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Editors
Dr. Vaijanta N. Patil
Dr. Ashok P. Gingine
Dr. Bhimrao D. Kengale

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UGC National Conference
On
Skill Development in Physical Education & Education
On 22nd March 2017

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Swami Ramanand Teerth Marathwada University, Nanded

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PREFACE

We all Editors take this opportunity to put on record the valuable contributions in the form of articles and research papers made by all the delegates in one day National conference on Skill Development in Physical Education and Education in the form of this Special Issue No.11 of Aayushi International Interdisciplinary Research Journal.

This proceeding has included Fifty eight articles/research papers based on Skill Development in Physical Education and Education.

Thanks to all our esteemed speakers, resource persons who encourage us to do our best in future also. we also thankful to all staff of school of educational sciences and M.Ed. & M.Phil. students who helps us through their contribution.

I am also thankful to Chief Editor Mr. Pramod Tandale of Aayushi International Interdisciplinary Research Journal for painstaking efforts to bring this book in our hand in a short period of time. we express our deep sense of gratitude to all those who offered their selfless contribution in this one day National conference.

Editors
Dr. Vaijanta N. Patil
Dr. Ashok P. Gingine
Dr. Bhimrao D. Kengale
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Professional Development Skill for Teacher Excellence

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Professional development when an individual decided to pursue attaching career, then the additional qualification he procures to became eligible in field is called professional development. Professional development is essential to improve them self's. Professional development can be achieved before accepting the job of a teacher professional development is useful for getting promotions. Now a day's new concept knowledge was increase and teacher should learn better and more innovative methods to manage the student.

Professional Development: professional development skill is the process by which a person's maintains the quality and relevance of professional services throughout his/her working. Professional development requires self directed, independent learning. The teacher should possess the modern skills.

In modern age there are so many changes in various fields because of Technology if you don't know anything about technology then you cannot consider yourself a professional teacher.

Following are professional development skills for teacher excellence:

- **Adaptability**: In this modern digital age teacher needs to flexible and able to adapt to whatever is thrown their way. New technologies are developed every day that can change the way of learn and way teachers teach, likewise. Administrators are changing and updating expectations and learning slandered, being able to adapt is a skill that every modern teacher must have. If it is being able to adapt to the way student learn behavior their classroom exhibits or their lesson plans it is definitely a trait that’s must have.

- **Communication**: Communication is very important skill for teacher its two way process. Effective communication skill are require at all levels these include both oral and written communication skill. Presentations must be clear and to the point. A skilled negotiator is able to listen effectively. Reports should be accurate and readable. Communications skills help to avoid the misunderstanding. Teacher should know how to communicate with students. The ability to communicate effectively with superiors, colleagues, staff and students is essential. Communication gap help to bridge the gap between teacher and student’s skilled teacher having better communication skills can understand his students need and wants in better way. The ability to communicate effectively does not come easily to many teachers, and it is a skill that requires practice. Body speaks louder than words. The massage passed through the body is more powerful, effective and long lasting. 78% of communication is done non-verbally the communication is done with eyes, body language and body movements also play vital role in passing and receiving process massage. To make the massage effective and clearer we must use proper non verbal communication making eye contact is important for building rapport with the students. It gives impression you are interested and engaged in the conversation and you have good self-confidence.

- **Confidence**: Every teacher needs to confidence not only themselves but their students and their colleagues. A confident person inspire other to be confident. It is important to confident.
in all your interaction with other when teacher should confident about teaching then student were satisfied

- **Creative thinking:** The most important and effective skill a teacher can use their imagination. Teacher need to be creative and think unique way to keep their student engaged in learning. Creativity simply means being able to come with something new. Creativity thinking is not a talent it is a skill that can learnt create some thing every day, write articles on new trends in education, new project with students

- **Understanding Technology:** In Modern trends in education teacher should know or understand technology. He must know which digital tools is right students. Teacher should knows effective use of computer, mobile, led projector, overhead projector, internet and new concept e-learning, e-library, e-book, e-school, virtual classroom, video conferencing various educational sits

- **Organization:** Modern teacher have the ability to organize and prepare for the unknown. They are always ready for anything that is thrown their way. Student know organized teacher lead more learning environment. So it is even more imperative to be organized if you want higher achieving students. Organization skill are considered valuable for any teacher. For teacher organization skill is generally considered to have the ability to manage his duties through wise planning, Time management, optimization, detail orientation and prioritization

- **Leadership:** An effective teacher is mentor and know how to guide their student in the right direction. Teacher encourage the student and leads them to place of success. As leader you need to able clearly and succinctly explain your student everything from organizational goal to specific tasks. Motivation, Delegating, Positivity, Creativity. Responsibility, Feedback. A good teacher requires all these skill for leadership. Ability to Engage: Modern teacher Know how to find engaging resources in this digital age. It is essential to find materials and resources for student that will keep them interested. This means keeping up to date on new learning technologies and apps.

These are the various skills for professional development. And for excellence a teacher can achieve professional development skill by

- **a)** Private study and reading
- **b)** Attending conferences and seminars
- **c)** Preparing paper and presentation
- **d)** Committee work
- **e)** Collaborative work with colleagues
- **f)** Conversation and discussing with other
- **g)** Researching the solution to problem
- **h)** Working with other outside the organization
- **i)** A teacher can also get training from institutes NCERT, NCTE, UGC, DIET, NIEPA, Text book bureau Subject teacher associations

**Reference**

Comparative Study of Selected Physical Fitness Variables between the Cricket and Softball State Level Players

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Introduction
Physical education has definitely come a long way since the Spartans end Athenians. From an authoritarian type system to promoting lifespan physical education with many sciences studying the different intangibles of physical education in order to better the mind and body. These new sciences have obviously broadened the “in sight. The growing umbrella” will continue getting larger as new thoughts and ideas come, and with them, new sciences also umbrella of physical education”, but when looking to the future, there really is no end.

The body is the temple of soul, and to reach harmony of body, mind and spirit our body must be physically fit. Hence, where there is a sound body there we can ensure a sound mind.

Research is the tool of improvement in all the fields. In the field of competitive physical education many researchers have been conducted on psychological socio-economic philosophical and other problems of sportsmen. But researches have limited their scope concerning the importance, the way of usefulness of influence of motor components such as speed, endurance, explosive strength, agility, flexibility and co-ordination.

Physical fitness is one aspect of total fitness. They point out that physical fitness is composed of (1) statistical or medical fitness which refers to soundness of the organs of the body such as the heart and lungs, (2) dynamic or functional fitness or the degree to which the body functions efficiently under strenuous work and (3) motor skill fitness which refers to co-ordination and strength in the performance of activities.

Objective Of The Study
To compare physical fitness between the Cricket and Softball state level players.

Statement Of The Problem
The purpose of the study was to find out the “Comparative Study of selected Physical Fitness Variables between the Cricket and Softball State Level Players”.

Significance Of The Study
1. The study will help to estimate the selected Physical Fitness Variables of the Cricket Boys and Softball Boys.
2. This will also help to compare the Fitness Variables level of Cricket Boys and Softball Boys.
3. This study may help the Sports Teachers and other related to Physical Education Development.
4. This research may also help in bringing new-cope related to Physical Fitness Variables of both the groups, which may be investigated by future research workers.
Hypothesis:
It was hypothesized that the Cricket Boys may have better Physical Fitness Variables than the Softball Boys.

Delimitations
1. The study was delimited to 30 Cricket players and 30 Softball players from Nanded state those who were participated in State Level Championship.
2. Their age was ranging from 17 to 19 years.
3. Cricket and Softball different between relationship physical fitness variables.

Limitations
1. State player’s diet regulation and previous experience were not considered for this study.
2. The psychological factors of the sample were not considered.
3. The past experience of the players in the play field was not considered.
4. The socio-economic status of the subjects was not considered for the study.
5. Physical fitness variables will be estimated only by J.C.R Test.

Selection of Subject
The present study was conducted on a total of 60 male players 60 age range from 17 to 19 years from Nanded Cricket Association 30 Players of Nanded, Softball Association Nanded of 30 Players. Random sampling technique was used to categorize that sample.

Sample Of The Study
A total of 60 State Level players of Cricket and Softball were considered as the sample of the study the 30 Cricket and 30 Softball State Level players from Dist. Nanded between the age group of 17 to 19 years were considered as samples.

Tools Of The Study
The following tools were used for the present study under report. For the present study J.C.R Test was adopted to measure the difference the components viz:

(1) Vertical Jump (2) Chin-Ups (3) Shuttle Run

There was no warming up allowed before the conduct of the test. The detailed procedure for collection of data was followed as per the description available in the test manual of the J.C.R Test.

Statistical Analysis, the data analyzed by using mean standard derivation’s value.

Fitness in today’s world it’s not a matter of more muscular or physical capacity, social positive fitness is also must. Means the optimum development of each of these aspects and emphasize the ability of person to live more effectively within his potentialities. To fulfill this 30 Cricket Player and 30 Softball Player were selected as the subjects of the study.

**Table**

**Showing The Tools Used For Present Study Of J.C.R Test**

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Test Item</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Vertical Jump</td>
<td>Meters/mm</td>
</tr>
<tr>
<td>2.</td>
<td>Chin-Ups</td>
<td>Numbers</td>
</tr>
<tr>
<td>3.</td>
<td>Shuttle Run</td>
<td>Seconds</td>
</tr>
</tbody>
</table>
Data Collection Procedure

From the present study as mentioned above the data was collected among Cricket players and Softball players by using J.C.R Test. The individual test items of the test were administered for collecting the necessary data.

Statistical Techniques to Be Used

The data collected in this study was subjected to statistical analysis. The descriptive statistics were used to find out the means and standard deviations, and “t-test”. To find out the significant difference equality of levels and ‘t’ value is also calculated.

Conclusion

The following conclusion may be draw from the results presented in the previous chapter.
1. The study shows that the Vertical Jump Variables of Cricket Players is above average.
2. The Cricket Players possess more Chin-Ups Variables than Softball Player.
3. The Softball Players are superior to the Cricket Players in almost Selected Shuttle Run Components.

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Teacher Education In Respect Of Developing Creativity Among Pupil: 
A Distance Education Paradigm

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Abstract

The newly appointed school teachers leave the universities and return to the schools to do their children what was done to them in their schools and universities. In other words, the teachers perpetuate the same methods of teaching that they had experienced themselves. We must break this vicious circle. The development of research based materials, and conceiving feasible treatment strategies for school and college teachers must be given top priority. Teacher should know the soft skill/life skill. Creative thinking is very good thinking. Creative thinking skills can improve from schools, colleges. So teacher should inculcate this thinking because they can pass on this legacy to their students. These are pioneers of next generation. If education strives to prepare children for a productive life in society, the educational system must accept responsibility for supporting and developing creativity.

Key words:- Open and Distance Learning, Teacher Education, Creativity.

Development of creativity:

The research reviews related to the nature, measurement, and correlates of creativity provide the basis for the next phase of the review, namely, development of creativity. Some studies that have been conducted show that creativity develops with age and experience. Several others investigations have found it to be otherwise. By implication, one can hopefully infer that if conducive environment and methods are deliberately provided, creativity can be developed. The quantum of research in this area is very meagre.

There are large number of methods for developing creative thinking, such as: brainstorming, brain calming, mind control, synectics, morphological analysis, bionics, random stimulation, value engineering, free association, scenario writing, altered states of consciousness, awareness development, biofeedback training, deep relaxation, creative dreaming, gestalt therapy, enhancing incubation, sociodrama, psychodrama, meditation, sensitivity training, sound and images, analogies, attribute listing and scanner, reversal method, restructuring-restructuring, etc. some of these have been tried out by different researchers in the field of education.

The Torrance Tests of Creative Thinking, the Passi Tests of Creative Thinking, and Mehdi Tests of Creative Thinking have been frequently used. Some of the investigators developed their own tests so as to meet the medium, cultural, regional and conceptual needs of a study.

As far as the data analysis is concerned, most of the researchers have employed quantitative techniques like, ANOVA, ANCOVA, t-test and U-test. The non-parametric techniques may be examined. The qualitative techniques must be tried out for the relevant studies. Depending upon the objectives and the nature of the data, both quantitative and qualitative approaches may be applied jointly.
Training of Personnel:

Training here has two meanings. One is to teach creatively. It requires that our teachers should acquire creative teaching skills. Second, training should develop such management skills that responsible persons can organise the desired environment for developing creative skills among children. The former is a concern of teacher education institutions. The latter is linked with providing talent-developing orientation programmes for parents, media persons, and the community in general.

In order to assist teachers for developing creative teaching, many programmes have been instituted and certain strategies and tactics have been tried out. Some of the strategies have been used at the in-service and the others at the pre-service levels.

In-Service Training –

It is observe that the newly appointed school teachers leave the universities and return to the schools to do to their children what was done to them in their schools and universities. In other words, the teachers perpetuate the same methods of teaching that they had experienced themselves. We must break this vicious circle. The development of research based materials, and conceiving feasible treatment strategies for school and college teachers, teacher educators, parents, media personnel, and community members must be given top priority.

Researchers have employed new training strategies for enhancing creative teaching skills through models of teaching in particular and selected models called “inquiry training”, and synectics. The training strategy included: providing orientation in the chosen model, giving demonstration, practicing with peers and later practising in real situations. The obtained teaching competence scores in different practice lessons were compared and it was found that the teacher educators improved in their skills to handle the creative teaching models. Later, these teacher educators experimented with their pre-service student teachers. The results of the student teachers were similar to those of teacher educators.

Such institutional training of teachers is a welcome trend in creativity research. More institutional and field-based research is required. It is quite desirable, yet a difficult task. The usual doctoral students cannot organise such studies due to the limited amount of educational authority and resources.

Research-based materials were developed for the teachers by the NavodayaVidyalayaSamiti with a view to promote creative thinking in their students. These materials provide directions for identifying the creative students in the first stage and explain the principles of developing creativity in the second stage. This effort of material preparation for the teachers is worthwhile. However, there is need to develop the materials in a more systematic manner. Different implementation strategies should be visualised. A comprehensive programme evaluation is essential.

Pre-Service Training:

At pre-Service level there are not many institutional facilities for training teachers on a full-time basis. Even Navodaya did not initiate full-time degree-giving pre-service creative teacher training programmes. An humble effort is made at Mirambika and the Institute of Education, Indore. It is called “Activity Programme”. Passi, B.K. and Malhotra, S.P. (1994) studied the effectiveness of this programme through a naturalistic case study. The results were encouraging. The approach to prepare teachers at Mirambika looks more flexible, open, and potent for developing creativity in teachers. The Hoshangabad Science teacher training activity could be upgraded to the level of a pre-
service degree-awarding programme. The Institute of Education, Indore and the ‘Eklavya’ group are making cooperative efforts towards creative social science curriculum development and teaching.

At pre-service level, Martis, A. (1991) trained student teachers for the synectics teaching model. She found that a training treatment consisting of theory, discussion, demonstration and practice helped in developing teaching competence. The student teachers trained through the synectics model developed fluency, flexibility and originality. Apart from these findings, Martis demonstrated that creativity oriented teacher training is possible provided one desires to implement it.

We find that there are very few studies in the area of training of teachers in creativity. The dominance of institutional culture characterised by uniformity and standardisation is the primary impinging hindrance against innovations and long-term field studies. The rigidity of the curriculum of teacher training institutions becomes its own barrier. The doctoral students cannot overcome this barrier. Larger institutional arrangements for macro-level research and development have to be visualised.

Most of our researchers have drawn their samples from urban secondary teacher education institutions. Research problems addressed to the development of creativity and innovations in pre-school, primary school and higher education programmes have to be designed afresh. We may have to establish mission-mode managed autonomous institutions for specified time-bound targets.

**Fostering Creativity in the classroom:**

Fostering creativity in the classroom demands a special climate. The objective of this climate is to enhance creative thinking in children in general and gifted children in particular through enrichment activities running across a wide range of school subjects. We need to satisfy the intellectual curiosity of children which is normally not satisfied within the framework of regular educational programmes. Some schools, like Jnana Prabodhini, have been experimenting with the idea of involving the talented students in groups for solving the real problems of a given society. Specially designed projects are arranged for children with an aim to develop their ability to think and act creatively. students pose more pertinent questions which are not usually asked by teachers in the regular classroom. The students pose these questions after a thorough and stimulating interaction with the participants of the project. We should undertake research studies for evaluating such problem-based teaching. We should also find process explanations as to how the creative abilities develop through such project-based teaching.

Sharma, D. (1994) conducted an experimental study by organising activities like brainstorming, problem solving, quiz and project work in a science-teaching class. She found that after the investigation, the students of the experimental group showed significant gains with respect to verbal fluency, verbal flexibility, verbal originality and non-verbal creative thinking. In what ways can these activities be grouped together so as to get the maximum advantage in the classroom? How can interdisciplinary activities be organised amongst the students so that their knowledge of the sciences be linked to social sciences and languages and vice versa? All such questions need to be answered empirically by teacher educators.

