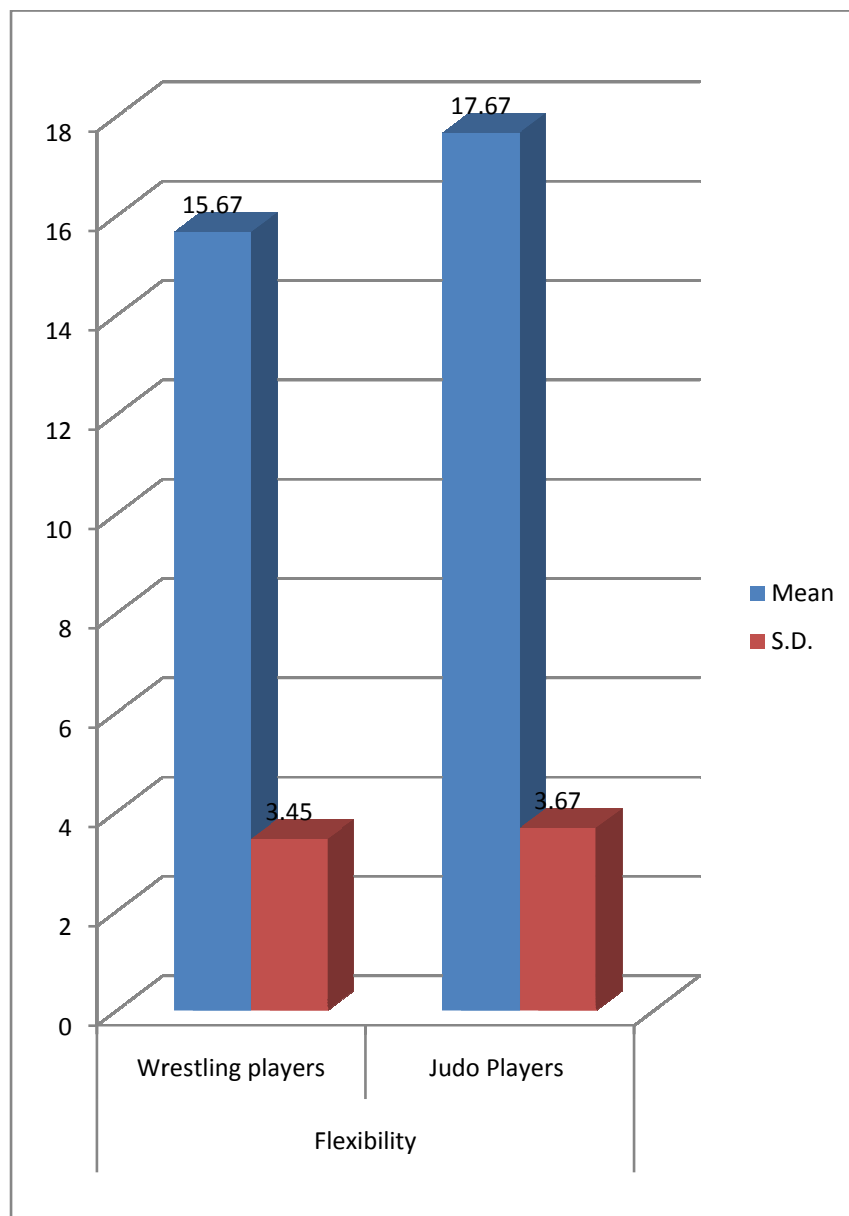
Total 18 wrestling 18 judo players of Umarga selected as a sample of the study . Who had participated in intercollegiate level tournament .t-ratio was computed to compare, the significant differences between wrestling 18 judo players. All the analysis used were based on “ Standard Statistical Packages ”This component was measured by using Sit & Reach Test. The main aim of this test is to evaluate the flexibility of the subject. For conducting the test a stable wooden box 25 Cm's. high on one side is requires. Procedure: Subject sits bare foot with the box with both feet together with toes in line with the edge of the box. From this position he bends forward and while keeping his knees straight. He extends his hands along the scale as forward as possible. Both the hands should be parallel. At a maximum reach he holds the position for about 2 seconds. Scoring: The result is read from the scale. Two attempts are given at recovery rest of 30 seconds.

TABLE – 1
MEAN SCORES, STANDAR D DEVIATION AND T-RATIO OF FLEXIBILITY OF WRESTLING PLAYERS AND JUDO PLAYERS

Components	Players	No.	Mean	S.D.	T-ratio
Flexibility	Wrestling players	18	15.67	3.45	3.44*
	Judo Players	18	17.67	3.67	

Table-1 shows that the mean scores and standard deviation of Mean Scores and Standard Deviation of flexibility of Wrestling players and judo players. The mean score of Flexibility of Wrestling players was 15.67 and the Standard Deviation of Wrestling players 3.45 ,The Mean score of Flexibilityin Judo Players was 17.67 and Standard Deviation of Flexibility3.67. The result of the study shows that there were significant difference of Flexibility was found between Wrestling players and judo players. The findings of the study shows that Wrestling players incur significantly less Flexibility as compare to wrestling players.

FIGURE -1 SHOWS THAT THE MEAN SCORES AND STANDARD DEVIATION OF MEAN SCORES AND STANDARD DEVIATION OF FLEXIBILITY OF WRESTLING PLAYERS AND JUDO PLAYERS



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Violence against Women: a Review

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Abstract

Violence against women takes many forms – physical, sexual, psychological and economic. They are interrelated and affect women from before birth to old age. As societies change, patterns of violence alter and new forms emerge. Some forms of violence, such as trafficking, cross national boundaries. Women who experience violence suffer a range of health problems and their ability to participate in public life is diminished. Violence against women harms families across generations, as well as communities and reinforces other violence throughout societies. There is mounting evidence that domestic violence (DV) has long-term negative consequences for survivors, even after the abuse has ended. This can translate into lower health status, lower quality of life, and higher utilization of health services. Health impacts are most likely to be reported by women who have experienced physical and sexual abuse within their intimate relationships. Chronic stress-related problems include functional gastrointestinal disorders, appetite loss and viral infections.

Introduction

Violence against women means any act of violence that results in or is likely to result in physical, sexual or psychological harm or suffering to women. (UN Declaration on the Elimination of Violence against Women, 1993). In recent years, there has been increasing concern about violence against women in general and domestic violence in particular, in both developed and developing countries. Not only has domestic violence against women been acknowledged worldwide as a violation of the basic human rights of women, but an increasing amount of research highlights the health burdens, intergenerational effects, and demographic consequences of such violence (United Nations General Assembly, 1991; Heise et al., 1994, 1998; Jejeebhoy, 1998). Violence against women takes many forms – physical, sexual, psychological and economic. They are interrelated and affect women from before birth to old age. As societies change, patterns of violence alter and new forms emerge. Some forms of violence, such as trafficking, cross national boundaries. Women who experience violence suffer a range of health problems and their ability to participate in public life is diminished. Violence against women harms families across generations, as well as communities and reinforces other violence throughout societies. Violence against women also impoverishes women, their families, communities and nations. Violence against women (in its broadest sense) can occur throughout women's lives, irrespective of their class, caste, social status, race, religion, nationality or any other defining features (CRDC, 2002). Everyday life in urban slums is difficult for women. Shacks are inadequately equipped for daily needs, forcing women and girls to make early morning and late night treks to collect water or use the public toilet. These seemingly innocuous events become sources of great risk and anxiety for urban poor women who fear for their safety both inside and outside of the home. Violence against women has become pervasive in slums: There, more than half of women have experienced abuse and violence. In South Asia, the statistics on women's physical insecurity are similar, though few reports, policies or interventions reveal what is likely one of the major obstacles to moving forward a poverty-reduction agenda.

Review

Margit Ganster-Breidler (2010) investigated research study into gender based violence in Papua New Guinea and the impact on women's health and well-being. Data were gathered using a validated WHO instrument designed for multi-country use. Two hundred women were surveyed from rural and urban areas in coastal, highland and island provinces. Despite United Nations conventions, government policies and laws, the finding is that the extent of violence against women in PNG is alarming. Two-thirds of the women had been victims of gender-based violence and this statistic was the same as a finding from a Law Reform Commission study more than twenty years ago (Toft and Bonnell, 1985; Toft, 1986). Despite extensive public awareness and education programs about gender equity and women's rights, women's acceptance of a submissive role and a man's right to hit a woman or demand sex are equally alarming. After a lifetime of women being socialised into a subservient role, there are no easy or quick solutions to achieving gender equality. It requires efforts by many stakeholders to address discrimination, promote women's equality and empowerment, and protect and uphold women's human rights.

There is mounting evidence that domestic violence (DV) has long-term negative consequences for survivors, even after the abuse has ended. This can translate into lower health status, lower quality of life, and higher utilization of health services. (Campbell et al. 2002) In comparison with non-abused women, abused women have a 50-70 per cent increase in gynecological, central nervous system (CNS) and chronic stress related problems (Campbell et al. 2002). These health impacts are most likely to be reported by women who have experienced physical and sexual abuse within their intimate relationships. Chronic stress-related problems include functional gastrointestinal disorders, appetite loss and viral infections such as colds and flu (Campbell et al. 2002). Central nervous system problems include headaches, back pain, fainting or seizures (Campbell et al. 2002). Gynecological problems include sexually transmitted diseases, fibroids, pelvic pain, vaginal bleeding or infection and urinary tract infections. Plichta and Abraham (1996) found that domestic violence tripled the odds of receiving a diagnosis of a gynecologic problem. An association has been found between domestic violence and HIV (Fischback & Herbert 1997; Molina & Basinait-Smith 1998; Maman et al. 2002). This association has been linked to women in violent relationships being forced to engage in sexual intercourse and being unable to negotiate condom-use for fear of further abuse (Campbell et al. 2002; Maman et al. 2002). Physical impacts have been found to be 'dose-dependent' (Coker et al. 2000, p.1020). This means that the length of the relationship as well as the severity of the abuse and the frequency of incidents play a role in determining the extent of the injury and/or illness resulting from violence (Sutherland et al. 2002).

In an exploratory study, Coker et al. (2000) found that women who have been in an abusive relationship for a long period of time, who had injuries associated with physical violence and who had a high frequency and severity of physical and/or sexual abuse, may have an increased risk of developing cervical neoplasia. Cervical neoplasia is associated with a history of having had a sexually transmitted infection (STI). This study also found that women experiencing physical and/or sexual violence without an STI were still at an increased risk of developing cervical neoplasia in comparison with non-abused women. This study's findings, which the author cautions should be seen as exploratory and hypothesis-generating in nature, support research which suggests a stress response theory of abuse. Women in abusive relationships suffer from fear and stress which may result in long-term health

problems and may reduce women's immunity to illness overall (Coker et al. 2000; Campbell et al. 2002; Sutherland et al. 2002). In addition to specific associations between domestic violence and longer-term illnesses, there is evidence that abused women remain less healthy over time (Campbell et al 2002). International research finds that 'female victims of physical and/or sexual abuse have a significantly higher rate of common health problems, even after abuse ends, compared to women who have never been abused' (Campbell et al. 2002, p. 1162). In Australia, the longitudinal Women's Health Australia (WHA) study, commissioned by the Commonwealth Department of Human Services to investigate the health and well-being of Australian women, provides the opportunity for population based national research (Parker & Lee 2002). Violence against women is one of five key themes in this study. Forty thousand Women were recruited in three cohorts, 18 to 23 years of age, 45 to 50 years of age, and 70 to 75 years of age. Parker and Lee (2002a; 2002b) have reported the results of a study for which participants in the mid-aged cohort were selected on the basis of their response to a WHA survey question about experiences of abuse in adulthood or childhood. Thirty five per cent of women answered that they had experienced physical, mental, emotional, sexual abuse or violence. Self-report questionnaires were then used to gather data on the nature of women's experiences of abuse, their help-seeking, subjective health status, psychological wellbeing and depression. The majority of women reporting abuse had experienced more than one type of abuse and multiple acts over time. Fifty per cent of women reported abuse in childhood; 37 per cent during adolescence; and 73 per cent had experienced abuse by a partner or ex partner. With respect to their health, the study found that the experience of abuse significantly affected the general health and wellbeing of mid-aged women. Overall, the participants had poorer physical and mental health than non-abused women of a similar age, and a substantial number were psychologically distressed and depressed.

Parker and Lee (2002) assessed 'the extent to which the overall characteristics of abuse and help-seeking behaviours contribute to deficits in physical and emotional health in abused mid-aged women.' They found that the majority of variance on a number of measures of health and wellbeing was not explicable by characteristics of the abuse or by aspects of help-seeking. They conclude about these unexpected findings that: '...the results imply that a history of abuse is only one aspect of a woman's life that will impact on her well-being and that even the most extreme experiences of violence are not total determinants of general physical and emotional functioning.' (Parker & Lee 2002) These results are informing the ongoing research in this project which will involve asking women about the ways in which they dealt with the abuse and the factors which were helpful and unhelpful in this respect.

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Role of Women's Liberty in Improvement of Quality of Life.

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Abstract:

Women have a vital role to play in modern life and they excelled in various spheres of life. Women play an important role in the nation-building activities. Women enjoyed every kind of liberty to develop themselves, socially, physically, morally and intellectually. Her inborn honesty, sincerity and earnestness shall breed a nation of strong and dedicated men. Liberty to women in our men dominated society helps to develop quality of life of each individual of the society. The future progress of the country depends upon her care which she rears up the future generation. The liberty to women in decision making, health and nutritional status management and maintenance, politics, freedom etc helps to upgrade the society's standard. The fastest way to change society is to mobilize the women of the world through giving them liberty in various fields. In various arenas like sports, politics, arts and entertainment, literature, social saints, universal queens, corporate divas women have proved themselves and their contribution in improvement of quality of life of own, family as well as society in general. Once the women get freedom/ liberty, they try to manage the family in such a way that it helps in improvement in personal Quality of Life and standard of living.

Key words: Liberty, Quality of Life

Introduction:

This paper reviews the truth about the life. Women were never given any power to act or speak freely i.e. rights of liberty and equality. They were always treated in an inferior way. Women were considered as machines for giving birth to children. The condition of women was so bad that if she gave birth to a girl child she was treated in a humiliated manner. Women were not only abstained from being educated but also were not permitted to step out of the house. They were asked to eat after their husbands have eaten and in fact were given to eat the leftovers of their husband's meal. The modern life styles associated with everyday life, influences the social makeup. While studying the details about the women's role came to know that she has to sweeten ways of life as a daughter, wife, mother, mother in law and grand ma, it seems that the restrictions of male members in the male dominated society never gives freedom for expressions of thoughts to women's from the family. Quality of life refers to all aspects of a person's life, including physical health; psychological well-being; social well-being; financial well-being; family relationships; friendships; work; leisure; and the like.

Discussions:

A women should also contribute to the physical, emotional, spiritual and mental well-being of her family. As it is well known that physical health always depends on nutritional status, financial status, knowledge about health and hygiene, quality of sleep, exercising habit etc. All this is impossible if the main care taker of the family i.e. women is illiterate.

Liberty of education

In medieval times, in India, women's education never got its due share of attention, they were debarred from the educational field and education becomes secondary for them. Whereas it is considered to be important for boys. The main reason for not sending girls to school is the poor economic condition. Another reason is far off location of schools. Still

spending the money on women's education is considered as wastage of money.

As liberty of education to females helps to give proper attention towards knowledge about malnutrition, marriage at an early age, pregnancies at younger age and unpreparedness of body to bear the burden of a child. This knowledge results in avoiding complications leading to gynecological problems, which may become serious with time and may ultimately, lead to death.

The lack of education is the root cause for many other problems. An education of mother helps her in keeping her family on nutritional diet so that healthy habits of eating keeps the family away from deadly diseases and through their cure she can keep away the poor health of the family members. Being an educated person she know about hygiene and this knowledge of hygiene may lead to good health of the whole family. Thus by covering the main health arena the improvement in Quality of Life is possible.

Liberty of education helps to stand against mistreatment i.e. to stand against violence which is a common all over the world.

The liberty of freedom:

This helps her to communicate with the various social associations from the society which are working for senior citizens, orphans, deaf and dumb, blinds, handicapped persons etc. While working with them she can understand the depth of problems they are suffering from. Through participation in such social activities with family members she can improve social well-being which is one of the major aspects of improvement of Quality of Life.

Liberty of earning:

Educated and illiterate but talented women's develops themselves by utilizing their talents, pursuing non-traditional high-paying jobs, starting new businesses, investing wisely, and choosing among viable business and family options. India has more number of women doctors, surgeons, scientists, professors. Thus financial freedom helps the women to improve their self-confidence and it helps her to take the correct decisions in favors of her family. As by experience we know that financial stability of the family always keeps the family happy. Own income of her also increases the financial well-being and indirectly the quality of life.