**Enrichment of the Curriculum:**

Bhandarkar, S. (1989) in her study of 140 ninth grade creative students from 15 different secondary schools found that the existing curricular practices were suppressing highly creative students. She advocated the merit enhancing programme to increase creativity among the students. Similarly, Woloszynowa, L. and Borzym, I. (1980) elaborated special profile classes being created in
the secondary schools of Poland in the subjects of Mathematics, Physics, Humanities, Biology, and Chemistry. These classes have no special textbooks. Classes are organised in schools which are provided with teachers having higher professional standards. The children have a free choice to attend these classes. However, the children are selected for these classes on the basis of grades in the primary classes, their interest in the subject and their future plans. They further reported that in Poland, Special Interest Clubs and Associations gather those talented children whose interests are sometimes very specialised. They are provided more scope for creativity than can be expected normally within the school system. According to the research studies, the able pupils generally attend Physics, Mathematics, and Technology clubs. A few other countries are experimenting with diversified, flexible, and multi-level curriculum. In India, the over emphasising role of the 10+2 pattern of education has perhaps hampered the creativity of schools. We should ask research questions about this issue and organise our research studies in the areas of educational structure and curriculum development.

Building Creativity into Textbooks:

Our textbooks must facilitate the development of creative thinking skills in children. Research questions should be asked about the role of stories, fiction, local-specific reading materials, interesting puzzle problems, analysis of paradoxes, divergent practical experiments, interdisciplinary illustrations and graphics, and child-centered activities. Edward de Bono has developed very useful and interesting material in the form of the CoRT Thinking package which can be useful for students across all cultures, grade levels, and curricular areas. The CoRT package includes: Breadth, Organization, Interaction, Creativity, Information and Feeling, and Action. We ought to study the usefulness and packages can be developed by our curriculum development units. Athaide, M. (1994) tried out the effectiveness of locally adapted materials called Erehwon for developing divergent thinking with different types of participants.

Specialised Evaluation Techniques:

Education in our schools is dominated by examinations which are detrimental for the development of talent, creativity, and innovation. The creativity is adversely affected by characteristics of centralisation, standardisation, over emphasis of the written mode, externality of examiners, over emphasised traditional concept of objectivity, over emphasis on quantification, and single-examiner based evaluation.

In countries like the USA and France, some Patent Bureaus exist which provide a new and original way of detecting young technical talent. These patents collaborate with technical magazines, clubs and associations for children. Inventions and designs in technology sent by children are evaluated and accepted if the idea is new. Our National Talent Search Programme launched by the NCERT, the Scheme of NavodayaVidyalayas, activities like Children Science Congress, National Rural Talent Search Scholarship Scheme, etc. must be reviewed and integrated through long-term sponsored research projects. The Future Problem Solving Project run by the Torrance Center for Creative Studies in Georgia is an excellent example of organised effort for nurturing and assessing talent through a different format of evaluation.

New innovations in the area of evaluation should go a long way in favour of the deprived sections of our society. We must exercise enough care so that out evaluation system provides a judicious chance for the identification of talent lying dormant in our rural children, drop-outs, backward, and underdeveloped areas. The known and unknown biased politics of examination
through medium, mode, cultural contents, process mechanism and such other hidden tools of oppression should be identified after careful research efforts.

**Organising New Systems:**

Environment affects creativity. Taking cognisance of this fact, the Indian schools and educationists have come out with various innovative institutions. We should conduct researches to find ways and means of providing child-based specific environment. The organisation of specific teaching-learning-creating environment with specific degree of difficulty optimal for the individual child is desirable. However, the given standardised school curriculum will be an obstacle in achieving this. Creative teaching should never be unilateral. Self-motivation can be created by confronting children with problems to be solved. Creativity should be encouraged and appreciated.

A few educational institutions have appeared on the scene of the Indian education system. Some of these institutions and organisations are: NavodayaVidyalaya; Jnana Prabodhini, Pune; Aurobindo Ashram School, Pondicherry; Aditi School, Bangalore; Rishi Valley, Madanpalli; Hasanat High School, Bombay; Kiddieland, Bombay; Little Pearls, New Delhi; Mirambika, New Delhi; and Vasant Valley, New Delhi. Many more institutions are playing their roles. It is difficult to mention all. It is a welcome trend that some of our enlightened administrators have stopped over emphasising first divisions in school is being redefined. Some of our Schools are becoming conscious of protecting our talented children.

**Tools Employed**

The field of creativity as it exists today emerged largely as a result of the pioneering efforts of J.P. Guildford (1950) and E. Paul Torrance (1962, 1974). It is wholly fitting to dedicate a special issue of the Creativity Research Journal to Torrance because of his seminal contributions to thinking about creativity. to this day, the Torrance Tests of Creative Thinking (Torrance, 1974) remain the most widely used assessments of creative talent (Sternberg, 2006). Relatively has been measured by various approaches, including different types of tests. The most widely used tests have been the Torrance Tests of Creative Thinking (46 studies), The Passi Tests of Creativity (32 studies), and the Baqer Mehdi Tests of Creativity (26 studies). Some of the researchers adapted or translated these tests in their regional languages. These tests were used for measuring verbal and non-verbal creativity. (Passi, B.K.)

**Conclusion**

“Education, by and large, suffers basically from the gap between its content and living experiences of the students. Education today must prepare students to face the challenges of life. For that, it needs to be intimately linked with the different life skills, the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life by developing in them generic skills related to a wide variety of areas such as, health and social needs....”

Teacher educators should know the life skills, generic skills. Creative thinking is the very good thinking. Creative thinking skills can improve from schools, colleges. So teacher should inculcate this thinking because they can pass on this legacy to their students. These are pioneers of next generation. It needs to teach Soft skills/ Life skills to teachers through in-service or pre-service medium.
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Abstract

The aim of this study is to examine the role of physical education and sports in promoting social values in the society. Physical education plays a crucial role in educating the students regarding the importance of social values in their life. Reviewed literature explored the importance of association in educating both mind and body. Further, it also promotes the social values that permit them to improve the social relations with their mates. Hence, the benefits of physical education can affect both academic learning and physical activity of students. The healthy and physically active student is more likely to be academically motivated, vigilant, and flourishing. In other words, we can say that physical education is exclusive to the school core curriculum. It is the only programme that provides the opportunities to students to learn motor skills, improve mental and physical fitness.

Key Words: Physical Activity, Academic Learning, Social Values.

Introduction

In recent times, physical education is an important part of education. It contributes directly towards the development of physical competence and fitness. It also helps students to recognise the worth of leading a physically active lifestyle. The advantages gained from physical activity such as disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health. The physical education is the only programme where students learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives, in addition, how to interact with others (National Association for Sport and Physical Education, 2001). Besides this, it is observed that physical education sessions should be accessible from pre-school settings to secondary school settings. Its purpose is to deal with a variety of physical activities and encourage those who are lack of leaning to take up planned competitive sports. This requires discard conventional methods of physical education teaching and focusing more on the individuals’ needs and abilities, instead of the enjoyment of physical activity. As time for physical education is usually limited within the school time schedule and curricula, its content must be effective and efficient (Fox and Harris, 2003). Further Gonzalez et al. (2010) believed that curricular physical education within any sport, not only talent development scheme but a high development in social values. Thus, the purpose of this study is to explore the role of physical education in promoting social values.

Physical Education Programme

Physical education programmes can provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life. In simple terms, physical education is the cornerstone of a school’s physical activity programme. Besides this, participation in physical activity is related with academic advantages like improved concentration, memory, and classroom behaviour. According to World Health Organization (2001), it includes development of physical...
abilities and physical conditioning; motivating the students to continue sports and physical activity; and providing recreation activities.

Development of Physical Abilities and Physical Conditioning:  
Physical education helps to develop and practise physical fitness involve basic motor skills (Barton et al. 1999) and acquire the competency to perform various physical activities and exercises. Physical fitness makes mentally sharper, physically comfortable and also able to cope with the day-to-day demands (Jackson, 1985). In short, endurance, flexibility, strength and co-ordination are the key components of physical fitness. Additionally, to perform most physical exercises and sport, children must have developed basic motor skills.

Motivating the Students to Continue Sports and Physical Activity:  
Teachers should always encourage the students to participate in sports and physical activities as well as academic education. They should teach them, the sports are a part of academic education. They should also organise a meeting in which they should discuss with their parents about the importance of sports as well as academic education. Also, teachers should involve parent or family members in physical activity, for example, by giving students physical activity ‘homework’ which could be performed together with the parent’s viz., family walks after supper, or playing in the park (WHO, 2001).

Providing Recreation Activities
Physical activity programmes should also be implemented with an emphasis on enjoyable participation to all students in physical activity providing children with an array of ideas for active games and activities and the skills and fitness to play them (Fox and Harris, 2003) in order to reduce the stress and obesity.

Promoting the Social Values
Physical education can be considered as a vehicle to promote the social values. It is defined as the only school subject, which seeks to prepare children for a healthy lifestyle and focuses on their overall physical and mental development, as well as imparting important social values (fairness, self-discipline, solidarity, team spirit, tolerance and fair play) (Bailey, 2005).

Discussion and Conclusion
Physical education and sport, as a vital aspect of education and culture. It develops the abilities, will-power, moral values and self-discipline of every human being as a fully integrated member of society. The participation of physical activity and the practice of sports must be ensured throughout life by means of a global, lifelong and democratized education (Article, 2). It contributes to the maintenance and improvement of mental and physical health, provide a nourishing leisure-time activity and enable individual to overcome the drawbacks of modern living. At the community level, they develop social qualities, social relations and also fair play, which is essential not only to sport itself but also to life in society. Education system must assign the required position and relevant to physical education and sport in order to establish a balance and strengthen between physical activities and other components of education. Physical education and sport programmes must be intended to suit the requisites and personal attributes of those follow them, as well as the institutional, cultural, socio-economic and climatic conditions of each country. In the process of education in general, physical education and sport programmes must, both by virtue of their content and their timetables, help to create habits and behaviour patterns beneficial to full development of
the human personality (Article, 3). Further, voluntary people, given appropriate training and
supervision, can make an invaluable contribution to the inclusive expansion of sport and promote
the participation of the inhabitants in the training and association of physical and sport activities.

In addition, it also focuses on adequate and sufficient facilities and equipment which meet
the needs of exhaustive and safe participation in both in-school and out-of-school programmes
regarding physical education and sport. Physical education as a generic term is linked with socio-
cultural, educational and social values, psycho-social qualities, socialisation, inclusion, moral codes
of behaviour, cognitive and physical development, well-being, healthy diet and other benefits to be
derived from engagement in regular physical activity (Bailey, 2005). Education in general and
physical education in particular, should respond to the needs of optimally developing individuals’
capabilities and provide opportunities for personal fulfillment and social interactions, fundamental in
human co-existence. The major limitations of this study are that lack of participation of students in
physical activities. In future research, school management should organise the seminar and
workshop in which aware the students about the importance of physical activity programmes.
Further school management should also compulsory the physical activity programmes. In future
research should also include broader aspects of physical activity and assess the multidimensional
nature of self-esteem.

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Role Of Transfer Of Learning In Skill Development In Physical Education

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Skills can be defined as an athlete's ability to choose and perform the right techniques at the right time, successfully, and regularly with a minimum of effort (Brainmac.co.uk 2015). So in any sport, it’s the player’s ability to perform skills such as passing, catching, tackling, plus position specific skills over and over again at a consistently high level. Skills can be categorized into numerous classifications such as cognitive, perceptual, motor, simple, and complex. This paper is trying to understand the process of transfer of learning after the skills are learnt by the sport person. Transfer of Learning is the application of skills, knowledge, and/or attitudes that were learned in one situation to another learning situation (Perkins, 1992). This increases the speed of learning. Some learning professionals only think of transfer of learning (or transfer of training) in terms of the classroom to the job environment. However, these trainers fail to realize the importance of task variation within the classroom. That is, practicing on a variety of tasks will enhance and quicken the learning process as compared to practicing in the same category or class. This helps the learners to become accustomed to using their newly acquired knowledge and skills in novel situations, thus encouraging transfer of learning to the job.

Transfer of learning is a phenomenon of learning more quickly and developing a deeper understanding of the task if we bring some knowledge or skills from previous learning to a new learning situation. Therefore, to produce positive transfer of learning, we need to practice under a variety of conditions and environments.

Galligan (2000) suggests that the transfer of learning can take place in the following ways:
- Skill to skill this is where a skill developed in one sport has an influence on a skill in another sport. If the influence is on a new skill being developed then this is said to be proactive and if the influence is on a previously learned skill then this is said to be retroactive.
- Theory to practice the transfer of theoretical skills into practice.
- Training to competition the transfer of skills developed in training into the competition situation Effects of transfer of learning Galligan (2000) suggests that the effects of transfer can be:
  - Negative where a skill developed in one sport hinders the performance of a skill in another sport.
  - Zero where a skill in one sport has no impact on the learning of a new sport.
  - Positive where a skill developed in one sport helps the performance of a skill in another sport.
  - Direct where a skill can be taken directly from sport to another. Bilateral transfer of a skill from side of the body to the other - use left and right. Unequal a skill developed in one sport helps another sport more than the reverse.

One of the Principles of Learning motor skills: Principle of Transfer“ The more identical two tasks are the greater the possibility that positive transfer will occur. Practice conditions should match the conditions in which the motor skill is going to be used.”. So if we look at what they are saying the small sided activities should replicate the match they are going to play in. Can you pick up your small sided activity and drop it into the bigger picture of a match and then ask yourself does it fit. So in this activity they are not only working on their techniques of passing the ball but also the decisions of when to pass but also where in the small sided game should do this.
Most importantly we are introducing pressure to make it look more like the game. A gradual progression (third stage) would be to introduce more players 4 v 4 to 2 goals in the corners for example. Again the players are still working on the passing technique but also the decisions of when and where to pass. Finally we would finish up with a game and this would depend on the numbers you have (12 players then 6 v 6). Because prior experiences are important for future learned skills, it is obvious that kids should be exposed to a high number of different skills. This is why it is probably important to include gymnastics, jumps and sprinting drills in the training of very young lifters. It develops skills – like coordination, power of the lower limbs, balance, proprioception, etc. – that can impart positive transfer of learning later on.

The skill you develop in your activity has to positively influence the skills trained in your own sport. This is why professional Chinese weightlifters will play basketball (among other things) once a week on a rest day. Basketball involves a lot of power from the lower body and hip among other things. You will see this in many sports and in many nations.

More importantly than anything else for the sportsperson is that the learning he/she is currently doing in his training has to positively transfer to better technique in the future. This place us in a position where everything you do in the gym has to transfer to better technique and this is where proper knowledge is important. You will often see lifters with a very high squat, for instance, fail to stand up with a clean. That means that part of this strength is not transferred in the lift. Everything you do now has to be transferable and this is the point that should be taken from this article.

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**Abstract**

In Vedic Sanskrit, the more commonly used, literal meaning of the Sanskrit word *yoga* which is "yoke", "to join", "to unite", or "to attach" from the root *yuj*, already had a much more figurative sense, where the yoking or harnessing of oxen or horses takes on broader meanings such as "employment, use, application, performance" (compare the figurative uses of "to harness" as in "to put something to some use"). All further developments of the sense of this word are post-Vedic. More prosaic moods such as "exertion", "Endeavour", "zeal" and "diligence" are also found in Epic Sanskrit. *Yoga* is a traditional method of meditation developed by the saints of ancient India. They practiced yoga as an effective method of controlling their mind and bodily activities. *Yoga in Daily Life* is a system of practice consisting of eight levels of development in the areas of physical, mental, social and spiritual health. When the body is physically healthy, the mind is clear, focused and stress is under control. The benefits of *yoga* are extensive. Daily exercises are a great way to help relieve the stress of your day and can bring a sense of well-being to your life. Yoga can help reduce the effects of stress on your body. Daily exercises of yoga can help ease the aches and pains of the body. You will learn to take deeper, slower breaths with daily exercises of yoga. The benefits of yoga will include lengthening the muscles, tendons, and ligaments in your body to help you become more flexible. Daily exercises are always recommended, but yoga helps reduce the level of *Cholesterol* in your body. This aids in weight loss and fat burning. The benefits of yoga are very far reaching indeed. There is no one other exercise avenue you can take that will address all of these issues in one simple session. For those of you that think yoga is too easy, I encourage you to try one class. You may find it is just what you are looking for.

**Key Words:**
Yoga, Benefits, Health.

**Introduction**

In Vedic Sanskrit, the more commonly used, literal meaning of the Sanskrit word *yoga* which is "yoke", "to join", "to unite", or "to attach" from the root *yuj*, already had a much more figurative sense, where the yoking or harnessing of oxen or horses takes on broader meanings such as "employment, use, application, performance" (compare the figurative uses of "to harness" as in "to put something to some use"). All further developments of the sense of this word are post-Vedic. More prosaic moods such as "exertion", "Endeavour", "zeal" and "diligence" are also found in Epic Sanskrit.