Liberty to maintain relationships:

The awareness about relation maintenance is the very much demanding criteria in social circle. Once the women enter in social associations she comes to know the importance of being social. Maintaining good relations with neighbors, friends, relatives, colleagues at working place etc. always keeps confidence level high under unfavorable conditions. With their support it becomes easy to overcome the problems. Thus relation maintenance improves quality of life.

Liberty to women thus gives her say in important household matters and in matter of their own marriage. Liberty to choose companion for the marriage helped the women to carry on her married life as per her calculations, her liberty to give birth to baby, liberty to oppose physical and mental harassment.

Liberty to participate in recreational Activities

Indian women's pass her free time with her family or socializing with her friends and husband's family. Housewives spent her major part of time in looking after the family especially children. Thus free and healthy interaction between kids, friends and relatives helps them to understand each other. Removal of misunderstandings helps them to improve their standard of living and thus quality of life.

Liberty to play a role as a protector:

Protecting her self-esteem and self-worth as well as her children's. It can also mean protecting her way of life and guarding against any threats to the things that she and her family value. Thus protecting the values helps to improve everyone's quality of life.

Conclusions:

Women play a vital role in modern life and they excelled in various spheres of life. Women also play an important role in the nation-building activities. Liberty to women helps to develop themselves, socially, physically, morally and intellectually. Her inborn honesty, sincerity and earnestness shall breed a nation of strong and dedicated men. Liberty to women in our men dominated society helps to develop quality of life of each individual of the society. Today the first and most important role of the woman begins at home and she plays roles as daughter, sister, wife, mother and grandmother. The fastest way to change society is to mobilize the women of the world through giving them liberty. In various arenas like sports, politics, arts, entertainment, literature, social saints, universal queens, corporate divas women have proved themselves and their contribution in improvement of quality of life of own, family as well as society in general.

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Teachers Professional Development and Teaching Performances

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Teachers' professional competence and working attitude have a direct bearing on teaching standard and learning effectiveness. Schools should establish transparent and accountable performance management policies and mechanisms. Transparent and accountable performance management can facilitate decision-making on personnel matters, the building of team spirit for boosting staff morale, enhancement of teachers' professional standard and improvement of teaching quality. It helps to achieve the ultimate goal of quality education.

Professional development, as we have known it for years now, has yielded little or no positive effects on student learning. Professional development refers to the development of a person in his or her professional role.

Professional development of teachers is a must for school improvement and educational change. It is useful not only for teachers, but also for students, school administrators, parents, families and colleagues. Thus, it can be considered as both an individual and social implementation. In other words, investment on teachers is an investment on individuals whose consequences are directly reflected in the society as well. Professional development involves teachers' acquisition of knowledge, skills and attitudes addressing improvements in education. It compensates the lack of education in pre-service training and service period with the help of regular service training.

Effective professional development is defined as professional development that produces changes in teachers' instructional practice, which can be linked to improvements in student achievement.

Teacher's professional development is an essential component of comprehensive school reform. Teachers are at the center of educational reform because they must make every effort to ensure that their students meet the high standards. Criteria and descriptors are designed to let teachers and administrators know what the performance expectations are for teachers in the system. They were formulated after the committee reviewed considerable research on teachers' performance that identified specific practices that characterize the most effective instructors.

The following criteria and descriptors are designed to let teachers and administrators know what the performance expectations are for teachers in the system. They were formulated after the committee reviewed considerable research on teachers' performance that identified specific practices that characterize the most effective instructors. These criteria are very useful and effective for teachers teaching performances as.

1. Plans Instruction

- Follows prescribed curriculum
- Uses available materials and resources
- Chooses activities relevant to the prescribed curriculum
- Chooses activities appropriate to student abilities
- Chooses activities, materials, and resources appropriate for students with special needs

- Considers time available in planning
 - Demonstrates flexibility in planning
 - Plans student grouping according to instructional needs
 - Develops long-range plans and daily lessons.
- 2. Implements the Lesson**
- Focuses student attention
 - Informs students of objective of the lesson
 - Relates the lesson to previous and future lessons
 - Presents new material clearly and logically
 - Models, demonstrates and provides examples
 - Monitors student learning continuously
 - Provides feedback and re-teaches when necessary
 - Provides opportunities for students to practice under direct supervision of the teacher
 - Provides opportunities for students to practice independently • Conducts smooth transition from one activity to the next.
- 3. Motivates Students**
- Shows concern for students
 - Establishes feeling/tone
 - Establishes a level of difficulty which encourages success
 - Uses student interest and background
 - Uses extrinsic/intrinsic rewards
- 4. Communicates Lesson**
- Uses variability in presentation
 - Demonstrates enthusiasm, vigor, involvement, and interest in lesson presentation
 - Speaks clearly
 - Puts ideas across logically
 - Praises, elicits, and responds to student questions
- 5. Demonstrates Knowledge of the Curriculum**
- Teaches accurate and up-to-date information
 - Coordinates learning content with instructional objectives
 - Uses effective examples and illustrations
 - Presents learning content in a logical sequential order
- 6. Sets High Expectations for Student Achievement**
In Accordance with Needs and Abilities
- Communicates expectations of performance to students
 - Uses objective student data to set expectations
 - Uses evaluative feedback to determine level of skill acquisition
 - Encourages participation from all students
 - Uses higher order questioning techniques to promote critical thinking skills.
- 7. Maximizes Time on Task**
- Schedules learning time according to policy for the subject area
 - Begins class work promptly
 - Minimizes management time
 - Minimizes transition time

- Makes effective use of academic learning time
 - Gives clear and concise directions
- 8. Integrates Materials and Methodology**
- Demonstrates ability to conduct lessons using a variety of methods
 - Organizes materials, supplies and equipment prior to the lesson
 - Integrates materials and resources smoothly into a lesson
 - Identifies available supplemental resources
- 9. Plans and Uses Evaluative Activities**
- Makes methods of evaluation clear and purposeful to students
 - Monitors student progress through a variety of appropriate evaluation techniques
 - Prepares assignments which reflect the material which has been taught
- 10. Provides Specific Evaluative Feedback**
- Provides feedback on assignments as quickly as possible
 - Gives written and oral comments, as well as points or scores
 - Makes opportunities for one-to-one conferences to discuss student progress
 - Interprets test results to students and parents
- 11. Manages the Classroom**
- Manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements
 - Establishes and clearly communicates parameters for student classroom behavior
 - Promotes self-discipline
 - Manages disruptive behavior constructively
 - Demonstrates fairness and consistency
 - Arranges the classroom for effective instruction
- 12. Interacts with Students**
- Gives criticism and praise which are constructive
 - Makes an effort to know each student as an individual
 - Provides opportunities for each student to meet success regularly
 - Promotes positive self-image in students
 - Communicates with students accurately and with understanding
 - Creates a climate in which students display initiative and assume a personal responsibility for learning
- 13. Interacts with Parents and Community**
- Encourages community involvement with the school
 - Provides a climate which opens up communication between the teacher and parent
 - Communicates with parents in the best interest of the students
 - Supports parents/teacher activities
 - Provides information related to support resources
- 14. Interacts with Administration and Other Educational Personnel**
- Cooperates with other teachers, the administration, and other educational personnel
 - Makes use of support services as needed
 - Shares ideas and methods with other teachers
 - Informs administration and/or appropriate personnel of school related items

15. Involved in Professional Growth Activities

- Is involved in professional associations
- Participates on district/state committees, etc.
- Participates in professional workshops
- Attends professional meetings
- Keeps current in subject area
- Engages in continuing education

16. Supports and Implements

- School Regulations, Policies, Procedures and Accepted Practices
- Adheres to authorized policies
- Selects appropriate channels for resolving concerns/problems
- Participates in the development and review of school policies and regulations
- Strives to stay informed regarding policies and regulations applicable to his/her position
- Exercises responsibility for student management throughout the entire building
- Uses discretion in handling confidential information

Conclusion

Teacher's professional development is depended on their creating knowledge and standard of profession to make strong his self/ herself to prepared quality of knowledge and presentation in their teaching profession. The teacher personality may be depended on their professional qualities.

Teachers Teaching Performance in teaching profession as plans instruction, implements the lesson, implements the lesson, communicates lesson ,demonstrates knowledge of the curriculum, sets high expectations for student achievement, maximizes time on task integrates materials and methodology, plans and uses evaluative activities, provides specific evaluative feedback, manages the classroom, interacts with students ,Interacts with parents and community, interacts with administration and other educational personnel, involved in professional growth activities, and supports and implements. Teacher must to be followed these activities through their service profession.

Teachers' duty and responsibilities are very must in their self-works and students' academic growth in learning and their future carriers.

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Yoga as a Therapy

(Yoga for health and happiness)

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YOGA THERAPY is the science of applying the various techniques of yoga in a variety of illnesses and conditions, to facilitate optimal health, healing and awakening. Classes are designed for the individual or group with a therapeutic focus for a specific health condition e.g. cancer, heart, prenatal, diabetes, multiple sclerosis.

Yoga Therapy Application:

Yoga comprises a wide range of mind/body practices, ranging from postural and breathing exercises to deep relaxation and meditation. Yoga therapy tailors these to the health needs of individuals. It promotes all round total health, as well as helping particular medical conditions. Yoga offers an excellent training program for the purpose of maintaining one's health. Regular practice of Yoga, for minimum 30 to 45 minutes daily, helps not only in developing a physical fitness but also, in preventing the occurrence of many such ailments which invariably result from hectic pace of modern life style.

"If psychotherapy is defined as "interpersonal method of mitigating suffering" then many psychotherapeutic systems have existed in India a long time. Unlike Western systems, these have lacked a clinical bias but have provided a more global framework. The future of psychotherapy in both East and West lies in discovering a conceptual framework with universal validity within which ad hoc therapies--for symptom relief, personality development, or interpersonal adjustment--can be developed"

Purpose of yoga

In due course of time, yoga is mainly looked upon as a set of techniques useful for achieving fitness in daily life and prevention and cure of some specific diseases or disorders. But the goal of yoga was different when yoga practices came into existence more than three thousand years ago. Throughout its history, yoga seems to have undergone changes regarding the purpose for which it was practiced. Many different varieties of yoga came to be practiced for different purposes. The main varieties of yoga include

Bhaktiyoga(Yoga of devotion): is the oldest variety of yoga in which the person practicing it invokes the Creator of the universe to shower grace and compassion. This grace and compassion is meant to help the devotee overcome all the travails and hardships of living . Practice of Bhaktiyoga includes prayer, worships of living. Practice of Bhajtiyoga includes prayer, worship, observing austerities and abstinence, and practice of virtue. In the middle ages in India, Many saints cultivated the way of devotion as mass-movement.

Karamayoga(Yoga of duty or action): is described in great detail in the Bhagavad Gita. The main principles of karamayoga include

- (a) never giving up and never failing in one's duty, and
- (b) looking equally upon opposites such as success and failure, pleasure and pain, heat and cold, etc., without being effected or swayed away by them.

Jnyanayoga(Yoga of knowledge): is explained thoroughly in the Yogasutra of Patanjali (second century BC.). It consists of eight-fold yoga. Ynyanayoga includes outer and inner aspects of disciplining and training the body and mind. It has three important techniques: postures, breath-control, and meditaion.

Hathayoga (Yoga of bodily performances): In recent times, Hathayoga has become very

popular . It was popularised by the experts of Tantra, called the Natha-yogis in the periods between twelfth and fifteenth centuries AD. Two main experts who popularised hathayoga include Matsyendranatha, Gorakhnatha, etc. Hathayoga is described as the yoga of unity of ha and tha. This means the unity of the sun and the moon in body or the unity of vitak airs - prana and apana.

The purposes of the four varieties of yoga in daily life are not the same. Bhaktiyoga seeks to propitiate the object of worship, i.e. God. As a result of this worship, the practitioner of bhaktiyoga hopes to overcome difficulties in daily life and/ or to remove the hurdles on the goal of all religions. Karmayoga is based on the ideal that by equanimity (samattva) in relation to the opposites (dvandvas), the practitioner of karmayoga can be freed from the shackles of his/her deeds (karma-bandha), and thereby attain liberation (mukti). Patanjali's jnyanayoga or rajayoga involves techniques for purifying the mind by removing impurities through the eight-fold practice. These include:

Abstinence or Yama

Observances or Niyama

Postures or Asana

Breath control or Pranayama

Retrieving the mind from objects of enjoyment or Pratyahara

Concentration or Dharana

Contemplation or Dhyana and

Absorption or Samadhi of the mind.

The above eight-fold path leads to self-realization (atmadarshana). The purpose of hathayoga is achievement of mental stability by silencing the mind through pranayama. Achievement of mental stability arouses the dormant divine power in human being called kundalini. Arousal of the dormant divine power enables hearing the subtle sounds (nada) and absorption of the mind in the state of samadhi.

Keep-fit- yoga routine

Most of the people of all age group are free from major illness that require hospitalisation, bed rest, etc. They are engaged in their roles in daily life, such as students, housewives, office-goers, workers, etc., and all of them need some programme of exercise for maintaining fitness and health.

Yoga is the most effective ways of maintaining healthier life. A large number of people prefer to spend a little time as possible on an exercise routine or yoga. Inertia is one of the fundamental laws of nature, and the tendency of not doing any effort for the maintenance of health is very wide spread.

There are some of the yoga techniques that can be practiced regularly despite busy schedule, over-crowded homes or others similar constraints of life. Health is a state of an individual that is a sum total of various situations concerning the body and mind. All of them may be summarized in one basic requirement - that all the organs must perform their functions effectively and condition to be fulfilled. While recommending a minimum set of yoga techniques, this definition of health has been considered. It includes techniques that ensure efficient working of all organs and parts of the body such as the vital organs, muscles, joints, glands, tissues and all functions such as digestion, respiration, blood circulation, secretion, excretion, reproduction and functions of the nervous system. The keep-fit-yoga routine includes five techniques. These are (i) movements of joints, (ii) postures, (iii) deep breathing, (iv) relaxation and (v) meditation.

Role of yoga for physical and mental well being ?

The today's practitioners of yoga can be divided into three groups. The smallest group comprises of those who take it very seriously as a way of life and as a philosophy of renunciation and emancipation. Such person live in the monasteries and ashrams.

The second group includes people who are disenchanted with the effects of affluence and wealth generated by the progress in science and technology. They seek a new way of life, for which they leave their homes, often join some of the new movements, change their dress and food habits, meditate, sing devotional songs, and try to find a new purpose and meaning to their otherwise dull ultra modern way of the life.

The third and the largest group consists of people who are not very keen on the deep philosophical or esoteric implications of yoga or in a new way of life. Instead, they are able to overcome these health problems, they can lead a happier and more productive life. A large number of people in this group are interested in quick, easy cures to their problems. Some of them are those who seek benefits of yoga after having tried other methods and therapies without much success. The number of such yoga enthusiasts is growing very rapidly. It is they who have helped the opening of a new chapter in the history of yoga.

Yoga for fitness and health consists of five main categories of techniques. Each one of them has its special importance and utility. These categories include:

(a) Postures or asanas: Asanas are a wide range of postures that improve flexibility of muscles and suppleness of joints. People who are not sufficiently well informed about various aspects of yoga believe that yoga practice mainly comprises of practice of asanas. This is perhaps because a large number of yoga teachers are teachers or experts of asanas, many books on yoga discuss only the techniques of various asanas, and many common discussion, exhibitions and performance of yoga deal only with the asanas. There are two main categories of asanas. These include

The meditational poses -good for sitting comfortably and steadily for a long time for the purpose of breath-control or meditation. They have three main benefits. These are to relieve tension from the body and mind, improve digestion and exertion, and overcome postural defects. There are about half a dozen such poses available.

The cultural or exercising poses - involve stretching, pressing or squeezing action and arrangement of the limbs in a sitting, standing, lying down, inverted, or balancing position. Hundred of such postures can be learned and practiced, and each one of them has its own special advantages.

(b) Breath control or pranayama with muscular locks or bandhas: Pranayama is a technique of controlling breathing. It involve sitting in a comfortable, steady, relaxed position, and taking deep, full breaths with prolonged, uniform and complete inspirations and expirations. After practicing deep breathing for some time, retention of breath inside and outside may also be practiced. Pranayama yields benefits for all functions like respiration, blood circulation, digestion, excretion, secretion, and for improving muscle tone, removing congestion of blood, and release of tension. It helps considerably to calm down an irritated and excited mind and make it steady. The bandhas that involve vigorous contractions of particular muscles enhance the benefits of pranayama. Meditation can be done easily after a few rounds of pranayama.

(c) Cleaning techniques or shuddhikriyas: Shuddhikriyas are cleansing techniques that cleanse various internal organs of the body. They are also called shatkriyas or shatkarma because they are six in number. These includes:

- **Neti:** which is used for cleansing the nasal passage with water, a linen thread, or rubber catheter.
- **Dhauti:** which is used for cleansing the stomach with water or with a twenty-two feet long strip of cloth.
- **Basti:** which is the technique of cleansing of colon.
- **Trataka:** Which is a technique to cleanse the eyes and the mind.
- **Nauli:** which is the foremost among the cleansing techniques, is used to cleanse all the organs and glands inside the abdomen and make them strong.
- **Kapalabhati:** which is an exercise in continuous abdominal breathing, is said to cleanse the skull and make it shining.