**Importance of Yoga**

*Yoga* is a traditional method of meditation developed by the saints of ancient India. They practiced yoga as an effective method of controlling their mind and bodily activities. *Yoga in Daily Life* is a system of practice consisting of eight levels of development in the areas of physical, mental, social and spiritual health. When the body is physically healthy, the mind is clear, focused and stress is under control. This gives the space to connect with loved ones and maintain socially healthy relationships. When you are healthy you are in touch with your inner Self, with others and your surroundings on a much deeper level, which adds to your spiritual health. Yoga increases the flexibility of the spine, improves body's physical condition and heightened awareness to the

Yoga and Health

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importance of relaxation. It has been emphasized that each exercise be practiced slowly, coordinating movement with the breath, pausing motionless in each position and always with full concentration. Yoga teaches you to focus on breathing while you hold the poses. This attention to breath is calming it dissolves stress and anxiety. Yoga can help cure insomnia, as regular yoga practice leads to better and deeper sleep. Yoga can help fight fatigue and maintain your energy throughout the day. Yoga is an effective treatment for a variety of autoimmune diseases because it can reduce the symptoms these diseases often cause, such as stiffness, malaise, fatigue, and weakness. Because yoga is a form of meditation, it results in a sense of inner peace and purpose, which has far-reaching health benefits.

Top 10 Benefits of Yoga

The benefits of yoga are extensive. Not only does yoga affect the physical aspect of the body, it addresses the mind and spirit as well. Daily exercises are a great way to help relieve the stress of your day and can bring a sense of well-being to your life. Here are the top ten benefits of yoga.

1. Stress Relief

Yoga can help reduce the effects of stress on your body. One of the benefits of yoga is that it encourages relaxation and can lower the amount of cortisol in your body.

2. Pain Relief

Daily exercises of yoga can help ease the aches and pains of the body. Many people with very serious diseases have reported less pain after these daily exercises, such as asanas or meditation.

3. Better Breathing

You will learn to take deeper, slower breaths with daily exercises of yoga. It will help to increase your lung function and set off the body’s relaxation response. This can be one of the most powerful benefits of yoga.

4. Flexibility

You will notice your level of flexibility will increase, which will help with your range of motion. Sometimes in the yoga daily exercises, people cannot even touch their toes. The benefits of yoga will include lengthening the muscles, tendons, and ligaments in your body to help you become more flexible.

5. Increased Strength

Yoga poses use all the muscles in your body and help you increase your strength level from head to toe. The benefits of yoga and daily exercises will help you strengthen your muscles close to the bones, which increase the support of your skeletal system as well.

6. Weight Management

You will see the benefits of yoga begin to affect your scale. Daily exercises are always recommended, but yoga helps reduce the level of cortisol in your body. This aids in weight loss and fat burning.

7. Improved Circulation

Yoga will help improve your body's circulation. In turn, with daily exercises, you will see the benefits of yoga with lowered blood pressure and pulse rates.
8. Cardiovascular Conditioning
   Even the most gentle style of yoga will help to lower your resting heart rate and increase your overall endurance. This is one of the important benefits of yoga to help improve the amount of oxygen taken in during the daily exercises.

9. Focus on the Present
   You can have greater coordination, memory skills, reaction times, and improved concentration skills by utilizing yoga for daily exercises. These benefits of yoga will extend far out of the yoga center.

10. Inner Peace
   What more could you want. This is one of the primary reasons that people do daily exercises of yoga. This is one of the most important benefits of yoga and is also one of them or easy ones to attain.

Conclusion
   In Vedic Sanskrit, the more commonly used, literal meaning of the Sanskrit word yoga which is "yoke", "to join", "to unite", or "to attach" from the root yuj, already had a much more figurative sense, where the yoking or harnessing of oxen or horses takes on broader meanings such as "employment, use, application, performance". All further developments of the sense of this word are post-Vedic. More prosaic moods such as "exertion", "Endeavour", "zeal" and "diligence" are also found in Epic Sanskrit. The benefits of yoga are very far reaching indeed. There is no one other exercise avenue you can take that will address all of these issues in one simple session. For those of you that think yoga is too easy, I encourage you to try one class. You may find it is just what you are looking for.

References
A Study of Quetelet Index & Physical Fitness Components of Football Player In Relation To Their Skill Ability

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Department of Physical Education, SRTM University Nanded.

Abstract:
The aim of this study was to compare the Quetelet Index and physical fitness of Football players in relation to their skill ability. Twenty football players will be selected by using simple systematic sampling procedures as a subject. All the subjects were the boy’s students of S.R.T.M.U, Nanded under the different departments. These students were participated at college level in different tournaments. The McDonald Soccer Test and AAHPER youth physical fitness test was applied to access the skill ability and physical fitness of subjects. Quetelet Index (BMI) has been applied for calculating the body mass of respondents. On the basis of the results, the hypothesis that there would be significant effect of Quetelet Index and physical fitness on skill ability of football players. To find out the significant effect of Quetelet Index and physical fitness in relation to the skill ability Spearman’s Rank co-relation coefficient was applied. The level of significance chosen to test the hypothesis was 0.05. The overall analysis revealed that Quetelet Index and physical fitness has insignificant effect on skill ability of football players.

Keywords: Physical fitness, Skill ability, Quetelet Index and Football players.

Introduction:
Football is a game that requires skill and speed. Speed is the ability to perform a movement within a short period of time (Neiman, 1995). Speed training is an important football related skill related component of physical fitness which enables a player to move from one point to another with faster response time. It has been shown that to improve speed each athlete needs to work on acceleration, starting ability, stride rate, speed endurance, and stride length (Mackenzie, 2001). Football is one of the most popular games in the world in general. Football being most competitive sport, a player who is Physically fit does not only enjoy more but he is also capable of using all the skills attained and mastered by him throughout, right from beginning to end of the game. The twin combination of both skill and physical fitness is indispensable for a player without either of which he will not be able to achieve much, specifically in order to play any ball game competently (Nabhendra Singh, 2010). However, the word physical fitness and motor fitness are often used interchangeably. The term motor fitness was developed to describe a broad concept than physical fitness. This extensive term means the ability to perform basic motor. A Comparative Study of Motor Performance Level 409 skills efficiently and effectively. Power, balance, agility, speed, reaction time and kinesthetic perception are the traits of motor performance, and these traits plays major role in enhancing the performance of any game’s skills. With a good and well efficient combination of all these motor performance traits a player can give all his/her utmost throughout the most strenuous of competitive matches. (Nabhendra Singh, 2010)

Objectives of the Study:
- To measure the physical fitness amongst the boys Football inter-college players.
- To calculate the playing ability of the boys Football inter-college players.
- To find out co-relation between playing ability and physical fitness amongst boys Football inter-college players.
Hypothesis of the Study:
- There would be variation among the boys Football inter-college players in relation to their physical fitness.
- There would be significant co-relation between playing ability and physical fitness amongst the boy’s football players.

Methodology:
The sample for this study consider of 20 male subjects each belonging to players of S.R.T.M.U, Nanded under the different departments, who had represented at least an inter-college tournaments where selected as a subject.
The criteria measures from Quetelet Index, AAHPER youth physical fitness test & McDonald Soccer Test for this study.

Statistical Tools:
The obtained data has been put to statistical analyzed to determine the significance differences in the level of physical fitness and skill ability. Mean, S.D and correlation value have been computed to compare the score on each item. The whole statistical analysis was done by using Statistical Package for Social Sciences. (SPSS)

Data Analysis:
For statistical analysis Spearman’s Rank co-relation coefficient test was calculated to find the significance co-relation between Quetelet Index and physical fitness physical fitness to skill ability of football players.

- **Pull ups and playing ability**

Table No. 1: Spearman’s rank co-relation coefficient of pull ups in football player in relation to their skill ability.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Co-relation</th>
<th>Table value at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pull ups</td>
<td>20</td>
<td>10.650</td>
<td>2.906</td>
<td>0.334</td>
<td>0.435</td>
</tr>
<tr>
<td>2</td>
<td>Playing ability</td>
<td></td>
<td>8.300</td>
<td>1.454</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level

- **Sit up and playing ability**

Table No. 2: Spearman’s rank co-relation coefficient of sit up in football player in relation to their skill ability.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>sit up</td>
<td>20</td>
<td>38.550</td>
<td>4.536</td>
<td>0.379</td>
<td>0.435</td>
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<tr>
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<td>Playing ability</td>
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<td>8.300</td>
<td>1.454</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level
Table No. 3: Spearman’s rank co-relation coefficient of shuttle run in football player in relation to their skill ability.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Co-relation</th>
<th>Table value at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>600mts run &amp; walk</td>
<td>20</td>
<td>2.185</td>
<td>0.212</td>
<td>0.166</td>
<td>0.435</td>
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<tr>
<td>2</td>
<td>Playing ability</td>
<td>8.300</td>
<td>1.454</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

➤ **Standing broad jump and playing ability**

Table No. 4: Spearman’s rank co-relation coefficient of standing broad jump in football player in relation to their skill ability.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Co-relation</th>
<th>Table value at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>shuttle run</td>
<td>20</td>
<td>10.574</td>
<td>0.583</td>
<td>-0.408</td>
<td>0.435</td>
</tr>
<tr>
<td>2</td>
<td>Playing ability</td>
<td>8.300</td>
<td>1.454</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

➤ **50yard dash and playing ability**

Table No. 5: Spearman’s rank co-relation coefficient of 50yard dash in football player in relation to their skill ability.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Co-relation</th>
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<tr>
<td>1</td>
<td>standing broad jump</td>
<td>20</td>
<td>6.024</td>
<td>0.727</td>
<td>0.681</td>
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<td>2</td>
<td>Playing ability</td>
<td>8.300</td>
<td>1.454</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

➤ **600mts run & walk and playing ability**

Table No. 6: Spearman’s rank co-relation coefficient of 600mts run & walk in football player in relation to their skill ability.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Co-relation</th>
<th>Table value at 0.05 level</th>
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</thead>
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<td>1</td>
<td>50yard dash</td>
<td>20</td>
<td>7.540</td>
<td>1.126</td>
<td>-0.456</td>
<td>0.435</td>
</tr>
<tr>
<td>2</td>
<td>Playing ability</td>
<td>8.300</td>
<td>1.454</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quetelet Index and playing ability

Table No. 7: Spearman’s rank co-relation coefficient of Quetelet Index & walk in football player in relation to their skill ability.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Co-relation</th>
<th>Table value at 0.05 level</th>
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<td>Quetelet Index</td>
<td>20</td>
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<td>3.615</td>
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<td>0.435</td>
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<td>2</td>
<td>Playing ability</td>
<td>8.300</td>
<td>1.454</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusion:

The present study aimed at finding the relationship of Quetelet Index and physical fitness in relation to the skill ability of football players. Based on the analysis and within the limitations of the present study following conclusions can be drawn:

- It was hypothesized there will be significant difference in playing ability and pull ups of Football inter-college players. The co-relation of playing ability and pull ups shows non-significant relation. Therefore the hypothesis was not significant relationship.
- It was hypothesized there will be significant difference in playing ability and sit up of Football inter-college players. The co-relation of playing ability and sit up shows non-significant relation. Therefore the hypothesis was not significant relationship.
- It was hypothesized there will be significant difference in playing ability and shuttle run of Football inter-college players. The co-relation of playing ability and shuttle run shows negatively significant relation. Therefore the hypothesis was significant relationship.
- It was hypothesized there will be significant difference in playing ability and standing broad jump of Football inter-college players. The co-relation of playing ability and standing broad jump shows significant relation. Therefore the hypothesis was significant relationship.
- It was hypothesized there will be significant difference in playing ability and 50 yard dash of Football inter-college players. The co-relation of playing ability and 50 yard dash shows negatively significant relation. Therefore the hypothesis was significant relationship.
- It was hypothesized there will be significant difference in playing ability and 600 mts run & walk of Football inter-college players. The co-relation of playing ability and 600 mts run & walk shows non-significant relation. Therefore the hypothesis was not significant relationship.
- It was hypothesized there will be significant difference in playing ability and Quetelet Index of Football inter-college players. The co-relation of playing ability and Quetelet Index shows negatively non-significant relation. Therefore the hypothesis was not significant relationship.

Reference:


Role Of Exercise In Weight Management

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Abstract

The purpose of the present paper is to explore the role of exercise in weight management. Exercise is any bodily activity that enhances or maintains physical fitness and overall health and wellness. It is performed for various reasons including strengthening muscles and the cardiovascular system, honing athletic skills, weight loss or maintenance, as well as for the purpose of enjoyment. Frequent and regular physical exercise boosts the immune system, and helps prevent the "diseases of affluence" such as heart disease, cardiovascular disease, Type 2 diabetes and obesity. It also improves mental health, helps prevent depression, helps to promote or maintain positive self esteem, and can even augment an individual's sex appeal or body image, which is also found to be linked with higher levels of self esteem. Childhood obesity is a growing global concern and physical exercise may help decrease some of the effects of childhood and adult obesity. Health care providers often call exercise the "miracle" or "wonder" drug—alluding to the wide variety of proven benefits that it provides. Exercise helps to control your weight by using excess calories that otherwise would be stored as fat. your body weight is regulated by the number of calories you eat and use each day. Everything you eat contains calories, and everything you do uses calories, including sleeping, breathing, and digesting food. Any physical activity in addition to what you normally do will use extra calories. Regular exercise is an important part of effective weight loss and weight maintenance. It also can help prevent several diseases and improve your overall health. It does not matter what type of physical activity you perform—sports, planned exercise, household chores, yard work, or work-related tasks—all are beneficial. Whether you are trying to lose weight or maintain it, you should understand the important role of physical activity and include it in your lifestyle.

Keywords :- Exercise, Weight Management, Physical Activity, Health.

Introduction

Exercise is any bodily activity that enhances or maintains physical fitness and overall health and wellness. It is performed for various reasons including strengthening muscles and the cardiovascular system, honing athletic skills, weight loss or maintenance, as well as for the purpose of enjoyment. Frequent and regular physical exercise boosts the immune system, and helps prevent the "diseases of affluence" such as heart disease, cardiovascular disease, Type 2 diabetes and obesity. It also improves mental health, helps prevent depression, helps to promote or maintain positive self esteem, and can even augment an individual's sex appeal or body image, which is also found to be linked with higher levels of self esteem. Regular exercise is an important part of effective weight loss and weight maintenance. It also can help prevent several diseases and improve your overall health. It does not matter what type of physical activity you perform—sports, planned exercise, household chores, yard work, or work-related tasks—all are beneficial. Whether you are trying to lose weight or maintain it, you should understand the important role of physical activity and include it in your lifestyle.

Benefits of Regular Exercise

The health benefits of regular exercise and physical activity are hard to ignore. And the benefits of exercise are yours for the taking, regardless of your age, sex or physical ability. Need more convincing to exercise? Check out these seven ways exercise can improve your life.
Exercise controls weight

Exercise can help prevent excess weight gain or help maintain weight loss. When you engage in physical activity, you burn calories. The more intense the activity, the more calories you burn. You don’t need to set aside large chunks of time for exercise to reap weight-loss benefits.

Exercise combats health conditions and diseases

In fact, regular physical activity can help you prevent or manage a wide range of health problems and concerns, including stroke, metabolic syndrome, type 2 diabetes, depression, certain types of cancer, arthritis and falls.

Exercise improves mood

Physical activity stimulates various brain chemicals that may leave you feeling happier and more relaxed. You may also feel better about your appearance and yourself when you exercise regularly, which can boost your confidence and improve your self-esteem.

Exercise boosts energy

Regular physical activity can improve your muscle strength and boost your endurance. Exercise and physical activity deliver oxygen and nutrients to your tissues and help your cardiovascular system work more efficiently.

Exercise promotes better sleep

Regular physical activity can help you fall asleep faster and deepen your sleep. Just don’t exercise too close to bedtime, or you may be too energized to fall asleep.

Exercise puts the spark back into your sex life

Individuals who exercise regularly are less likely to have problems with erectile dysfunction than are men who don’t exercise.

Exercise can be fun

Exercise and physical activity can be a fun way to spend some time. It gives you a chance to unwind, enjoy the outdoors or simply engage in activities that make you happy. Find a physical activity you enjoy, and just do it. If you get bored, try something new.

The bottom line on exercise

Exercise and physical activity are a great way to feel better, gain health benefits and have fun.

The Role of Exercise in Weight Management

The benefits of exercise are many, from producing physically fit bodies to providing an outlet for fun and socialization. When added to a weight control program these benefits take on increased significance. We already have noted that proper exercise can help control weight by burning excess body fat. It also has two other body-trimming advantages 1) exercise builds muscle tissue and muscle uses calories up at a faster rate than body fat; and 2) exercise helps reduce inches and a firm, lean body looks slimmer even if your weight remains the same. Remember, fat does not "turn into" muscle, as is often believed. Fat and muscle are two entirely different substances and one cannot become the other. However, muscle does use calories at a faster rate than fat which directly affects your body's metabolic rate or energy requirement. Your basal metabolic rate (BMR) is the amount of energy required to sustain the body's functions at rest and it depends on your age, sex, body size, genes and body composition. People with high levels of muscle tend to have higher BMRs and use more calories in the resting stage. Some studies have even shown that your metabolic rate stays elevated for some time after vigorous exercise, causing you to use even more calories throughout your day.
Better Mental Health

The psychological benefits of exercise are equally important to the weight conscious person. Exercise decreases stress and relieves tensions that might otherwise lead to overeating. Exercise builds physical fitness which in turn builds self-confidence, enhanced self-image, and a positive outlook. When you start to feel good about yourself, you are more likely to want to make other positive changes in your lifestyle that will help keep your weight under control. In addition, exercise can be fun, provide recreation and offer opportunities for companionship. The exhilaration and emotional release of participating in sports or other activities are a boost to mental and physical health. Pent-up anxieties and frustrations seem to disappear when you’re concentrating on returning a serve, sinking a putt or going that extra mile.

Exercise and Calories

To lose weight, you must create a negative caloric balance. That is, you must expend more calories than you ingest. Exercise boosts caloric expenditure in three important ways. The additional calories you burn during your workout create a deficit so long as your food consumption does not cancel out the burned calories. Exercise also builds lean muscle and bone, causing an elevated basal metabolism that burns more calories all day long. And exercise boosts energy, making you less tired and sluggish and more inclined to be active.

Exercise Intensity and Weight Loss

How hard you exercise plays an important role in weight loss. Simply put, high-intensity exercise burns more calories. To stimulate weight loss and change the shape of your body, you must exceed your comfort zone during exercise.

Resistance Training Intensity

In a 2007 study published in the Journal of Applied Physiology, researchers found that resistance training stimulates the production of the hormones epinephrine, norepinephrine and growth hormone, all of which promote fat metabolism. But to engender fat metabolism, exercise intensity must be sufficient to stimulate hormone production. For each exercise, select a weight with which you can barely do eight repetitions with good form and continue repetitions to volitional fatigue, or the point to which you cannot do one more repetition. You will burn more calories during your weight training session and see greater increases in lean mass, basal metabolism and daily caloric expenditure.

Cardiovascular Training Intensity

While long-duration, low-intensity exercise of 20 minutes or longer forces your body to use an increasing percentage of fat to fuel exercise, few people have time to sustain that fat-burning zone long enough to make a significant dent in fat stores. However, interspersing short bouts of high intensity activity during your cardiovascular workout will boost caloric burn and cause adaptations to your system that enable you to exercise at a higher intensity, thereby burning more calories with each workout. Try a walk/run interval workout. After warming up for five to 10 minutes, alternate three minutes of walking or easy jogging with one to two minutes of all-out running. Gradually increase your intensity as your body becomes more fit.

Studies show that even the most inactive people can gain significant health benefits if they accumulate 30 minutes or more of physical activity per day. Research consistently shows that regular physical activity, combined with healthy eating habits, is the most efficient and healthful way to control your weight. Whether you are trying to lose weight or maintain it, you should understand the important role of physical activity and include it in your lifestyle.
Conclusion

To sum up, we can say that regular exercise is an important part of effective weight loss and weight maintenance. It also can help prevent several diseases and improve your overall health. It does not matter what type of physical activity you perform--sports, planned exercise, household chores, yard work, or work-related tasks--all are beneficial. Whether you are trying to lose weight or maintain it, you should understand the important role of physical activity and include it in your lifestyle.

References

The Problem of Teachers in Education

Dr. M.S. Gomchale N.W. College, Balapur

Dr. Ganesh Solenke: S.T. College, Parbhani

Abstract

Teachers, lecturers, support staff and heads are now so overworked that it comes as no surprise that so many suffer from stress, depression and other mental-health issues. Teachers have several sources of stress in the workplace. They include increased class sizes, student performance objectives, lack of control over work hours and methods, lack of student motivation, difficulty working with parents, lack of professional recognition, and inadequate salary. Threats are more prevalent in urban high schools, and female teachers receive more than twice as many threats as male teachers. Teachers spend much of their time standing, and may have to bend, stretch and lift to use educational aids and equipment such as blackboards and projectors.

Introduction

Teachers increasingly face mental health problems because of pressures in their working life. Teachers, lecturers, support staff and heads are now so overworked that it comes as no surprise that so many suffer from stress, depression and other mental-health issues. Teachers have several sources of stress in the workplace. People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).

Health related problem:

Due to sedentary life style of the teachers and students are greatly suffer from Obesity, Blood pressure, diabetes, cardiovascular disease etc. promotion to the health related problem. Teachers spend much of their time standing, and may have to bend, stretch and lift to use educational aids and equipment such as blackboards and projectors. This puts them at risk for varicose veins and for injuries, including sprains, strains, pulled muscles, and back injuries. For teachers who spend a lot of time using a computer, the risk of developing carpal tunnel syndrome is also a concern.

Disease Transmission

Teachers spend their days with students, colleagues and parents, making them susceptible to bacterial and viral infections. In fact, a study led by investigators from the MGEN Foundation for Public Health revealed that teachers are more susceptible to certain types of infections than other workers. They also found that female teachers had a higher lifetime prevalence of bronchitis.

Workplace Violence

These threats are more prevalent in urban high schools, and female teachers receive more than twice as many threats as male teachers. This increases the risk for physical violence.

Work-Related Stress

Teachers have several sources of stress in the workplace. They include increased class sizes, student performance objectives, lack of control over work hours and methods, lack of student motivation, difficulty working with parents, lack of professional recognition, and inadequate salary.
stress can lead to headaches, sleep problems, fatigue, muscle tension, upset stomach, chest pain and muscle pain. It can also cause anxiety, irritability, depression, anger, drug or alcohol abuse, social withdrawal, and changes in appetite. Stress sources of teachers may be summarised as low motivation in students, discipline problems, the pressure of time and the work load, being assessed by others, colleague relationship, conflict and indefiniteness of roles, bad working conditions and self-respect, students’ discipline problems, the inadequate support of colleagues, family and friends

Social Problem
There are various social problems issues that today our nation is confronting. These are population explosion, unemployment, diversity and communal tension. Teacher can safeguard students against these social problems of they are sensitive towards these issues.

Learning problem
The goal of teacher preparation programs was to design the social, organizational, and intellectual contexts wherein prospective teachers could develop the knowledge, skills, and dispositions needed to function as decision makers.

Policy Related problem
Teacher education as a policy problem means identifying both institution level policies and state or larger scale policies and practices that are presumably warranted by empirical evidence demonstrating positive effects on desired outcomes. At the local level, for example, practitioners are striving to develop evidence about the effect of teacher candidates’ performance on pupils’ learning. At state and larger levels, policy makers are seeking empirical studies, preferably experimental studies or correlational studies with sophisticated statistical analyses, that indicate which aspects of teacher preparation do and do not have a systematic and positive effect on pupils’ learning, particularly scores on standardized tests..

References
Skill Development in Informal Education of SHGs Women in Nanded City

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(Asst. Professor),  
School of Commerce and Management Sciences, S. R. T. M. University, Nanded.

Abstract:  
The concept of economic and social effects to cooperate has been running since before prosperous. In this concept, impact of Skill development in informal education of SHG women are more important and essential in their personal as well as social life. SHGs plays an important role on women empowerment. To access impact of Skill development in informal education by SHG Women through their participation in activities held by SHGs. SHG provide both skill developing activities and women empowerment training to their members. Hence, the present study is placed in this context to examine the positive/ negative impact of Skill development in informal education of women in SHGs. And the level of literacy shows the how many members of SHGs are literate and how can they develop their skills regarding with the activities perform by the SHG. For the study primary data has been collected from the field survey from Mahila Arthik Vikas Mahamandal (MAVIM) district office in Nanded.

Keywords: Self Help Groups, Training, Literacy level, skill development.

Introduction: There are various types of education, such as Formal education, Non formal education and Informal education in the society, with this every person develop educational skills. Education also helps to develop personal growth, economic and social growth of their family and development of nation too. Education which do not need age limits and time limits is known to Informal education. Today SHG is an important tool of women development and transformative movement. SHG movement is being implemented more effectively in Maharashtra from 2004.

In this research to assess impact of Skill development in informal education by SHG Women through their participation in activities. This could be possible only when these members of SHGs will cultivate the entrepreneurship and to develop the required skills, they require the skill Development training. This will help SHG members to become self-reliant, self-employed, and independent and improve their confidence level of participation in social as well as economic activities.

Aim: Aim of this study is analyze and to improve learning capacity through training organized for women and increase their confidence in the market by providing them with economic cooperation and the development of entrepreneurship, as well as providing opportunities for women in informal education, to increase participation in activities and decision making process and to develop socio-economic growth.

Objectives:  
To analyze whether skills development activities has impact on personality of SHGs members.  
To analyze the impact of informal education on SHGs women’s life.

Research Methodology:  
Types of Research Design: This is purely descriptive research conducted through field survey to measure Skill Development in informal Education of Self Help Group members in Nanded City.
Source of Data Collection: The required data for the purpose of research were collected from primary as well as secondary source of information. The detail source of data collection is given below.

Phase I: - Primary Source.

Phase I: Primary Source: Required and necessary information were collected from the respondents visiting in person scattered in various selected Self Help Groups and from Mahila Arthik Vikas Mahamandal MAVIM District office across Nanded City. For the study primary data has been collected from the field survey from Mahila Arthik Vikas Mahamandal (MAVIM) district office in Nanded District, Maharashtra. In the present study, it is based on the analysis and discussion, observation and by taking interviews of SHG women, regarding their socio-economic profile and different aspects related to SHG.

Phase II: Secondary data: The required information for the research work were collected from various secondary source of data collection such as research papers, research articles, books, research journals, newspapers, government record of reports, review of literature and extensive use of various web sites.

Universe/Population of Study: For this research, work is done in Nanded city which is considered as whole universe. There are so many Self Help Groups located in Nanded city. But Selected Self Help Groups and Main District office have been chosen for this research work.

Sampling Unit: In order to get the correct response from the respondent the researcher has define the sampling unit such as minority women in selected Self Help Group in Nanded city.

Sampling Frame: For the purpose of survey list of all women in selected Self Help Groups has been prepared.

Sample Size: There are 173 minority women of Self Help Group or sampled SHGs out of which 75 women has been selected for this research study.

Method of Sampling:

Selection of MAVIM Self Help Groups: Due to unavailability the list of all Self Help Groups in Nanded city, hence purposive sampling methods of non-probability sampling method has been used. Purposefully one District office has been selected.

Selection of Women: Researcher must use systematic random sampling method for the selection of Self Help Groups women’s. Researcher gathered data after 15 visit (each visit for each group) and two to four visit to district office.

Sample Size: 75 members (women’s) of Self Help Groups has been selected for this research work.

Response Rate: The researcher conduct interview of the 75 SHG women’s in selected Self Help Groups all respondents given response. Hence the response rate is 100%.

Contact Method: Researcher used direct method of contract for survey to avoid the sample error and statistical error. Researcher meet respondent personally to get firsthand information for the research work.

Types of Education:

There are three types of education in education system,

1. Formal education.
2. Non Formal Education.
3. Informal Education.
Formal education: Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology, which necessarily involves the teacher, the students and the institution. It corresponds to the education process normally adopted by our schools and universities. It confers degrees and diplomas pursuant to a quite strict set of regulations.

Non-Formal Education: As seen, formal education has a well-defined set of features. Whenever one or more of these is absent, we may safely state that the educational process has acquired non-formal features. Therefore, if a given education system is not presentable most of the time - non-contiguous communication - we may say that it has non-formal education features. Likewise, non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork.

Informal education: Informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. It is aimed at students as much as at the public at large and imposes no obligations whatever their nature. There generally being no control over the performed activities, informal education does not of necessity regard the providing of degrees or diplomas; it merely supplements both formal and non-formal education.

There are many instances of situations/activities encompassed by informal education, from those that may take place in the students’ homes - such as scientific or didactic games, manipulation of kits, experiments, reading sessions (biographies, scientific news, etc.) - to institutional activities - lectures in institutions, visiting different places, etc.

Why is Informal Education Necessary to SHGs women?

All women’s of SHGs are not educated and it is not possible for them to take Formal education so, it is important and necessary to develop skills in themselves with informal education. Far more concerned with performing programs than with reaching useful objectives, obeying a rigid set of clerical-administrative procedures, has long since fallen short of meeting individual and social needs. SHGs women need to develop themselves for growth of their family, socially and economically. Most of the women do not know about how to deal with financial activities, they are not able to do easy financial management. Thus informal education is necessary to SHGs women. In-formal education, starting from the basic needs of women, is concerned with the establishment of strategies that are compatible with reality.

Categories of activities of SHGs:

SHG can improve and developed member skills with the help of following informal educational activities,

1. Experimental activities
2. Motivating games
3. Group activities
4. Social activities
5. Training in various subjects (sewing, teaching, product making etc.)
6. Group discussion
7. Relaxing activities
8. Everyday training situations.

This training includes basic literacy, book-keeping, group formation, and group dynamics. Though this type of training is geared towards group management, it may impact economic variables as well. Still, all members receive this training which is relatively homogenized. The general training usually takes one day.

Contents of Informal education:

Informal education refers to learning that results from activities related to daily life experiences, work, and family.

Type of influence of Informal education:

- Spontaneous
- Diffuse
- Heterogeneous
- Un-organized
- Un-prepared
- Decided on the spot
- Incidental
- Non-systematized
- Unreported to goals of short duration.

These skill developing elements are based on the following proses.

1) Understanding, decision making,
2) Create psyche to take a decision
3) Remembering, re-remembering confidence
4) Mentally prepare

These different elements are totally based on the skill development in women’s life. In various ways and various manner women’s skills are developed. This is helps women’s to improve their skills in achieving various goals.
Advantages

- Determines the sensibility at the contact with the surrounding environment, generating an interest towards knowledge.
- Informal education helps women to develop their financial, economic and social growth.
- It will help Women to develop the skills in participate in activities perform by the SHGs.
- Women knows about banking activities like financial transaction. Informal education is the way of making women clever and self-independent.

Suggestions:

- It is suggest that more women need to focus on their financial, economic and social growth. And also with this they have to develop themselves and develop the nation.
- It is suggest that more women will participate in activities perform by the SHGs to develop the skills.
- It is suggest that women need to focus on banking activities to know more about the financial transaction. Informal education is the way of making women clever and self-independent.

Conclusion:

MAVIM is acting as a support system by providing training not only to improve the risk-taking skill of SHG members but also to elevate the self-esteem of poor women. Thus, skill development through Informal education by giving training to SHG women is one of the ways to develop human resource. It is also conclude that informal education is very important to develop SHG women’s skills and have positive impact on women’s. In this research also noticed that there has been positive changes in the attitude and behavior of SHG members.

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Skill Development In Sports

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Abstract
Playing various sports provides participants with opportunities to develop skills in sports, communication and team building, according to Keith Zullig, a public health researcher. These skills enable people to function effectively as leaders, as well. Playing and coaching sports activities, such as Baseball, Football, Running, Hockey, Hand Ball, Rugby, Volley ball and swimming, helps participants learn to take care of other competitors with respect, identify strengths and weaknesses, develop winning strategies and manage time effectively. Participating in sports helps people develop confidence and make quick decisions necessary.

Introduction
Skill is an art to execute certain movements to attain the best result. One simple principal teaching one thing at a time and giving clear and repetitive demonstration of complete skills there is a little time to perform as a result more perfection in movement to perform is required to attain accuracy.

The skill is art of execution of various means and methods for a team to achieve success against the opponent. These are the individual or collective by using tactics a team can create difficult situation for the opponent to achieve success. High Degree of perfection is required for all the techniques performed different, speed, trajectory, of the ball for which lot of quick movements and high demand of Physical fitness are needed. Skill execute in particular area. the area marked of various point, Target, player must prepare him/her to execute, service, pass, hit, jump, or dive at any area, with speed, distance and various direction, Skill helps in building players of the better understanding.

Playing sports helps people develop the ability to work together effectively using skills techniques that apply in business situations, too. For example, a baseball, Hockey, Football, Hand Ball, Volley Ball, Kabaddi etc. etc. communicate using a series of signals. Finding a way to communicate efficiently in any situation helps a leader succeed in business, too. People who play sports learn how to present their winning ideas to others. Leaders improve their leadership capacity by listening to others,

A craft, trade, or job requiring manual dexterity or special training in which a person has competence and experience: the ability, coming from one's knowledge, practice, aptitude, etc., to do something well:

Its soldiers are renowned among the other rebels for their bravery and skill, they often take the lead in critical operations.

A great ability in doing or performing that is attained specially by study or practice in different arenas. Even skills play a important role in different aspects of life i.e.

- Skill for craftsmanship, workmanship, craft
- skill in an occupation or trade Skill in horsemanship
- skill in handling and riding horses
- Skill in literacy - the ability to read and write
- Skill in marksmanship - skill in shooting
Knowledge of sport skills. In order to a sports leader to be successful, their sporting knowledge needs to match or even better that of the people they are training with super skills.