(d) Relaxation : The dead pose, called shavasana is a special technique of yoga for deep relaxation in order to lesson the ill effects of stress. Meditational postures and pranayama are also effective in reducing the adverse effects of stress resulting in the relaxation.

(e) Meditation: It is an effective method for improving the poise and stability of the mind. When meditation is combined with other techniques of yoga, its effect is greatly enhanced for treatment of a wide range of health problems or disorders.

Benefits of yoga

Can everyone benefit from yoga ?

Yes. However, this benefit may not be possible if you do not practice the correct technique of yoga or practice it irregularly. As mentioned above, yoga includes a variety of techniques and you need to choose those that are useful to you and most suited for your individual needs. For example, the needs for specific techniques of yoga would differ for a housewife, a child, an athlete, a teacher, a student, or a factory worker. This is because their ways of life are quite different from each other. Because of the wide range of techniques in yoga, it can fulfill needs in almost all people. Basic fitness in daily life is a common need of everyone. Yoga can fulfill this need irrespective of the type of work you do, your role in life or the type of food you eat. Yoga can help everyone play his or her roles more efficiently, more smoothly and more comfortably.

What are the advantages of yoga ?

Yoga has many advantages over other methods of maintaining health, such as gymnastics, athletics, aerobics, games, and various other forms of exercise. It does not need any costly equipment and materials, or playgrounds, swimming pool, gyms, etc. Yoga can be practiced throughout the year. It can also be practiced inside the house or in the open, singly or in groups. The only requirement is a thick carpet spread on the floor and covered with a clean sheet of cloth. Yoga should only be practiced on empty stomach. You can do it at any time during the day. It will benefit you irrespective of whether you are young or old, lean or heavily built, highly educated or unlettered, rich or poor, from higher or lower middle class, busy, over busy, or retired or worker in the factory or in the field. Yoga has something very valuable, and useful to offer to everyone. It is often described as the best form of health insurance for all from the age of seven to seventy seven or more. Two main advantages of Yoga are prevention of disorders and ailments and maintenance of health and fitness in daily life. Other advantage include flexible muscles, supple joints, relaxed and tension-free mind and efficiently working vital organs such as the heart, lungs, endocrine glands, liver, pancreas and good balance between various functions, such as neuromuscular coordination, etc.

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Can all the yoga techniques be practiced in all age groups ?

Although yoga can be practiced in all age groups, some techniques are more suited and desirable for specific age groups. For example, some asana that involve forward and backward bending are good for children aged five to ten years. At about ten years of age, the asana that have an upside down position and deep breathing can be started. Shuddhikriyas should not be practiced everyday. They need to be performed as and when required for removal of impurities from the body. However, Kapalabhati Nauli can be done every day. They are generally most suited for people in age group of twenty to sixty years. Relaxation is necessary for all, irrespective of age. People in all age groups can therefore practice meditation regularly. It is desirable that older people avoid asana that involve excessive stretching, such as the plough pose or halasana. Strenuous poses such as the scorpion or vrischikasana headstand or shirshasana should also be avoided older people. When yoga is practiced for therapeutic purpose to overcome or cure ailments, other restrictions are necessary . This is why yoga should not be practiced unless you have learned the correct technique from an expert.

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Analysis of Specific Parameters of Selected Food Products (2)

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Abstract

In view of the circumstances arising, related to the quality of the food products, the role of the standards authority of India is remarkable in assuring the quality of the food products. The assay of different food products namely tomato ketchup (4 samples) for the estimation of specific parameters such as preservatives (benzoic acid and methyl paraben) respectively was performed for different number of branded and loose samples. Estimation of trace elements (Fe, Cu, Pb & Ni) in wheat flour and comparison between the freshly ground and packaged (branded) sample has been made based on ash content and the trace elements content. Analytical methods were carried out specific to the different parameters of the products maintaining the standards in each case. In case of tomato sauce, the four samples were found to contain benzoic acid within the permissible limit as per FSSAI (Food Safety and Standards Authority of India) & BIS (Bureau of Indian Standards) and methyl paraben was not detected. Limits of Pb & Cu in both samples were determined to be within permissible levels for as per Indian Standards and the branded sample contained higher concentration of copper as compared to the freshly ground sample whereas Pb levels were nearly same in both samples. Fe was higher in freshly ground sample than the branded one and Ni was not detected in both samples.

Keywords : Thin layer chromatography, High performance liquid chromatography, Atomic absorption spectroscopy.

Introduction

Food analysis is a discipline dealing with the development, application and study of analytical procedures for characterizing the properties of food products and its constituents¹. A food additive is a substance that is added to the food for a specific purpose i.e. direct additives or those that become a part of it by default of the agricultural and processing techniques. Health hazards or deterioration of health of common people takes place due to the presence of these additives or their presence in above/below the permissible limit. Analysis of the various parameters of the food products can be carried out by different qualitative and quantitative techniques.

Trace elements in wheat flour.

Wheat flour is a source of essential micronutrients such as iron, copper, zinc etc. Their presence is required in a certain quantity for good health and maintenance of the human body. The trace element content of wheat flour is attributed to the agricultural practices², milling processes, transportation etc. The presence of these elements in a specific quantity has no effect on human health, however their excessive accumulations can lead to toxicity.

Objectives

- To quantify the selected additives in the products chosen.
- To show a comparison between:
 - a) Freshly ground and packaged wheat flour associated to trace elements (Fe, Cu, Pb & Ni)

Methodology

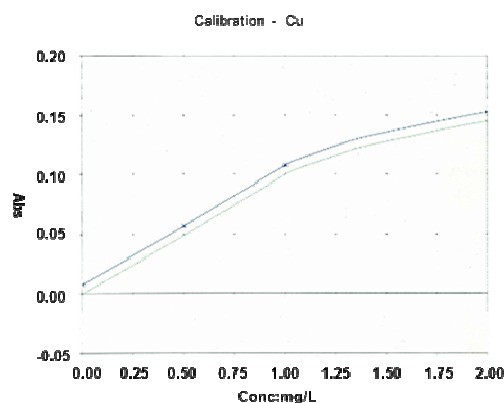
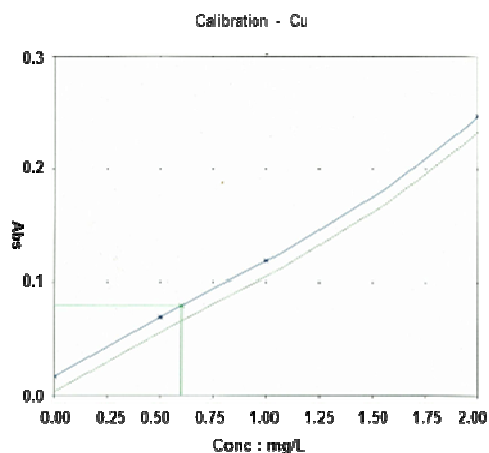
DETECTION OF TRACE ELEMENTS (Fe,Cu,Pb 7 Ni) IN WHEAT FLOUR.

samples were subjected to heating in a muffle furnace at approximately 600°C until white ash was obtained. It was cooled and weighed.

B] Solvent extraction:The ash was dissolved in solvent containing HCl and D/W in the ratio 1:2

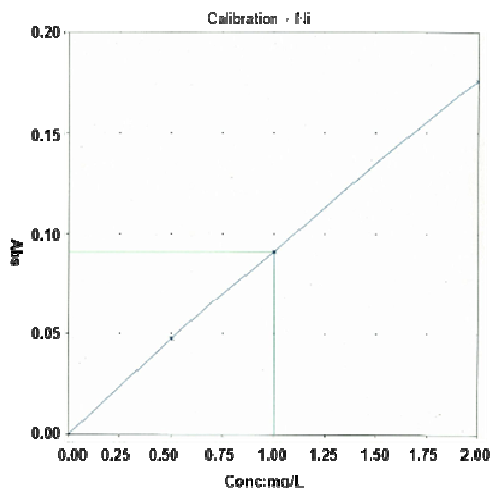
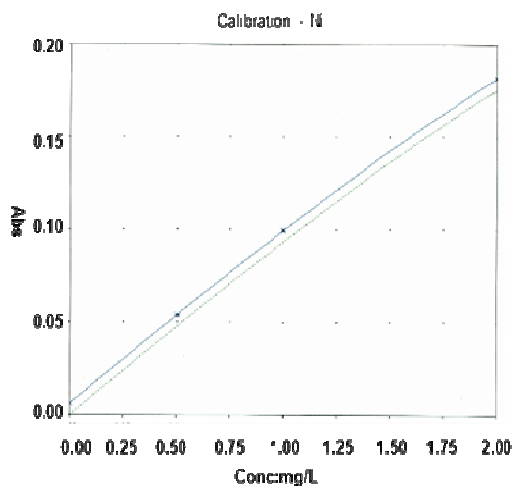
C]Flame Atomic Absorption Spectroscopic analysis was carried out.