Building Important Life Skills

Team work in sports can help give participants stronger communication skills and teach them to work better with others. Further advantages to team work in sports include learning to deal with difference and publicity to a variety of ideas within the team. It is said that “patience is a virtue,” and you must have patience to handle the long season, training schedule and sometimes frustrating attitudes of players. Youth sports coaches, in particular, require patience to handle the growth and development of the young players. This patience is displayed through your own self-control and discipline, which can rub off on the players, assistant coaches and parents and ultimately lead to improved performance by the team. Teams that work well together often end up on the winning end of the score in team sports. Learning to cooperate with others towards a common goal in sports is what builds character, friendship and important life skills for players and coaches. Sports such as football and hockey, Athletics, softball, rugby, are physical sports and often require heavy commitment and dedication to be successful. By the end of the season, players who have been battered and bruised by the skills of the regular season and the playoffs may feel a strong connection, Sports, whether team-based or individual, are a great activity for children that provide a variety of benefits other than physical activity. Participation in sports can help build self-esteem and confidence, can motivate children to excel academically and can help build social skills. Participation also can teach children the benefits of goal-setting and practice. Physical activity is the most obvious benefit of sports participation. Children often spend too much time watching television or playing video games. But sports practices and games provide an opportunity for exercise that can help keep kids in shape and healthy.

Social Skills

Sports participation can help children develop social skills that will benefit them throughout their entire lives. Kids learn leadership skills, team-building skills and communication skills that will help them in school, their future career and personal relationships. Participation in sports can have a
huge positive impact on a child self-esteem and confidence. Children who participate in sports get praise and encouragement from coaches and parents, which help to build self-confidence. They also learn to trust in their own abilities and push themselves.

Sports participation promotes health and wellness not only through childhood but throughout a life sports such as swimming, skating, running, and golf are especially beneficial because the child can continue to play as an adult, benefiting from the physical activity. Children who participate in sports might also be more aware of healthy food choices. Although sports participation is an excellent avenue to promote health and wellness, parents and coaches must encourage healthy living and be positive role models as well.

Millions of children participate in sporting activities, while you may be aware of the benefits team sports offer your child now -- such as social interaction, physical fitness and a sense of accomplishment -- you may not realize that team sports can have a lasting impact. Some of these skills will carry over into his adult life, according to the American Academy of Child and Adolescent Psychiatry, so it's important for you to stay involved in your child's team sports to ensure he gets the most out of the skills.

Conclusion

Sports and recreation should be fundamental part of children’s lives despite troubling signs in the youth sports culture sports provides a medium for physical activity with skill developing friendship and learning development skills across all domains. In the current environment of childhood obesity fostering activity, sedentary life style, and activity is vital to children’s health and wellbeing. The multiple health benefit for children for all age group who participate in vigorous physical activity are well documented. Organized youth sports when focus on fundamental Skills, facilitate physical activity while providing enjoyment for the young athlete. It appears that an emphasis on having fun while establishing balance between physical fitness psychological wellbeing and long life lesson for health and active lifestyle are paramount of success.

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Acute Effects Of Treadmill Running On Heart Rate And Bmi Of Physical Education Students

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Physical education is unique to the college curriculum and provides opportunity to the students with to learn physical fitness, mental health leisure activities physical skills, health related fitness. The health related benefit gained from physical activity include: prevention rehabilitation and cure of different disease, safety and injury prevention fatigue onset, minimize morbidity and premature mortality, and improve mental health.

PE means preparation for healthy, leisure and unique life. It should help every individual to become all he is capable of becoming. Education must be concerned with developing optimum organic health, vitality emotional, stability, social, consciousness, knowledge, wholesome attitude and spiritual and moral qualities. (A.Bucher-1960).

These educational objectives can be better achieved through PE as the PE aims at the development of physically fit, mentally sound, emotionally balanced socially adjustable individuals. Thus PE has a vital Role to play as an integral part of general education which aims at enabling an individual to live enriched and abundant life in an every changing world. As PE helps in the development of total personality of an individual, no one deny its significance in the development of fundamental skills essential for the daily life activities of the human beings and social skills, which aid and making him a well adjusted and useful member of the society. PE contributes in no small measure to bring about social and national integration, and to instill the worthy ideal civic responsibilities.

PE has long been concerned with the measurement of cardio-vascular endurance. This form of endurance involves the continued activity of the entire organism during which major adjustments of the circulatory and respiratory systems are necessary as the running, swimming, soccer, hockey, and hand ball competitions here, endurance is not dependent upon the strength of the muscles involved into activity but must rely greatly on the effective functioning systems. The cardio respiratory endurance refers to the ability to carry workload for relatively prolonged period. It has very significant in long distance running in track and field. Basketball, Soccer. Boxing and other vigorous and long duration games. (Schneider,1923).

Definition according to Bucher, “PE is an integral part of total education processes, in a field of endeavor that has its aim of the improvement of human performance through the medium of physical activities that have been selected with a view to realizing this outcome”

PE is one phase of the total educational processes and that is utilizes activities derives that are in order to develop a personal organically, neuromuscular, intellectually, emotionally. Thus outcomes are realized when ever PE activities are conducted in such a place as the playground, gymnasium, track and swimming pool, out of the many outcomes of PE visualized by professional leaders.

Statement of the problem:

The investigators become interested in determining the effectiveness of treadmill running on cardio vascular variable on physical education students. The problem was stated as “Acute effects
of treadmill running on Heart Rate and BMI on Physical education students.” taken up to assess the level of familiarity of these subjects among physical education students.

**Objectives of the study:**

1. The objectives of the study was to determine the acute effects of treadmill running on cardiovascular variable with respect to Heart rate and BMI on Physical education students.

**Hypothesis:**

1. It is hypothesized that “there is significant effect of treadmill running on cardiovascular variable with respect to Heart Rate and BMI of Physical education students.

**Delimitation of the Study:**

This study will be delimited on the following.

1. The study will be delimited to the male physical education students.
2. Subjects age ranging from 18 to 25 years.
3. Only physical education students of was taken.
4. The study was further delimited to the following cardio vascular variables.
   - (a) Heart Rate
   - (b) BMI

**Procedure Methodology:** In this chapter selection of subject, Research Design Administration of the test, Data collection, statistical techniques, tools of the study was described for the present study. The purpose of this study was to examine the acute effects of treadmill running on cardiovascular variables on Physical education students.

**Selection Of The Subject:** Two groups were targeted experimental & control. The Physical education students of SRTM university as a experimental group and other physical education students as a control group would be selected as subject for present study and their age ranged between 18-28. Only training was given to the experimental groups.

**Research Design:** This study involves the effects of Treadmill running on cardiovascular variablein physical education students of SRTM University an experimental design.

**Cardiovascular variable assessment:** Pre and post Cardiovascular variable was taken by the following procedure.

1. **Heart Rate:** Heart rate was recorded by the palpation at redial artery per minute. The score was express in number of heart rate per minute.
2. **Body Mass Index:** Body Mass Index was measured by individual’s body mass divided by the square of his height.

**Source of Data:** The study depends mainly on primary source of data. The data was collected through respondents from PE student. In collecting the data, the researcher Follow to ethical guidelines, principles, and standards for studies conducted with human beings.

**Statistically Techniques:** The statistical computation of Pre & Post formdata of the present study is used by using MS-Excel package in the computer. The result computed also crosschecked by using
following statistical variables. Mean, standard deviation, and T-Test was utilized by the investigator. The level of significance was keep at 0.05 level of confidence to test the hypothesis.

Results

Table 1
Morphological characteristics of Control groups and Experimental Groups

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Components</th>
<th>Means Scores</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Age (Year)</td>
<td>Control group 22.44</td>
<td>4.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group 21.60</td>
<td>4.61</td>
</tr>
<tr>
<td>2</td>
<td>Weight (Kg)</td>
<td>Control group 67.20 kg</td>
<td>9.98</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group 66.55</td>
<td>9.17</td>
</tr>
<tr>
<td>3</td>
<td>Height (cm)</td>
<td>Control group 172.21</td>
<td>15.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group 171.60</td>
<td>16.76</td>
</tr>
</tbody>
</table>

Table 1 depicted the morphological characteristics of control group, the Mean Scores (S.Ds.) age of control group was 22.44 (4.40) years, mean scores (S.Ds.) weight was 67.20 (9.98) Kg, mean scores (S.Ds.) and height was 172.21 (15.99) cm and age of experimental group was 21.60 (4.61) years, mean score (S.Ds.) weight was 66.55 (9.17) kg., mean score (S.Ds.) and height was 171.60 (16.76) cm,

Table 2
Mean score and standard deviation of cardiovascular variable with respect to BMI in pre and post-test of Control Group and Experimental Group.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Test</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>T-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiovascular Variable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart Rate (CG)</td>
<td>Pre Test</td>
<td>35</td>
<td>74.35</td>
<td>8.11</td>
<td>0.11</td>
</tr>
<tr>
<td></td>
<td>Post Test</td>
<td>35</td>
<td>74.98</td>
<td>8.02</td>
<td></td>
</tr>
<tr>
<td>Heart Rate (EG)</td>
<td>Pre Test</td>
<td>35</td>
<td>74.98</td>
<td>7.15</td>
<td>4.05*</td>
</tr>
<tr>
<td></td>
<td>Post Test</td>
<td>35</td>
<td>82.89</td>
<td>9.07</td>
<td></td>
</tr>
<tr>
<td>Efficiency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMI (CG)</td>
<td>Pre Test</td>
<td>35</td>
<td>21.78</td>
<td>5.78</td>
<td>0.23</td>
</tr>
<tr>
<td></td>
<td>Post Test</td>
<td>35</td>
<td>21.46</td>
<td>5.58</td>
<td></td>
</tr>
<tr>
<td>BMI (EG)</td>
<td>Pre Test</td>
<td>35</td>
<td>21.87</td>
<td>5.59</td>
<td>0.36</td>
</tr>
<tr>
<td></td>
<td>Post Test</td>
<td>35</td>
<td>21.40</td>
<td>5.34</td>
<td></td>
</tr>
</tbody>
</table>

[ *CG – Control Group and EG – Experimental Group ]

Table 2Shows that mean scores and standard deviation of selected physiological efficiency with respect to heart rate and BMI of pre and post-test of control group and pre and post-test of experimental group. With regards to cardiovascular variable with respect to heart rate of pre and post-test of control group they have obtain the mean value (SDs) of 74.35(8.11) and 74.98(8.02) respectively and of heart rate of pre and post-test of Experimental group they have obtain the mean value (SDs) of 74.98(7.15) and 82.89(9.07) respectively and of BMI of pre and post-test of control group they have obtain the mean value of 22.66 and 22.78 respectively and of BMI of pre and post-
test of experimental group they have obtain the mean value (SDs) of 21.87(5.59) and 21.40(5.34) respectively

Conclusions:
1. Significant effect of treadmill running on cardiovascular variable with respect to resting heart rate of Physical education students.
2. Insignificant effect of treadmill running on cardiovascular variable with respect to BMI of Physical education students.

Bibliography:
To Study the Thinking Style And Academic Motivation Skills In Educational Achievement of Post Graduate Students

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Dr. V. G. Inamdar (Research Guide)

Abstract: In this research researcher shows that the different skills like thinking style and Academic Motivation of educational achievement of post Graduate students. The study tries to measure skills of a thinking rate of Post Graduate students and also this study tries to identify the different types of motivation of post graduate student. “A thinking style is defined as a preferred way of using abilities that we have.” (Sternburg).

Keywords: Thinking style, Academic motivation, Educational achievement, Post graduate students.

Introduction: knowledge and skill are the driving force of economic and social growth of any nation. The current education system does not provide proper skills which can employ the youths. Therefore in India there is high unemployment. The labors in India have outdated skills. Therefore it is necessary to give strong emphasis on upgrading the labors skills and provide vocational education and training to them, vocational education and skill development, common service center scheme (CSC)).A positive attitude and keen interest of the students towards higher education finally leads him to good employment. So today’s students are entering into a highly competitive world and they should have the benefit of education. They should able to inspire and motivate to have a scientific temper and the required skills and attitude to apply his knowledge to build up a better world. It relates their thinking styles and academic motivation which depends upon their needs, interest and an environment.

In this article researcher mention that skill development is depend upon the students thinking style and motivation. This study basically more focused on the different styles of thinking how it reflects on student’s educational life. Those with lower levels of educational attainment had higher rates of unemployment. It is a well understood fact now that skills can be mastered through higher education only. Schools can make the children acquainted with the skill, their utilities and dimensions but only higher education can help students gain competence, perfection and mastery over these skills. Student need to develop an early awareness of the importance of these skills and the impact on the work place and the need for forward career planning. (Quality education: prospects and Challenges student perspective need of higher education for employability: Priyankaparmar and Pragesh Agarwal.)

Aim: Aim of this study is to find the influence of Thinking Style and Academic Motivation on educational achievement of Post-Graduation students in Nanded and Latur district.

Thinking Skill in Post Graduate students: The power of thinking is the leading factor of success in human life. The success and achievement of human depends on his thoughts, Understanding, Learning-focused model related to thinking styles and motivation is a major advance in psychology in the twentieth century (Atkinson et al, 1998). Every person has different attribute which is manifested in his ability, talent, preferences and eventually thinking style. These difference we should detect properly and in order to direct properly for their achievements in academic paths. Thus, different thinking styles is the more important issues in order to achieve the academic success.
Phases of skill developing elements:
1. Thinking style towards the study
2. Thinking style toward educational activities
3. Thinking style towards participation in social activities
4. Thinking style towards the academic achievements

These different elements are totally based on the skill development in student’s life. In various ways and various manner students skills are developed. These thinking styles helps students to improve their skills in achieving various goals.

These skill developing elements are based on the following prose.

5) Understanding, decision making, confidence
6) Create psyche to take a decision
7) Remembering, re-remembering
8) Mentally prepare

1. **Thinking style towards study:** The power of thinking is the leading factor of success in human life. The success and achievement of human life depends on his thoughts. It helps students to develop skills in getting knowledge and acquire it. It depends on following elements:
   - The process of thought.
   - To consider, judge or believe.
   - The process of exercising the mind in order to make a decision.
   - To remember or recollect.
   - To make the mental choice between options.

2. **Thinking style toward educational activities:** Every student has different attribute which is manifested in his ability, talent, preferences and eventually thinking style. This differences we should detect properly and is wider to direct properly for their achievements in academic paths to participate in educational activities.

3. **Thinking style towards participation in social activities:** These different thinking styles is the more important issues in order to achieve the academic success to participate in social activities.

4. **Thinking style towards the academic achievements:** Educational success means the understanding of education. The success of education is measured by its understanding in educational institutions. In this computational world parents pay attention toward the students for fulfillment of regulations made by government or private sector. A student with right motivation will see opportunity in all that happens and will take proactive step to rectify the wrong. For such a person future in stepping stone to success would relentlessly pursue the goals for oneself.

**Significance:** This research plays an important role in the classification of students educational motivation and to study the influence of different factors of thinking style on educational achievement. This research is important to changes approach to better study their style in depth and interlinking among it. The initial purpose of the study is to measure thinking style preference of students to heighten their awareness of their role in the learning process and effect of motivation and to encourage them to engage and take responsibility for their personal development.
Objective of the Study:
- To study the Thinking Style and Educational Achievement of Post graduate students.
- To identify the different types of motivation of Post graduate students.

Null hypothesis:
1. There is no significant difference between male and female thinking rate of post graduate students.
2. There is no significance difference between academic motivation and Educational achievement of post graduate students.

Delimitation of the study: The present study has following delimitations.
- It is confined to the post graduate students only. It is confined to two districts only, namely students in Latur and Nanded area.
- The population under study is limited to science faculty. The sample size of the present study is limited to 80 students of population as per Morgans table (2002). The present study is limited to its designed, method, majoring devices and statistical techniques.

Materials and Methodology of Research: The present study is closely connected with descriptive survey method of research. The population for the present study is selected from Krejcie and Morgans table. Above study has been define as all the PG students in the colleges in Latur and Nanded district. In the present study stratified random sampling method has been used.

Sample Size: It was planned to have a sample size of 80 students from two districts in science faculty which were taken for further analysis.

Tools and Techniques: Questionnaire used for present study is standardized tools named
1. TSI- Thinking style Inventory (INQ Harinson and Bramson).
2. AMTBV-Achievement Motivation test of V. P. Bhargava, Head department of psychology, RBS College Agra.

These are published tools. 80 Questionnaire were distributed in students and given them instruction to fill in 30 minutes. Then Demographic sheet weredistributed and fill-up by them.

Tabulation and interpretation of data: Researcher analyzing the data in order to achieve the objectives of the study and testing the hypothesis, T test Statistical technique was used.

Table 1: Thinking Style.

<table>
<thead>
<tr>
<th>PG Student Thinking Style</th>
<th>Distincts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nanded</td>
<td>Latur</td>
</tr>
<tr>
<td>Boys</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>Girls</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

(Source: Field Survey)

Table 1: Shows thinking style boys and girls students in Nanded and Latur districts. There are 23 boys in Nanded and 19 boys in Latur. Also 17 girls in Nanded and 21 girls in Latur districts, where total boys are 42 and girls are 38. The total students from both the districts are 80.
Table 2: Academic Motivation.

<table>
<thead>
<tr>
<th>PG Student Motivation</th>
<th>Nanded</th>
<th>Latur</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>21</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Girls</td>
<td>14</td>
<td>26</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>45</td>
<td>80</td>
</tr>
</tbody>
</table>

(Source: Field survey)

Table 2: Shows Academic Motivation boys and girls students in Nanded and Latur districts. There are 21 boys in Nanded and 19 boys in Latur. Also 14 girls in Nanded and 26 girls in Latur districts, where total boys are 40 and girls are 40. The total students from both the districts are 80.