FOR WHEAT FLOUR:-OBSERVATION & RESULT



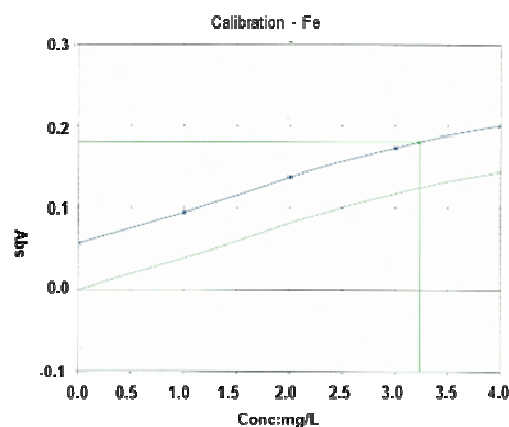
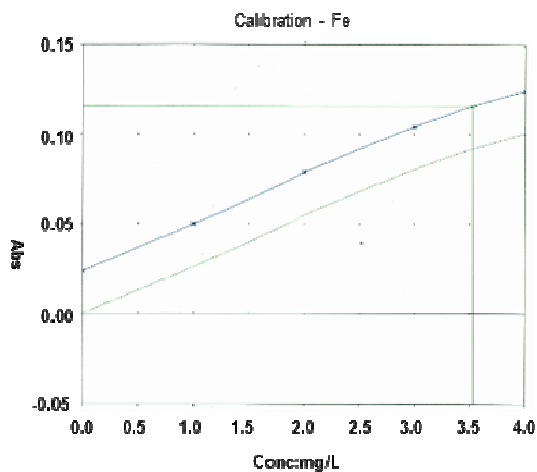
Analyte	Signal Abs	Rsd %	Conc.mg/L	Corrected Conc.mg/L (*Scaling factor-4.0)
Cu Blank	0.003	37	0.0000	-----
Cu Std 1	0.056	0.8	0.5000	-----
Cu Std 2	0.105	0.7	1.0000	-----
Cu Std 3	0.234	0.6	2.0000X	-----
Cu Blank	0.017	1.4	0.0000	-----
Cu Sample 1	0.080	41.5	0.5993	2.3971

Analyte	Signal Abs	Rsd%	Conc.mg/L	Corrected Conc.mg/L (*Scaling factor-2.0)
Cu Blank	-0.001	58.3	0.0000	-----
Cu Std 1	0.049	0.6	0.5000	-----
Cu Std 2	0.100	0.9	1.0000	-----
Cu Std 3	0.145	1.1	2.0000X	-----
Cu Blank	0.007	1.8	0.0000	-----
Cu Sample 2	0.045	0.3	0.3804	0.7608



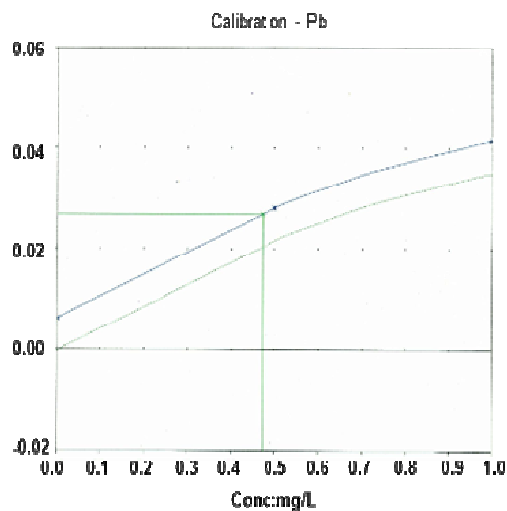
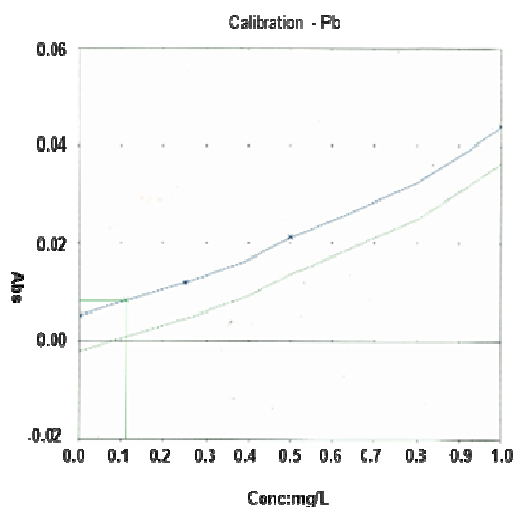
Analyte	Signal Abs.	Rsd %	Conc.mg/L	Corrected Conc.mg/L (*Scaling factor-2.0)
Ni Blank	0.000	>99	0.0000	-----
Ni Std 1	0.048	1.3	0.5000	-----
Ni Std 2	0.091	0.2	1.0000	-----
Ni Std 3	0.176	0.4	2.0000	-----
Ni Blank	0.006	12.2	0.0000	-----
Ni Sample 2	0.002	27.7	-0.0325 C	-0.0650 C

Analyte	Signal Abs.	Rsd %	Conc.mg/L	Corrected Conc.mg/L (*Scaling factor-4.0)
Ni Blank	0.000	>99	0.0000	-----
Ni Std 1	0.048	1.3	0.5000	-----
Ni Std 2	0.093	0.2	1.0000	-----
Ni Std 3	0.176	1.1	2.0000	-----
Ni Blank	0.006	4.7	0.0000	-----
Ni Sample 1	0.004	10.2	-0.0200 C	-0.0801 C



Analyte	Signal Abs.	Rsd %	Conc.mg/L	Corrected Conc.mg/L (*Scaling factor-1.0)
Fe Blank	-0.000	>99	0.0000	-----
Fe Std 1	0.026	1.4	1.0000	-----
Fe Std 2	0.055	0.4	2.0000	-----
Fe Std 3	0.080	0.2	3.0000	-----
Fe Std 4	0.100	0.8	4.0000	-----
Fe Blank	0.024	9.3	0.0000	-----
Fe Sample 1	0.116	0.7	3.5270	3.5270

Analyte	Signal Abs.	Rsd %	Conc.mg/L	Corrected Conc.mg/L (*Scaling factor-2.0)
Fe Blank	-0.000	>99	0.0000	-----
Fe Std 1	0.039	1.0	1.0000	-----
Fe Std 2	0.082	0.7	2.0000	-----
Fe Std 3	0.117	1.3	3.0000	-----
Fe Std 4	0.145	0.8	4.0000	-----
Fe Blank	0.056	1.8	0.0000	-----
Fe Sample 2	0.181	4.1	3.2288	6.4575



Analyte	Signal Abs.	Rsd %	Conc.mg/L	Corrected Conc.mg/L (*Scaling factor-4.0)
Pb Blank	-0.002	13.5	0.0000	-----
Pb Std 1	0.005	9.3	0.2500	-----
Pb Std 2	0.014	8.4	0.5000 X	-----
Pb Std 3	0.037	0.7	1.0000 X	-----
Pb Blank	0.005	12.0	0.0000	-----
Pb Sample 1	0.008	12.1	0.1113	0.4452

Analyte	Signal Abs.	Rsd %	Conc.mg/L	Corrected Conc.mg/L (*Scaling factor-1.0)
Pb Blank	-0.000	>99	0.0000	-----
Pb Std 1	0.022	0.9	0.5000	-----
Pb Std 2	0.035	0.8	1.0000	-----
Pb Blank	0.006	14.6	0.0000	-----
Pb Sample 2	0.027	3.9	0.4711	0.4711

Conclusion

For trace elements in wheat flour: On the basis of the above observations, the wheat ash content being more for sample 1 (branded), it has a higher extraction rate than sample 2 (nonbranded). Thus the mineral content of sample 1 is predicted to be more than 2. The concentration of iron in 5g of the two wheat samples have shown to vary considerably. As sample 2 contains a higher value than 1 from the point of view of nutritional value of iron in wheat flour³, freshly ground wheat flour is proved to be better than packaged one. On the other hand, the result of copper concentration in both samples have proved to be contradictory to iron, which indicates that the packaged sample has a higher nutritional content⁴ (only upto certain limit) of copper than freshly ground. However, both the samples have shown to contain safe levels of copper according to the Indian standard as maximum limits prescribed for Cu contamination of wheat flour is 30.00 ppm. Also on the basis of the standard the maximum level of lead prescribed⁵ is 2.5 ppm. Thus both the samples are found to be within the permissible limit and their values are nearly the same. Nickel contamination was not present in the two samples of wheat flour selected for analysis as indicated by their negative values obtained.