Results:

Table 3: T test of thinking style of Nanded and Latur Districts Post Graduate Students.

<table>
<thead>
<tr>
<th>Districts</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degree of Freedom</th>
<th>T</th>
<th>Table value 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nanded</td>
<td>40</td>
<td>63.62</td>
<td>5.54</td>
<td>38</td>
<td>1.93</td>
<td>2.02</td>
</tr>
<tr>
<td>Latur</td>
<td>40</td>
<td>61.04</td>
<td>4.81</td>
<td>38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H1: There is no significant difference between male and female thinking rate of post graduate students.

Inference: The calculated value of T test is 1.93 less than the table value 2.00 at degree of freedom 38. So we accept the Null hypothesis, Hence there is significance difference between Thinking style and Educational achievement.

Table 4: T test analysis of Academic Motivation of Latur and Nanded districts students

<table>
<thead>
<tr>
<th>Districts</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degree of Freedom</th>
<th>T</th>
<th>Table value 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nanded</td>
<td>40</td>
<td>17.9</td>
<td>3.44</td>
<td>38</td>
<td>1.5</td>
<td>2.02</td>
</tr>
<tr>
<td>Latur</td>
<td>40</td>
<td>16.7</td>
<td>3.82</td>
<td>38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H2: There is no significant difference between academic motivation and Educational achievement of post graduate students.

Inference: The calculated value of T is 1.5 less than the table value 1.99 at degree of freedom 38. So we accept the Null hypothesis, Hence there is significance difference between Academic Motivation and Educational achievement.
Major Findings and suggestions: Based on the analysis and discussion in the study, the following findings have been drawn:

Findings:
- It is found that there is significance difference between thinking style and Educational achievement of Post graduate students of Nanded and Latur districts.
- It is found that there is significance difference between Academic Motivation and Educational achievement of Post graduate students of Nanded and Latur districts.
- It is also analyze that thinking rate and academic motivation of Post graduate students of Nanded and Latur districts.

Suggestions:
- It is suggest that Post graduate students should focus on various types of thinking style.
- It is also suggest that Post graduate students should improve their thinking style skills with the help of motivation.
- It is Suggest that PG students should develop their social, emotional and educational skills.

Discussion and Conclusion: It is conclude that, to develop the thinking skills of post graduate students need to encourage and motivate them for achieving Educational goals and successful in their life.

The present paper studied the relationship between thinking styles and academic motivation among Post Graduate students. It is conclude that the calculated value of T is 1.93 < 2.02 the table value at degree of freedom 38. So we accept the Null hypothesis, Hence there is significance difference between thinking style and Educational achievement and also the results of the study showed that calculated value 1.5 < 2.02 table value at level 0.05 hence there is significance difference between Academic Motivation and Educational achievement.

Reference:
3. R. A. Kusurkar • Th. J. Ten Cate • C. M. P. Vos • P. Westers • G. Croiset (2012), 31 January 2012 / Published online: 22 February 2012. The Author(s) 2012. This article is published with open access at Springerlink.com.

Books:
Abstract:-

The purpose of this study was to find out the correlation between physical activity score and academic achievement score of sport man participant. It was a descriptive correlation study. Standard physical activity questionnaire were conducted on 80 players to get the physical activity score and academic achievement score, which was derived considering their marks from college 1st terminal examination. Pearson correlation coefficient was calculated to determine the relationship between the variables. It was found that there was no significant relation between physical score & academic achievement of sport participant.

keywords: physical activity, academic achievement, sport man participant.

Introduction :-

An active lifestyle helps to improve quality of life. Regular challenging physical activity of a person improves basic activity is essential to optimize physical and mental health. Physical activity is one of the key aspects in developing healthy life style which contributes to optimum healthy and quality of life. So exercise or game any kind of physical activity is something that we all need to fit into our daily schedules.

Physical activity provides an enjoyable way to spend leisure time. Physical training but it trains brain too not only limited to physical activity where both brain & body works together physical activity is essential to optimize physical and mental health globally, the benefit of exercise and physical activity have been very well documented.

Moderate to vigorous physical activity enhances classroom function as math reading & memorization (keays, 1993). An understanding of the relation between health and academic performance is directly related to university entrance and job opportunities. It has always been a matter of concern for both parents as well as student’s (Kim frongile Han, Oh, Kim, Jang, Won. Lee & Kim, 2003). Research has demonstrated that physical activity does not reduce academic performance, students who linked physical activity they improved in academic performance. Improvement in discipline, academic performance & self –concept the benefit associated with regular physical activity(fishbone & boros,1989).

Method’s and material:-

This study focused on activity index and academic achievement of the sportsman participant college student, and then the researcher requested the authorities to provide subjects to conduction the questionnaire for the data collection of his study and also requested to provide the academic result of the 1st terminal exam.

Sample: All the sport man participant students from the selected four senior college from pune city each collage 20 student (N=80) were selected by using convenient sample technique.

Assessment Instrument:-

- Activity Index:-The activity index is a self respect questionnaire to identify the overall level of activity. The activity questionnaire measures the frequency, duration and intensity
of exercise. The activity index is derived by multiplying the scores of the three dimension of the activity index. The scale allows the identification of activity level.

- Academic achievement :-Average of the total marks achieved in all subjects in the 1st terminal examination during this academic year. It is also assumed that the 1st terminal examination score represents the true academic achievement.

Procedure of the study:-Initially after taking the permission from respected senior college, selection of sample was take place, i.e. 20 boys from each senior colleges and academic achievement questionnaire at first contact, a brief explanation of the study was given to college students'. The field questionnaire were collected and sorted out systematically for analysis. The statistical tools used are classification of population, standardization of activity index scores using percentiles, Pearson coefficient of correlation was applied to find out the relation between physical activity index and academic achievement index.

Results:

Table 1.1
Mean and SD of physical activity score and Academic achievement of sport.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity index</td>
<td>41.84</td>
<td>28.056</td>
<td>80</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>298.31</td>
<td>46.814</td>
<td>80</td>
</tr>
</tbody>
</table>

The mean of physical activity score of 80 sport participant was 41.84 (±28.056) while the mean of academic achievement score was found to be 298.31(+46.814).

Table 1.2
Correlation of sport participants between physical activity score and Academic Achievement.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical activity score</td>
<td>80</td>
<td>.063</td>
<td>.576</td>
</tr>
<tr>
<td>Academic Achievement score</td>
<td>80</td>
<td>.024</td>
<td>.0226</td>
</tr>
</tbody>
</table>

From the table 1.2 we can the physical activity score of 80 sport participants was correlated with Academic achievement score using Pearson correlation method and no significant relation(r=.576) was found between the variables.

Table 1.3
Classification of sport participants based on level of physical activity score and Academic score.

<table>
<thead>
<tr>
<th>category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>r</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>12</td>
<td>89.91</td>
<td>22.66</td>
<td>-.072</td>
<td>.824</td>
</tr>
<tr>
<td>Aca.ach</td>
<td>311.16</td>
<td>25.04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>29</td>
<td>51.86</td>
<td>6.21</td>
<td>-.127</td>
<td>.511</td>
</tr>
<tr>
<td>Aca.ach</td>
<td>291.44</td>
<td>47.29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>12</td>
<td>35.00</td>
<td>3.76</td>
<td>.566</td>
<td>.055</td>
</tr>
<tr>
<td>Aca.ach</td>
<td>295.41</td>
<td>72.67</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The marks secured in academic subject were summed up to get the academic achievement score. The sport participant was then classified into academic achievement score.

**Figure1.3: sport participants academic level**

from the pie chart (figure 1.3), it is clear that only 12 sport participant fell in excellent category and 29 were categorized as good.12 participants were in the average category and there were 11 participants whose score was poor and there was 16 in v.poor category.

**Discussion:**

The key finding of this study was that there was no significant correlation of physical activity score with academic achievement score of the sport participant. U.S. Department of Health and Human Services(2010) conducted the similar study and found that physical activity is either positively related to academic performance (50.5% of the association summarized) or that there is not a demonstrated relationship between physical activity and academic performance (48% of the association summarized). In addition, increasing time during day for college physical activity does not appear to take away from academic performance. Coe, D.P et al. (2006) found that physical activity status did not influence academic achievement.

**Conclusions:**

- There was no correlation between physical activity score and academic achievement score of sport participants.
- Majority of the sport participants were qualified in good and average level of physical activity score. Where as the academic achievement was higher in average group level.
- Finally the hypothesis that there will be no correlation between the physical activity score and academic achievement score was accepted.

**References:**


Importance of Kabbadi & Volleyball Player Skill Development and Motivation While Doing

Prof. Vikas S. Shelar
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Late K.G. Katari College Daund, Dist-Pune.

Abstract
The importance of kabaddi & volleyball player skill development & Motivation. The Methods of in calculating of the skills, habit, confidence, ability about kabaddi & volleyball among the mayors to encourage & create winning sole in them.

Key Words: Personality, Skill Development, Motivation.

Introduction
Indian Sports culture study one can understand about the sport, physical compliancy as well as capacity/ fitness. We do not find its explanation and proper guidance. While inculcating sport culture its base remain week we must understand it. The Coach should means what? It is said that by showing our skill audience should amazed/ Surprised as well as they should be interested in the givens. It is essential for the spectators.

The Sportsman should always get inspiration about winning a ground & always use intellectual ability rather than physical. The technical and strategy in game should be used easily as well as it should always remain fruitful to his companion. The Struggle is always going on the mind of Sportsman the Positive side must be sensational.

Objective
1) To find out skill of the sportsman in the game.
2) To use skill of the sportsman more and more to explain.
3) To create inspiration and confidence in the sportsman.
4) To give skill guidance to the sportsman.

Methods
Observing and Explaining
The observer takes information about volleyball, kabaddibothe boys & girls in the surrounding Daund and around the city both at college & High school level. He has found the skill and knowledge of the boys and girls are ahead in skills of games but they are for behind in physical fitness, because of their life style they can’s explain the information about their eating habits and living standard.

- The sportsman can’s shows faith and give inspiration to other sportsman.
- They can’t give explanation about their personal skill.
- The proper guidance is not round exactly. The coach has no any kind test available as per the views of the sportsman the opportunity is not given to good sportsman. The game is limited only for the school & colleg’s
The decision of refereed doesn’t remain clean and proper so that it decreases the confidence and the player.

The parents are not ready to send their boys and girls for playing. The inspiration of audience remains absent. These problems as well as difficulty the player’s points out every time.

Conclusion

1. The Skill and capable side of the player in the surrounding should be studied by the coach and the player himself.
2. While considering the skill and explanation in the ground at energy sport. Ground Skill should be used more and more. The Player’s skill ability and behavior is expected.
3. On the ground when the players stand with all types of skill at that time he is a customer of all skill. The Opponent player gets their confidence & inspiration and they create it in their companion.
4. The audience and companion of the players are evaluating on the skill of the players. The players can understand some good qualities & some bad qualities so that the discussion among the player’s is essential.

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4- कन्हूम 1971 यानी शारीरिक सुरक्षितता, खेळातील कौशल्य व शैक्षिक उपलब्धता यांची तुलना अभ्यासाती. www.sportanddev.org.
Career Opportunities in Physical Education and Sports

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Keywords: Physical education, sports, Carrier opportunities.

Introduction:

Sports in India, like politics, are a major obsession. It manifests itself at the time of major event. One now has reason to believe that the next (the present) millennium will see an upward trend in the sports scenario. Despite many handicaps the growth of the sports sector in India has been quite remarkable although the sheer Arithmetic of the population figures makes the proportion of beneficiaries very small indeed. Its principal features lies in the encouragement and propagation of virtually all the recognized international sports disciplines and Quota.

Sports are no longer a pastime or a matter of hobby alone. It has attained a prestigious status all over the world. One can well imagine its importance by the craze of sports lovers seen at the time of matches, the coverage it gets in newspapers, magazines, and television programmed. It involves both prestige and huge sums of money.

Meaning:

With the corporate worlds making its contribution, carrier opportunities in sports are increasing. Physical Education today provides a wide range of career opportunities. Unlike the earlier days when a player, after his retirement, could hardly earn sufficiently as his career was virtually jeopardized today the situation has changed considerably for the better. One can actively participate as a player in his days, represent his state or country, and make money as a professional player.

Definitions of Career:

According to Oxford English Dictionary: - Course or progress through life (or a distinct portion of life)”. It usually is considered to pertain to remunerative work and sometimes also formal education.

According to Brian Tracy: - If you wish to achieve worthwhile things in your personal and career life, you must become a worthwhile person in your own self-development.

Definitions of Opportunity:

According to Milton Berle: - A favorable occasion for grasping a disappointment if opportunity doesn’t knock, build a door.

The career Opportunities in Physical Education are as follows:

1) University/College/School teacher:-
   - D.P.E. (Director of Physical Education)
   - P.E.T. (Physical Education teacher)
   - P.T.I. (Physical Training Instructor)

2) Coaches: -
   - At sports hostels
   - At school levels
   - At college levels
   - At the university levels
3) Officials:
   - At the national and International level
   - At school levels
   - At college level
   - At the university levels

4) Qualified Health club Practitioner
5) Physical Fitness Expert
6) Director of Physical Fitness
7) Stadium Manager in Physical Education
8) Distinguished Sports Scientists
9) Supervisor of Physical Education and sports
10) Counselor of Physical Education and sports
11) Sports Officer in various Government Sectors
12) In Defense Services (Military, Navy, Air force):
   - Psychologist
   - Physiologist
   - Physical Trainer
   - Physiotherapist
   - Coaches
   - Different Sports Quotas
   - Recreational Experts
13) In Private Sectors:
   - Psychologist
   - Physiologist
   - Physical Trainer
   - Physiotherapist
   - Recreational Experts
   - Gym and Health Centers (Instructor)
   - Aerobics Instructor
14) Director and Manager of Sports Clubs
15) Director and Manager of Sports Associations
16) Sports Journalist
17) In Manufacturing and supplies of Sports Goods
18) Sports Management
19) Performance Analyzer in different Games
20) Sports Engineers
21) Sports Biomechanical Experts
22) Sports Manager
23) Yoga:
   - Instructor of Yoga
   - Expert of Naturopathy
   - Expert of Rehabilitation
24) D.S.O (District Sports Officer)
25) Regional Sports Officer
26) Director of Sports and Physical Education
27) Experts of Adventurous Activities NAF director
28) Diet Expert
29) Medical Experts in Physical Education and Sports
30) Cultural Director of Sports
31) Sports Photography
32) Sports Tourism
33) Sports Event Manager
34) Sports Quotas:-
   ➢ In Banks
   ➢ In Railway
   ➢ In Police
35) Personal Trainer
36) Commentators
37) Sports Broadcasting

Conclusion:

The challenge for Physical Education Professionals and those who prepare them is to provide the knowledge necessary to be at the forefront of change. Emphasis must be placed on continued study of present trends and forecasts and their relationship to physical activity careers. The publics pursuit of a healthy lifestyle through physical activity will be best served if exercise and sport professionals are leading, rather than reacting to, the latest trends.

References:

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Skill Development In Sports For Women And Girls Empowerment

Dr. Umesh Rathi,
Amravati.

Abstract

Sport and physical activity programmes provide opportunities to bring communities together and help realise development objectives relating to such issues as (post) conflict management, reproductive health and gender-based violence. Girls and women face a disproportionate number of life challenges, which reduce their ability to achieve their full potential. Sport and physical activity have not yet been used on a large scale as a strategy within women’s movements. There are, however, already very positive stories to tell from both our programme partners and those programmes in our network. Based on the experiences of these partners, we have learned more about how participation in sport and physical activity can empower women.

Skill Development in Sports

“The participation of women and girls in sport challenges gender based stereotypes and discrimination, and can therefore be a vehicle to promote gender equality and the empowerment of women and girls. In particular, women in sport leadership can shape attitudes towards women’s capabilities as leaders and decision-makers, especially intraditional male domains. Women’s involvement in sport can make a significant contribution to public life and community development”. Sport and physical activity programmes have been shown to have a broad range of positive impacts for girls and women. Apart from derived physical and mental well-being benefits enjoyed by physically active girls and women, a well-designed sport and physical activity sport can provide a platform to enable positive life changes. For example, involvement in sport and physical activity can contribute to increases in self-esteem and improvements in self-image. It can also provide opportunities for social networking, thereby promoting the social integration of girls and women within their communities. The low level of participation by disabled girls and women is in part a reflection of the doublediscrimination that they face, both as disabled individuals and as females. Sport and physical activity programmes targeting girls and women with disabilities have proven that this often isolated group of girls and women are confronted with their abilities rather than their disabilities through sport and physical activity participation. The chance to meet other girls and women in similar circumstances as themselves allows them opportunities to share experiences and to learn about issues that they are often deprived knowledge about such as those relating to reproductive health. The participation of girls and women with disabilities in sport and physical activity challenges prejudices about disabilities and impairments and therefore positively contributes to their empowerment. Moreover, many sport and physical activity programmes have taken measures to bring together communities and realize development objectives relating to sexual and reproductive health, access to employment and peace and reconciliation. Sport and physical activity programmes provide girls and women with the opportunity to convene in public spaces around a common interest. In this way girls and women are given the chance to assert their independence outside their homes, to build strong social networks and to increase the likelihood of their participation as active citizens within their communities and beyond.