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मधु कांकरिया की कहानियों में बदलते जीवन मूल्य

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मनुष्य एक सामाजिक प्राणी है तथा उसके आचार व्यवहार एवं चिंतन के मूल में सामाजिक परिस्थितियाँ कार्यरत होती हैं। सामाजिक चिंतन की प्रक्रिया के परिणामस्वरूप जीवन मूल्यों का उदय होता है। जीवन मूल्य प्रायः समान नहीं होते। स्थान, काल और परिस्थिति भेद से उसमें परिवर्तन होता है। वास्तव में जो लोकमंगल की साधना में सहायक होते हैं, वही श्रेष्ठ जीवन मूल्य हैं। लेकिन इसके विपरीत कार्य करने वाले विचारधाराओं को 'जीवन मूल्य' की संज्ञा नहीं दी जा सकती। उदाहरणार्थ पश्चिमी सभ्यता में व्यक्तिगत स्वतंत्रता के नाम पर मूल्यों के विघटन की जो प्रवृत्ति प्रचलित हुई है, उसे जीवन मूल्य के अंतर्गत कदापि स्थान नहीं दिया जा सकता। भारतीय समाज में भी छुआछूत, वर्ण-व्यवस्था, बाल-विवाह जैसी आदि युगों से प्रचलित रूढ़ियों को आज का शिक्षित समाज मूल्यों के रूप में ग्रहण नहीं कर सकता। लेखिका ज्योत्सना प्रसाद जीवन मूल्यों की अवधारणा सामाजिक चिंतन के परिणामस्वरूप स्वीकार करती हैं। उनके अनुसार, "प्रायः सामाजिक चिंतन और आचार-व्यवहार समय के साथ विकसित होकर जीवन मूल्य के रूप में स्वीकृत होता है। इसमें अनुभव और आकांक्षाओं का क्रियात्मक योगदान होता है। लेकिन इसे सामाजिक स्तर पर स्वीकृत होने में समय लगता है। इसलिए जीवन मूल्यों की अपधारणा के पीछे परंपराएँ होती हैं। दरअसल समाज के बिना मूल्यों की कल्पना ही नहीं की जा सकती। एक समाज या समुदाय के भीतर अनुभवों का परस्पर विनिमय होता है और वे अनुभव कार्य के रूप में व्यवहृत होते - होते मूल्य बनते हैं। इसलिए जीवन मूल्यों की अवधारणा मूलतः सामाजिक चिंतन का परिणाम है।"^१

समय परिवर्तन के साथ-साथ मूल्यों में भी परिवर्तन परिलक्षित होता है। नई शिक्षा, नई सभ्यता से परिचय होने पर प्रायः लोग नयेपन के मोह में उचित-अनुचित का विचार किए बिना ही सब कुछ अपनाने लगते हैं। उचित-अनुचित का भेद मिटने पर ही मूल्यों के विघटन की प्रक्रिया का आरंभ होता है। मैथ्यू आर्नाल्ड के शब्दों में, "मूल्य मानव और समाज के आदर्श से संपृक्त होने के कारण मानव जीवन के मानदण्ड कहलाते हैं। जो हमारे अनुभवों, विचारों तथा चिंतनों को संयमित रखते हैं। कहना चाहिए कि मूल्य जीवन जीने का तरीका है, दृष्टिकोण है। आज मूल्यों को विविध रूप से स्वीकार किए जाने के कारण उनकी परिभाषा अत्यंत व्यापक और जटिल हो गई है क्योंकि आज के वैज्ञानिक तथा तकनीकी और औद्योगिक विकास के युग में मूल्य विकास की प्रक्रिया में यांत्रिक सभ्यता का विशेष हाथ है।"^२ सामाजिक परिवर्तन भी इस प्रक्रिया की एक मजबूत कड़ी है। धर्म, अर्थ, काम और मोक्ष ये चार मूल्य भारतीय समाज की रीढ़ की हड्डी है। लेकिन दुर्भाग्य यह है कि सामाजिक परिवर्तन की दिशा में धर्म और मोक्ष ये दो जीवन मूल्य दब से गये हैं तथा अर्थ एवं काम समस्त मानव समाज पर हावी हो गये हैं। परिणामस्वरूप असहिष्णुता, परंपरागत एवं नवीन मूल्यों में टकराव, संघर्ष तथा संक्रमणशीलता के दर्शन होते हैं।

समकालीन लेखिकाओं में प्रमुखता से उभरी मधु कांकरिया की कहानियों में इस बदलते जीवन मूल्य को बड़ी सजीवता से उकेरा गया है। इस संदर्भ में डॉ. सुनीता कावळे का कथन है, "मूल्य" शब्द मनुष्य के बाह्य जगत से लेकर आंतरिक जगत के सत्य पक्ष का उद्घाटक है। मधु की कहानियाँ भी इन्हीं मूल्यों का उद्घाटन करती हैं। उनकी कहानियों के माध्यम से बदलता सामाजिक परिवेश और उस परिवेश के बदलते नैतिक सामाजिक मूल्य अनेक कहानियों का विषय बने हैं। इनके पात्र कहीं जीवन मूल्यों को अपनाते नजर आते हैं। तो कहीं नकारते नजर आते हैं। जीवन मूल्यों की प्रतिष्ठापना करने में मधु कांकरिया का यह प्रयास निश्चित ही गौरवनीय है।"^३

मधु कांकरिया की 'लेडी बॉस' कहानी में रिश्तों के बिखराव का वर्णन हुआ है। कहानी की नायिका एक कंपनी की बॉस है। अपनी महत्त्वकांक्षा या कहें अतिमहत्त्वकांक्षा के चलते वो अपने ही ऑफिस में काम करने वाले स्टॉफ का शोषण

करती है। स्टॉफ से बातचीत का मैडम का मुख्य एजेंडा यही रहता कि किस प्रकार कंपनी का मुनाफा बढ़ाया जा सकता है। वो अपनी कंपनी को इंटरनेशनल बनाना चाहती थी। लेकिन जितना ही उनके कैरियर की तरक्की का ग्राफ आगे की ओर बढ़ता, उतना ही जीवन की बेहतरीन चीजें एक-एक करके छूटती जाती। यश और अर्थ प्राप्ति का मोह तब टूटा जब उन्हें पता चला कि उनके पति महोदय किसी रशियन युवती से विवाह कर विदेश बस गए। कर्म के प्रति वे समर्पित थीं परंतु उनके कर्म से लोग उनसे टूटते जा रहे थे। इसका अनुभव उन्हें तब हुआ जब अकेलेपन के क्षण में किसी से अंतरंग बात करने को दिल करता लेकिन उनके पास कोई न होता। लेखिका को दिल करता लेकिन उनके पास कोई न होता। लेखिका के शब्दों में, “यद्यपि उनमें जीवन खूब है लेकिन जीवन की चेतना नहीं है, ये सुखी होना चाहती हैं, लेकिन इनके कर्म दूसरों को छूते तक नहीं।”^४ इस कहानी में लेखिका इस ओर इशारा करती हैं कि जीवन में केवल काम, पैसा, प्रतिष्ठा यही जरूरी नहीं होता। इसके साथ ही इस कठिन जीवन को आगे बढ़ाने के लिए अच्छे साथी की भी जरूरत होती है।