Safety in this regard means physical safety, meaning that sport and physical activity programmes prioritize the requirement that girls and women are protected from bodily harm in the form of violence, including sexual abuse and preventable sport injuries. This also includes emotional...
safety, meaning that girls and women feel comfortable and secure in their sport and physical activity environments enough for example, to feel that they can trust their peers and elders and openly communicate and express themselves. Sport and physical activity programmes may choose different methods to ensure safety with consideration to local contexts and the specific needs of participants. Physical activity is also crucial to ensuring safety. When the families of participants are supportive of their decision to take part in sport and physical activity, then they are more likely to enjoy trainings with ease and free of stress.

**Conclusion**

Girls and women are given the chance to assert their independence outside their homes, to build strong social networks and to increase the likelihood of their participation as active citizens within their communities and beyond. Restricting girls from moving beyond the home or areas around the home has traditionally functioned as an important safety component. and ensure that girls and women enjoy the positive benefits offered by sport and physical activity involvement, participants and their families must feel comfortable and secure to attend regular sport and physical activity.

**References**


Skill Development In Physical Education And Education

Mr. Govind Bansidharrao Wakankar
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Dist. Parbhani (M.S.)

Introduction: Skill is an important factor in our life because every activity, movement or every work is depended on skill. Without skill we cannot get success in our life. Skills are necessary for saving time, every work we learn skills from our birth. Five skills required from specific sport.

Skill: “The learned ability to bring about predetermined results with maximum certainty often with the minimum oldlay for time or energy or both.”

- Learned Ability: It is something you learn you are not born with it.
- Pre-determined Result: You have on aim that you are trying to achieve.
- e.g. Serving into the service box.
- Maximum certainly: You are likely to succeed. You can do the skill over successfully.
- Maximum efficiency: Perform the movement smoothly, not wasting energy.

Skill: An Act or Task: Denotes to an act or task, which has a specific aim or goal.

- A Gymnast performing vault, Tennis serve, netball shot, Cricket Bowling.
- Players achieving a high percentage of success, would be considered a skilled player.
- Skill is the movement action or task the person is doing and so can be see as a goal directed behavior.

Skill Development: -

- Types of Skill – There are a number of different types of skills.
- Cognitive – or intellectual skills that require thought processes.
- Perceptual – interpretation of presented information.
- Motor - Movement and muscle control.
- Perceptual motor – involve the thought, interpretation and movements skills.

Skill Development Through Physical Education:

India stands tall with its initiative to rebuild and reinvent the golden growth are currently with one of the highest youth population in the world India is at the juncture of huge opportunities and challenges together with 0.8 billion population in the working age, India is slated to become the world’s youngest nation by 2022.

This swelling figure looks like a huge reservoir of manpower but also drawn unprecedented focus towards making this talent pool employable so that they can contribute towards a developing India with Indian metamorphosing into one of the fastest growing economics, job creation and skill the nation to greener pastures (Business standard 2015).

Skill Development Starts right from Birth really.

A newborn body starts learning how to communicate emotions control his body movement and how to interact with the world. Research shows that 75 percent of brain developments occurs
after birth (Bodrove and Leong 2005, Play helps with skill development by stimulating the brain which then helps with the development of fine motor skills like holding a crayon and gross motor skills such as jumping or running.

Skill Development: The new state mandated wellness imitativeness brought about the assessment criteria for students to show continuous improvement in their activity level the outcome of this quality physical education program are of the following.

Improved Physical Fitness: Improves children’s muscular strength fixiability muscular endurance body composition and cardiovascular endurance.

Skill Developments: Develops motor skills allow for safe, successful and satisfying participation in physical activities.

Support of their Subject Areas: Fitness knowledge learned across the curriculum by serving as a lab of application of content in math, science and social studies.

Self Discipline: - Facilities development of students responsibility for health and fitness.

Improved Judgment: - Quality physical education can influence moral development. Students have the opportunity to assume leadership cooperate with others; question actions and regulation and accept responsibility for their own behavior.

Stress Reduction: - Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.

Strengthened Peer Relationship: - Physical education can be major force in helping children socialize with others successfully and provides opportunities to learn positive peer skills, Especially during the late childhood and adolescence being and sports is an important part of peer culture.

Confidence and Self esteem: - Physical education instills a stranger’s sense of self worth in children based on their mastery of skills and concept in physical education activity they can become more confident, assertive independent and self controlled.

Developmental Stages: Through each developmental stage of a child’s Life and throughout our Lifetime motor skills gradually develop they are first seen during a Child’s developments stages infancy toddlerhood, preschool and school age. Basic fine motor skills gradually develop and are typically mastered between the age of developing use of muscles while playing sports playing an instrument, using the computer and writing if deemed necessary, occupational therapy can help improve overall fine motor skills.

1. Infancy
2. Preschool
3. Toddlerhood
4. School age

Infancy:

The first motor skills beginning from birth are initially characterized by involuntary Reflexes the most notable involuntary reflex is the Darwinian Reflex a primitive reflex displayed in new born babies these involuntary muscle movements are temporary and often disappears after the first two months. After eight weeks the infant will being to voluntarily use their fingers to touch. However their ability to grab objects is still undeveloped at this point way, they improve their overall grasping
skills and intangible objects indiscriminately infant six months of age and older should be able to pick up toys with one hand and look at the objects prior to reaching out to grab the objects before grabbing it the next developmental milestone is between seven and twelve months, when a series of fine motor. Skills beginning limited to increase in grip, enhancement of vision, pointing with the index finger smoothly transferring objects from one of the others as well as using the pincer grip (with the thumb and index fig.) to pick up tiny objects with precision.

**Toddlerhood**: By the time a child is one year old their fine motor skills have developed to allow the manipulation of objects with greater intent. As children manipulate objects with purpose, they gain experience identifying objects based on their shape, size and weight. By engaging hands on play the child learns that some objects are heavy requiring more force to move them; that some are small easily slipping through the fingers; and that other objects come apart and can possibly put back together again. This type of play is essential for the development of not only the illustrate the abilities that preschoolers should have improved through their fine motor skills by several domains. Children use their motor skills by sorting and manipulating geometric shapes, making patterns, and using measurement tools to build their math skills. By using writing tools and reading books they build their language and literacy. Art and craft activities like cutting and gluing paper figure painting and dressing up develops their creativity. Parent can support this development by intervening when the child does not perform the fine motor activity correctly making use of several sense in learning activity, and offer activities that the child will be successful with.

**Development of disabilities**: May render a child of incapable of performing certain motor activities such as drawing and building blocks. Fine motor skills acquired during this stage aids in the later stage advancement and understanding of subjects such as science and reading. The study by the American with the child’s motor skills, self care and social function. In addition these children were shown to have better mobility and self sustainment.

**School Age**: During the age between 5 and 7 fine motor skills will have developed to a much higher degree and are now being refined. As the child interact with objects that movement of the elbows and shoulders should be less apparent as should the movement of wrist and fingers.

Children should be able to make precise cuts with scissors. For example, cutting out squares and holding them in a more common and mature manner. The child’s movement should become fluid as the arms and hands become more in sync with each other. The child should also be able to write more precisely on lines and print letters and numbers with greater clarity.

**Conclusion**: Skill development in physical education is important factor without developing skills we can’t play perfectly any sports or we can’t maintain our physical fitness. Like this way we can explain shortly about skill development, skills, nature of skill development and development stages.

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Mental Health Between Yogic Practitioners And Non-Yogic Practitioners

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Director of Physical Education  
Rajeev Gandhi College Mukhed, Nanded (Maharashtra)

Abstract

The objective of the study is to find out the difference of positive and negative mental between yogic practitioners and non-yogic practitioners. 20 yogic practitioners and 20 non-yogic practitioners from had been selected for the present study. Their age ranged from 25-50 .Questionnaires were distributed to yogic practitioners and non-yogic practitioners. Instructions were given to the both group students before filling these questionnaires by the researcher. To analyzed the data, t-ratios was comprised the status of mental health between yogic practitioners and non-yogic practitioners. For the present study, Mental health was measured by the using General Health Questionnaire (GHQ -12) . The 12-item GHQ-12 comprises six ‘ positive ‘ and six ‘negative’ items . While comprised of positive mental health ,results reveals that there was significant difference of mental health found between yogic practitioners and non-yogic practitioners with regards to positive mental health (t=p<.05), however insignificant differences were found in Negative mental health

Introduction :-

The common belief that yogic practitioners lead to better physical and mental health then Non- yogic practitioners. Wikipedia Dictionary (2010) explains the meaning of mental health as a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society and meet the ordinary demands of everyday life. Health is a state of complete physical, mental and social well being and not merely the absence of disease or infirmity ‘defines the Constitution of the World Health Organization. This concept is very close to the definition of health according to Ayurvedic literature. Sushrut, a prominent proponent of this traditional system of Indian medicine, defines it is a state characterized by a feeling of spiritual, physical and mental well being ( Prasanna atam indriya mana). The objective of the study is to find out the difference of positive mental between Yogic practitioners and non-yogic practitioners and to find out the difference of Negative mental between yogic practitioners and non-yogic practitioners

Methodology :- 20 yogic practitioners and 20 non-yogic practitioners from had been selected for the present study. Their age ranged from 25-50 .Questionnaires were distributed to yogic practitioners and non-yogic practitioners. Instructions were given to the both group students before filling these questionnaires by the researcher. To analyzed the data, t-ratios was comprised the status of mental health between yogic practitioners and non-yogic practitioners. Questionnaires were distributed yogic practitioners and non-yogic practitioners. Instructions were given to the individuals and team players before filling these questionnaires by the researcher.

Tools of the study :-For the present study, Mental health was measured by the using General Health Questionnaire (GHQ -12) . The General Health Questionnaire (GHQ) is a measure of current mental health and since its development by Goldberg in the 1970s it has been extensively used in different settings and different cultures . The 12-item GHQ-12 comprises six ‘ positive ‘ and six ‘negative’ items . Positive items included ‘Have you recently felt capable of making decisions about things ? ’, while negative items included ‘Have you recently felt constantly under strain ? ’ . Items were classified
in this way according to wording, with positively worded items having responses ‘Better than usual’, ‘Same as usual’, ‘Less than usual’ and ‘Much less than usual’. Responses to negatively worded items are ‘Not at all’, ‘No more than usual’, ‘Rather more than usual’ and ‘Much more than usual’. Questions 1, 3, 4, 7, 8 and 12 as positively worded items. The remainder are negatively worded. Responses will be coded using an un weighted four-point Likert scale (0, 1, 2, 3). Positively worded items will later rescored so that a high score will indicative of endorsement of these items (e.g. ‘better than usual’). Higher scores on negative items indicate greater distress and or difficulty.

Collection of data:

Data was collected individually through a questionnaire from 20 yogic practitioners and 20 non-yogic practitioners in Swami Ramanand Teerth Marathwada University Nanded. Descriptive statistics for all studied variables, and t-value was used and a p-value of <0.05 was considered statistically significant throughout the study.

Results and Discussion

Comprised and indentified of Mental Health between yogic practitioners and non-yogic practitioners. The data have been systematically analyzed in the form of Mean Scores, Standard Deviation and T-ratio.

<table>
<thead>
<tr>
<th>Mental Health</th>
<th>Practitioners</th>
<th>Number</th>
<th>Mean</th>
<th>S.Ds.</th>
<th>t-ratio</th>
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<td></td>
<td>Non-yogic practitioners</td>
<td>20</td>
<td>20.98</td>
<td>4.07</td>
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</table>

Table 1 shows that Mean Scores and Standard Deviation of selected Yogic practitioners and non-yogic practitioners of Positive mental health. The mean score and standard deviation obtained from table -1. The results reveals that there was significant difference was found between Yogic practitioners and non-yogic practitioners in positive mental health. Yogic practitioners were found to have better Positive mental health as compare than non-yogic practitioners.

<table>
<thead>
<tr>
<th>Mental Health</th>
<th>Practitioners</th>
<th>Number</th>
<th>Mean</th>
<th>S.Ds.</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative mental health</td>
<td>Yogic practitioners</td>
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<td>2.56</td>
<td>0.77</td>
<td>2.89 Sig.</td>
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<tr>
<td></td>
<td>Non-yogic practitioners</td>
<td>20</td>
<td>2.98</td>
<td>0.82</td>
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</tbody>
</table>

Table 2 shows that Mean Scores and Standard Deviation of selected Yogic practitioners and non-yogic practitioners of Negative mental health. The mean score and standard deviation obtained from table -2. The results reveal that there was insignificant difference was found between Yogic practitioners and non-yogic practitioners in negative mental health. Yogic practitioners were found to
have better Positive mental health as compare than non-yogic practitioners. Finally, the results of the study were expected to be of great use and importance to the students as the same can be utilize in formulating the modalities in putting their knowledge acquired through developed scientific investigations, analysis and interpretation of findings to use of all type of students.

**Implications:**

The findings of this study will be implication for mental health professionals working with yogic practitioners. As mental health professionals become aware of these differences, they will be better able to structure prevention and treatment programs for students. This study will add to the body of knowledge concerning students’ health outcomes. The studies will also implication on academic stress needs to examine the within-group variability of students and provide more detailed information on differences by countries and level of acculturation. It will also be imperative to explore the relationships among mental health and students’ time management behaviours, coping mechanisms, and support structures and how these factors might vary in different cultures.

**References**

Yoga and Its Positive Effects on Human-Being

Dr. Vitthal R. Bhosale,
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Shri S.P.P. Mahavidyal Sirsala

Abstract

As it happens, Western science is starting to provide some concrete clues as to how yoga works to improve health, heal aches and pains, and keep sickness at bay. Once you understand them, you’ll have even more motivation to step onto your mat, and you probably won’t feel so tongue-tied the next time someone wants Western proof.

Yoga History: Yoga is more than mastering postures and increasing your flexibility and strength.

"The traditional purpose of Yoga, however, has always been to bring about a profound transformation in the person through the transcendence of the ego,"

In Hinduism, Buddhism and Jainism the word yoga means "spiritual discipline". People often associate yoga with the postures and stances that make up the physical activity of the exercise, but after closer inspection it becomes clear that there are many more aspects of yoga. It is an activity that has been practiced for thousands of years, and it is something that has evolved and changed overtime. Different factions of yoga have developed since its conception.

The exact history and origins of yoga is uncertain; however, there are pieces that have been connected and allow us to make some conclusions. It is known that yoga originated from the East. The earliest signs of yoga appear in ancient Shamanism. Evidence of yoga postures were found on artifacts that date back to 3000 B.C. Evidence of yoga is found in the oldest-existing text, Rig-Veda. Rig-Veda is a composition of hymns. Topics of the Rig-Veda include prayer, divine harmony, and greater being.

"The primary goal of shamanism was to heal members of the community and act as religious mediators," ("History of Yoga").

Yoga originally focused on applying and understanding the world. Its focus later changed to the self. Self-enlightenment became the ultimate goal.

It was not until the sixth century B.C. that the poses and meditation became a critical element. They were implemented by Buddhist teachings.

Modern Yoga:- Modern yoga is based on five basic principles that were created by Swami Sivananda.

- Proper relaxation
- Proper exercise
- Proper breathing
- Proper diet
- Positive thinking and meditation

Introduction:

Yoga is a spiritual, mental, and physical practice that’s been around for centuries. Today, there are several types of yoga that vary in difficulty and speed. While different yoga types feel different, yogis and scientists alike will tell you they are all extremely beneficial for your mental and physical health.
The link between body and mind:

Many practitioners believe there is a very strong link between body and mind and the prevalence of many diseases. This belief has only in recent times spread into the World where before they have long believed that the mind is not interconnected to the body. In our modern day, fast paced lifestyles it becomes quite easy to forget about the importance of slowing down and taking time out for ourselves. Every day we find so many places we need to be, people we need to see, jobs we need to do and children we need to take care of. Couple this with emotional, financial and physical stress, it’s no wonder we have a hard time actually paying attention to what our body is trying to tell us. It goes even deeper, in that we are also seeing a link between the mind and the immune system and our emotions and their effect on our body. These incredible findings have been made much easier to prove thanks to development in technology, in particular in neuroimaging which measures specific brain function and molecular biology which reads various biological interactions between cells.

When you are stressed your body releases hormones that have a big impact on how your nervous system and internal organs function. Cortisol is the main hormone that affects your body’s function when placed under stress. It has been found to impair memory and function, increase weight and bring about multiple cardiovascular diseases. Your digestive system can also be directly affected by stress and it has been shown that nutrients are not as effectively absorbed when stressed. Irritable bowel syndrome and food allergies are also closely linked to stress. The brain communicates to your stomach via the vagus nerve.

When placed under continual stress your immune system begins to suffer which leaves you wide open to many illnesses. The body is unable to fight effectively against harmful bacteria and infections, resulting in inflammation which can occur at many levels. For this reason it is believed that many autoimmune diseases such as rheumatoid arthritis, lupus and osteoarthritis form in the body as a result of stress.