अपनी कहानियों में मधु कांकरिया ने जीवन मूल्यों की चर्चा व्यापक रूप से की है। नैतिक जीवन मूल्यों की गिरावट को उन्होंने ‘अन्वेषण’ कहानी के माध्यम से चित्रित किया है। कहानी का नायक पादरी मैथ्यू सांसारिक आकर्षण में पड़कर पादरी जीवन को त्याग देना चाहता है। अपने संयम एवं कठिन परिश्रम के बल पर उसने जो पद पाया था, उसे त्यागने के लिए एक महिला का प्रेम पत्र ही काफी हो गया। गुंजन नाम की महिला का प्रेम पत्र पढ़कर मैथ्यू एकाएक विचलित हो जाता है। उसके विचारों से प्रभावित हो संसार की ओर उसका आकर्षण बढ़ता जाता है। जिस सांसारिक सुखों को त्याग कर उसने पादरी का जीवन अपनाया था उस प्रतिष्ठित पद को छोड़कर, महिला के प्रेम में वह उन्हीं सांसारिक बंधनों में उलझना चाहता है। पादरी के जीवन का यह नैतिक पतन है। ‘महाबली का पतन’ कहानी भी कुछ इसी प्रकार के नैतिक मूल्य की गिरावट को दर्ज करती है। अपने कॉमरेडी जीवन में कॉमरेड जया के साथ विवाहित होते एवं एक पुत्री का पिता होने के बावजूद ५२ वर्ष की उम्र में फिर से अपनी पुत्री के उम्र की लड़की के साथ विवाह रचाते आशिष दा यहाँ दिखाई देते हैं। एक उज्ज्वल एवं क्रांतिकारी जीवन जीने के पश्चात् इस तरह का चारित्रिक पतन नैतिक मूल्यों की गिरावट की ओर संकेत करती है। इस प्रकार के चारित्रिक पतन के लिए लेखिका युग और वातावरण के प्रभाव को उत्तरदायी मानती है, “पर जहाँ तक मैं सोच सकती हूँ, मुझे लगता है कि यह इस युग और वातावरण का ही प्रभाव है, जिससे वह भी नहीं बच सका। तब फिजा में क्रांति थी और दुनिया को बदल डालने के नारे थे। भारत की नहीं, विश्व के कई महान देशों ने एक साथ सिस्टम और बुर्जुआ मूल्यों के विरुद्ध आवाज उठाई थी। उसका भी प्रभाव था। सोच में उबाल था। देश की मुक्ति की चिंता थी जिसने आशीष समेत ढेर सारे युवकों की रगों में बहते खून को लावा में बदल डाला था। पर आज ? आज फिजा में खुला बाजार है। क्षणों में जीते लोग हैं। मुनाफे का गणित है। विश्व सुंदरियाँ हैं। औरत-छाप विज्ञापन हैं। जीने और भोगने का बाजार है।”^५

‘बीतते हुए’ कहानी की नायिका मणिदीपा एक विवाहिता होने के बावजूद अपने कॉलेज के दिनों में प्रेमी की प्रतीक्षा में भी दिखाई देती है। विवाह के पंद्रह वर्ष पश्चात भी वह इंद्रजीत की राह देखती है, जबकि इंद्रजीत भी विवाहित है। यहाँ मधु जी ने पारिवारिक मूल्यों का विघटन स्पष्ट रूप से दिखाया है। ‘रहना नहीं देश बिराना है’ कहानी में सामाजिक मूल्यों की टकराहट के स्वर स्पष्ट सुनाई देते हैं जहाँ दीप जैसे प्रतिभाशाली गोल्ड मेडलिस्ट युवाओं को अपने समाज में प्रतिष्ठा नहीं मिलती और वे अपनी सेवाओं को भारत में देने के स्थान पर विदेश में जाने का रास्ता चुनते हैं। अपने देश से प्रतिभाओं का पलायन होते देख लेखिका चिंतित होती है। यहाँ की भ्रष्ट अर्थव्यवस्था प्रतिभाओं का उचित सम्मान नहीं करती। सिर्फ प्रतिभा और मेहनत यहाँ टके सेर बिकती है। दीप जैसे होनहार युवा देश के प्रति पूरी तरह से नकारात्मक हो चुके हैं, “मेरी इच्छा रिसर्च में स्वयं को मैक्सिमाइज करने की है पर यहाँ रिसर्च लायक सुविधा मिलने की नहीं मुझे। यहाँ तो सालों निकल जाते हैं, पी. एच. डी. तक नहीं मिलती। यहाँ रह जाऊँगा तो मैं भी पापा की तरह एक रुका हुआ आदमी भर रह जाऊँगा।”^६ इस प्रकार के कटु अनुभवों के कारण ही दीपज्योति जैसे प्रतिभावान युवक देश छोड़कर विदेश जाकर बसना चाहते हैं।

सामाजिक परिवर्तन के इस क्रम में ‘शून्य होते हुए’ कहानी के माध्यम से लेखिका ने भ्रूण हत्या जैसे गंभीर विषय पर प्रकाश डाला है। आज की २१ वीं सदी में भी स्त्रियाँ पूर्ण रूप से सुरक्षित नहीं हैं। कहीं दहेज का भस्मासुर उन्हें कोख से बाहर

नहीं आने दे रहा तो कहीं अनैतिक संबंधों और बदनामी के डर से कोख गिराया जा रहा है। इसका जिम्मेदार हमारा सुसंस्कृत, सुसभ्य कहलाने वाला समाज ही है। इस कहानी का पात्र डॉ. विजय एक कुवारी कन्या का गर्भपात करने पर मजबूर है। वह ऐसा नहीं करना चाहता लेकिन उस गरीब लड़की की सहायता करने के लिए करता है जो आदिवासी से ईसाई बने फादर जेवा के शारीरिक अत्याचार का शिकार बनती है।

इसी प्रकार के सामाजिक मूल्यों का विघटन मधु जी की कहानी 'मर्द होते हुए' में व्यक्त हुआ है, जहाँ एक ने पाली काँछे को एक आंटी अपने गृहकार्य के लिए किराया दाम पर खरीदती है और लगन-मेहनत से काम करने वाले पंद्रह-सोलह साल के उस काँछे को तरह तरह से सताती है। एक स्त्री होने के बावजूद उस मासूम लड़के से अंडरवियर और ब्रेजियर धोने और इस्त्री कराने वाले बेशर्मी के कृत्य कराती है। इसके अतिरिक्त अपनी गदबदी माँसल पिंडलियों को दबा सहला लेने तक का कार्य वह उससे कराती है। भारतीय सभ्यता के खिलाफ आंटी का ये नजरिया हमारे मूल्यों की अवहेलना करता नजर आता है।

औद्योगिकरण का भारत के सामुदायिक जीवन पर बहुत प्रभाव पड़ा है। भारत के सामाजिक जीवन में इसके कारण बहुत से परिवर्तन हुए हैं। भारत की ग्रामीण संस्कृति और परंपरा में परिवर्तन हुआ है। भारत के पारिवारिक और नागरिक जीवन, विवाह, जाति प्रथा, धर्म, विश्वास सभी पर औद्योगिकरण का प्रभाव पड़ा है। औद्योगिकरण ने धर्म और संस्कृति पर भी गहरा प्रभाव डाला है। मधु कांकरिया ने 'भरी दोपहरी के अँधेरे' इस कहानी में प्राचीन परंपराओं और आदर्शों की अवहेलना को स्पष्ट किया है साथ ही औद्योगिकरण के बढ़ते प्रभाव से बेकारी की समस्या को भी प्रमुखता से चित्रित किया है। बेकारी की समस्या दिनों दिन गंभीर होती जा रही है। लोगों में इसके कारण असंतोष, उपद्रव, हिंसा, अपराध, बेईमानी की भावना जन्म लेती है। यह न केवल संबंधित व्यक्ति को प्रभावित करती है। अतः इसके वैयक्तिक, पारिवारिक और सामुदायिक विघटन होता है।

निष्कर्षतः हम यही कह सकते हैं कि साहित्य में चित्रित मूल्य मानव जीवन के सत्य का उद्घाटन करते हैं। मनुष्य ने अपनी चिंतन शक्ति द्वारा समस्त मानव जाति के कल्याण के लिए दया, क्षमा, शांति, परोपकार, सेवा, समर्पण, त्याग जैसे शाश्वत मूल्यों की निर्मिति की है। मधु कांकरिया की कहानियाँ भी इन्हीं मूल्यों का उद्घाटन करती है। डॉ. उषा कीर्ति राणावत के अनुसार, "वे सच्चा समाजवाद लाना चाहती है, उनका लेखन जीवन और मानवता की खोज है।"⁹ मधु कांकरिया की कहानियों के कथ्य में बदलते जीवन मूल्य प्रमुखता से दृष्टि गोचर होते हैं। वास्तव में अपनी कहानियों में मधु कांकरिया ने बदलते जीवन मूल्यों के आधार पर मनुष्य के बाह्य जगत से लेकर आंतरिक जगत के सत्य का प्रमुखता से उद्घाटन किया है।

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