Positive Effect Of Yoga On Human-Being :

While the world took a considerable amount of time to discover yoga to the ancient world, its positive effects are beginning to show throughout the modern day healthcare system. In a recent study carried out by Harvard-affiliated Massachusetts General Hospital (MGH)’s Institute for Technology Assessment and the Benson-Henry Institute (BHI), it was found that yoga has helped to reduce healthcare costs by as much as 43%. In the study, patients participated in a relaxation training program which significantly lowered stress-levels and anxiety while lowering blood pressure, heart rate and decreasing muscle tension. The patients were found to use much fewer health care services in the year following their participation in the relaxation program.

Better Flexibility

Have you ever watched an experienced yogi twist herself into pretzel-like poses? Seriously, who knew the human body could even bend like that?! The truth is, if you don’t keep your body conditioned to do such movements, then it won’t be able to. Overtime your muscles will atrophy and your joints will settle into a limited range of motion. So when you take your first yoga class, you may not be able to touch your toes let alone tuck your feet behind your head. Stick with it, though, and you will gradually notice your body loosening up.

Better Posture

Has anyone ever told you to stop slouching or to sit up straight? Poor posture doesn’t only look bad; it also has a negative impact on the body. Bad posture has been linked to backaches, neck
pain, joint problems, and muscle fatigue. Luckily, there are a few things you can do right now to improve your posture, with yoga topping the list. Yoga is one of the best ways to fix poor posture since each pose aims to get your body back into proper alignment without forcing you into unnatural positions.

Better Balance
From easy beginner movements to more advanced stretches, you will need to concentrate and focus in order to hold yoga poses. Overtime, though, you will notice that you don’t have to concentrate quite as hard. That’s because your balance has naturally improved. Every yoga pose helps improve your balance, even the ones that don’t appear to require any balance. When you are sitting or leaning you are still required to centre your body.

More Strength
Unlike other types of workouts where you pump iron or pull on resistance bands, with yoga, you only use your own bodyweight as resistance. Since yoga requires you to enter into and hold various positions, you will naturally strengthen your muscles. Don’t worry about your muscles getting bored with the same old poses, though. As soon as one pose becomes easy for you there is always another, harder, pose for you to begin working on.

Tones the Body
One really great aspect of yoga is that it works to tone your body without using weights or exercise equipment. Like a push-up or a pull-up, yoga only uses your own body weight as resistance.

Better Sleep
While sleep experts recommend getting between 7 to 9 hours of sleep a night, according to the National Sleep Foundation, millions of Americans are getting nowhere near that. Rather, many people are suffering from sleep problems. If you are someone who has trouble sleeping, scientists recommend trying yoga.
Yoga helps to relax the nervous system, which is the part of your body responsible for a restful sleep. Additionally, yoga’s meditative aspect comes into play to quiet the mind. So if a racing mind is what keeps you from getting a good night’s sleep then performing yoga at any point during the day may offer you some relief.

Lower Blood Pressure
It’s important to monitor and lower high blood pressure since it can lead to heart attack, stroke, and other unhealthy cardiovascular events. Aside from taking medications, there are natural ways to lower high blood pressure. According to a study published in the British medical journal The Lancet, yoga is a great workout for your heart and over time will improve your cardiovascular function. The key is sticking with it long enough to get these benefits. In one study, researchers looked at people with hypertension and compared the effects of Savasana (Corpse Pose) with simply lying on a couch. After three months, the group that practiced Savasana noticed a 26-point drop in systolic blood pressure and a 15-point drop in diastolic blood pressure.

Better Circulation
With all of the twisting motions and upside down poses, yoga can really get your heart pumping and blood circulating. This means fresh blood and oxygen are delivered to your cells and organs, enhancing their function. According to studies:
“Twisting poses wring out venous blood from internal organs and allow oxygenated blood to flow in when the twist is released. Inverted poses encourage venous blood flow from the legs and pelvis back to the heart and then pumped through the lungs where it becomes freshly oxygenated.”
Lower Cholesterol

Cholesterol is a lipid that’s found in the bloodstream. While the body needs some cholesterol, too much LDL cholesterol can lead to a buildup of plaque in the arteries, blood clots, heart attack, and stroke. Impressively enough, numerous studies have shown yoga to lower LDL “bad” cholesterol and boost HDL “good” cholesterol. According to the American Heart Association, HDL cholesterol actually helps to remove LDL cholesterol from the arteries and carries it back to the liver, where it’s broken down and passed from the body.

Weight Loss

Yoga can help boost your metabolism and build stronger muscles, two things are essential for weight loss. Tip: If you start to eat more whole, organic foods while performing a daily yoga routine you’ll be more likely to see the pounds come off quicker.

Better Immunity

Do you feel like every time you turn around you are battling another cold or illness? If so, your immune system is probably weak. A weakened immune system can stem from a variety of things such as lack of sleep, chronic stress, and poor digestion. Since yoga has been found to improve all of those things, it may not come as a surprise that yoga can also strengthen your immune system.

Better Respiration

During your first yoga class, you will quickly realize that one of the main focuses is your breathing. You’re consistently asked to pay attention to your breath. Taking deeper breaths, expanding your lung capacity, and being more conscious of your breathing are all part of the process. For that reason, it may not surprise you that yoga is great for people who are suffering from any sort of respiratory ailment or condition. It can help open up a person’s airways and gets their lungs to function more effectively.

Less Stress and Anxiety

Between bills, bosses, family, and the hustle and bustle of everyday life, people are stressed to the max. As if the feeling of stress isn’t bad enough, chronic stress wreaks havoc on health in a number of ways. It can lead to poor digestion, weight fluctuations, weakened immune system, cardiovascular conditions, and much more. One way to naturally beat stress is to exercise. According to researchers, when you perform yoga, feel-good brain chemicals like serotonin are released, putting you in a better mood.

Improves Digestion

You may not realize it, but when you exercise you’re not only working your leg and arm muscles. Inside your intestines, there is also a layer of muscle that is constantly contracting to help food waste pass. If you aren’t getting enough physical activity, though, your intestinal muscles may become too relaxed. In yoga, you perform a combination of deep breathing exercises and twisting poses that really massage the organs, works your intestinal muscles, and helps release any trapped toxic stool.

Alleviates Symptoms from Many Conditions

From helping cancer patients recovering from chemotherapy treatments to helping arthritis sufferers regain mobility in their joints, yoga can provide symptom relief when it seems like nothing else works.

The great part about yoga is no matter what condition you’re currently in, there are at least a few poses that you can perform. Some yoga exercises are just breathing. So even if you’re bedridden you
can do these breathing exercises to help focus your mind and improve your respiratory function. You’d be amazed at how much better you feel just by breathing more effectively.

Improves Your Outlook On Life
Getting a better outlook on life can help you in nearly every aspect of your life. You may feel like not even trying some days, or you may get stuck in a cycle of unhealthy thoughts. Thankfully, yoga boosts serotonin levels and can help you break free from your slump. Who knows, with a new zest for life you may take on new work projects. You’ll never know unless you get started and the good news is even the most basic yoga poses can get you there.

Provides An Inner Calmness (Eventually)
When first starting out with yoga, you may find the poses hard to get into and even harder to hold. Your state of inner being might be all chaos and confusion mixed with frustration and exhaustion. Trust me, if you have faith and stick with it, you’ll get better. Once the poses get easier to you, you’ll be able to turn your mind inward, which produces the calmness you typically hear attributed to yoga.

Conclusion:
In summary, this review postulates that mind-body exercise such as yoga couples sustained muscular activity with internally directed focus, producing a temporary self-contemplative mental state. It also triggers neurohormonal mechanisms that bring about health benefits, evidenced by the suppression of sympathetic activity. Thus, it reduces stress and anxiety, improves autonomic and higher neural centre functioning and even, as shown in some studies, improves physical health of cancer patients. However, there is a definite need for more directed scientific work to be carried out to elucidate the effects and the mechanisms of such effects of yoga on the human body in health and disease. Considering the scientific evidence discussed thus far, it is fair to conclude that yoga can be beneficial in the prevention and cure of diseases.

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Role Of ICT To Enhance Research Skill In Teachers And Research Students – A Study

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Abstract

Research in every aspect is needful for social change because research it has different fields and each field have an own perspective. The fact of research is mainly used in fundamental, applied and action research the role of ICT is very much provider the basic information with analysis and interpretation point of view. Whenever any researcher has been used the ICT for its own working it’s too much important to use properly. When we have got some problems related to our personal, professional, social, economical, physical as well as all subject depending on our curriculum or life. This study is important to identify the enhancing skill of researcher after using ICT in proper way. So the researcher find out the basic rezone behind it and it should be possible to enhance and encourage all research students to developing their own skill depending upon use of ICT.

Introduction

Research base knowledge is important to all teachers and students for developing their own knowledge as well as personal skill development it is important to develop the ICT awareness using ICT in their own research. According to Daniels (2002) ICTs have become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. However, there appears to be a misconception that ICTs generally refers to ‘computers and computing related activities’. Education is a social activity and research is a problem solving activity the education has been given a basic foundation of research as well as recognition of each and every subject.

Research has doing in all subject and the use of ICT has used in each and every subject. The researcher has thought about commencement and end of the research through ICT point of view. The technical part of the research in their own research will be used by the researcher as they know about it. There are some basic things to know as a researcher but they are getting help of some of experts in statistical field as well as other experts. The role of ICT to developing or enhancing use of ICT skill in education and research is marvellous and too much important in not only in general life but also in research life. It is generally believed that ICTs can empower teachers and learners, making significant contributions to learning and achievement.

It means the use of ICT will be empowering teachers as well as students with its own contribution in learning. The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research (Yusuf, 2005). There are some major and minor parts which would be possibly affected to basic wings of learning and doing research in a different way is possible after the understanding of ICT in qualitative way.

ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow’s workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005). As Jhurree (2005) However, research studies
show that most teachers do not make use of the potential of ICT to contribute to the quality of learning environments, although they value this potential quite significantly (Smeets, 2005).

**Ict Enhancing Accessibility Of Education And Research**

ICT increases the flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. It can influence the way students are taught and how they learn as now the processes are learner driven and not by teachers. This in turn would better prepare the learners for lifelong learning as well as to improve the quality of learning. In concert with geographical flexibility, technology-facilitated educational programs also remove many of the temporal constraints that face learners with special needs (Moore & Kearsley, 1996). ICT enhances the international dimension of educational services (UNESCO, 2002). It can also be used for non-formal education like health campaigns and literacy campaigns (UNESCO, 2002). Use of ICT in education develops higher order skills such as collaborating across time and place and solving complex real world problems (Bottino, 2003; Bhattacharya and Sharma, 2007; Mason, 2000; Lim and Hang, 2003). It improves the perception and understanding of the world of the student. Thus, ICT can be used to prepare the workforce for the information society and the new global economy (Kozma, 2005). Plomp et al (2007)

**Objectives Of The Research**

1. To study the role of ICT in Research.
2. To study the use of ICT in Education & Research.
3. To study how to enhance a skill for using ICT in teachers and research students.

**Sample And Methods Of The Research**

- There are 5 Educational Schools selected by the researcher.
- Researcher selected 1 school, 2 Assistant Professor and 3 Research Students as a sampling with help of lottery method.
- Researcher has selected a survey method.
- Interview for Assistant Professor and Research Scholars in the school of Social sciences in S R T M University Nanded as a tool of research.

**Sample of Research**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Population of the School</th>
<th>Number of School (Sampling)</th>
<th>Population of Assistant Professor</th>
<th>Number of Asst Pro (Sampling)</th>
<th>Population of Research Students</th>
<th>No of Research Students (Sampling)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13 (100 %)</td>
<td>1 (13 %)</td>
<td>20 (100 %)</td>
<td>2 (10.00 %)</td>
<td>30 (100 %)</td>
<td>3 (10.00 %)</td>
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</table>

**Major Findings Of The Research**

Finding according to Teachers Perspective

1. Some teacher’s say they have been used ICT in their Research.
2. Some teachers say they will not be used of ICT in their Research.
3. Some teachers are using online work with the help of ICT.
4. Some teachers are using offline work with the help of ICT.
5. Some teachers say that after using ICT we developed accurately research analysis and results in our research.
6. Some teachers say that they are getting information urgently after using ICT.
7. Some teachers say that results are accurately showing after using ICT.
8. Some teachers say that we will get decision in proper way by using ICT.
9. Some teachers are suggested to students to learn and use ICT in research.
10. Some teachers say that the role of ICT in education and research is good.
11. Some teachers say that the using software under ICT is needful to all researchers for data analysis and interpretation.

**Finding according to Students Perspective**

1. Some student’s say that they have not used ICT in their research.
2. Some students are not doing offline work with the help of ICT on Laptop & Computer.
3. Some students say that we will not get study in home as well as any place with the use of internet connectivity on their laptop.
4. Some students say that few teachers are capable to teach ICT in Proper way.
5. Some students are not attaining Seminars and Workshops of ICT.
6. Some students say that whenever we used ICT it’s beneficial for our research and save the time and work.
7. Some students are not used statistics but they are taking help of other teachers.
8. Some students are unaware about basic need of ICT and use of it in research.

These are the major judgment of the research which is very miserable for the use of ICT in research. These are the important drawbacks for reconstructing teachers and student’s research skill.

**Recommend Of The Research**

In the order to solve the different above problems the research scholar wants to suggest some major recommendations with the help of finding

**Recommendations according to Teachers Perspective**

1. Teachers must be used ICT in their own research as well as other research.
2. Teachers must be used online and offline working and they will be the master on that.
3. Teachers must be each and every concepts regarding use of ICT in Research.
4. Teachers must be doing practical work depending upon ICT.
5. Teachers must be analysis, interpret, writing and teaching perfectly.
6. Teachers must be attaining Seminar and workshops for developing research skill for their research.

**Recommendations according to Students Perspective**

1. All students must be used ICT in their own research.
2. All students must be working in offline and online mode.
3. All students must be learning self mode and online mode.
4. All students must be used ICT in their own research.
5. All students must be attaining seminar and workshop for Upgradation of ICT knowledge.
6. All students must be capable to use ICT in proper way.
7. All students must be aware about ICT during Research time.
Analysis Of The Tool: The researcher has used Content Analysis of descriptive questions.

Conclusion

Thus in a nutshell the used of ICT is must for learning point of view as well as teaching attitude of teachers. This research is important to make skill of students and teachers for using information and communication technology in their own research as well as help of other research personal. The researcher tries to find out the use of ICT by the teachers and research scholars. The role of ICT in research is good for understanding and reconstructing basic things of teachers Perspective as well as student perspective. This research is mostly cover ICT point of view using by researchers and teachers and it will be applicable at different level.

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Effect of Saq Training On Physical Fitness Variables Of Lawn Tennis Players

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Swami Ramanand Teerth Marathwada University, Nanded (M.S)

Prof.Dr.Uday Chavan  
Research Guide(Physical Education)  
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Director of Physical Education &Sports  
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Tq.Darmabad Dist. Nanded. (M.S.)

Introduction
Ever since organized competitions have merged, humans have been contesting fiercely to assets their supremacy over others. This has led to raising the bar every time. The advent of technology has further accentuated this phenomenon. In this age, the records set on the track and field have tumbled quite often. New technology and training methods have hastened the process of record breaking. Through systematic training programmes, an athlete has the scope of improving the various physical fitness components in order to improve his rare own performance.

SAQ is an acronym for “Speed, Agility and Quickness”. SAQ training sessions has developed and improved all the athletes’ motor skills with and without a ball by fine tuning individual balance and core strength. It is used to increase speed strength agility and quickness of the athletes. Some benefits of SAQ training include increases in muscular power in linear, horizontal and multi – planer movements. It has also increased the body spatial awareness, motor skills and reaction time.

Benefits of SAQ training Benefits
1) Professional coaching and training  
2) Small, focused training groups  
3) Premier training facilities and equipment  
4) Improved techniques  
5) Increased confidence  
6) Positive and challenging environment

Objective Of The Study
The objective of the present study is to find out the Effect of SAQ training on physical fitness variable of Lawn Tennis players.

Statement Of The Problem
The purpose of the study was to find out the “Effect of SAQ Training On Physical Fitness Variables of Lawn Tennis Players”.

Significance Of The Study
1. The results of this study would help the players to select SAQ training exercise to develop Speed, Agility and Quickness.  
2. The finding would contribute to the quantum of knowledge on the field of training.  
3. This study may be use full to the budding researchers.

Hypothesis
1. There would be significant difference among the experimental groups on performance variables such a speed, agility and quickness among school level Lawn Tennis players.
2. There would be significant improvement on selected criterion variables such as speed, muscular strength endurance, explosive power, and agility and power endurance among school level Lawn Tennis players.

Delimitation
1. 40 School Level Lawn Tennis Player from Mahatma Fule Highschool, Nanded were randomly selected as subjects for the study.
2. This experimental study was administered to one experimental group and one control group of 20 boy’s students each.
3. The age of subjects ranged from 11 to 13 years old only.
4. In this study, only SAQ training was administered to the groups.

Limitation
Certain factors like habit, lifestyle daily routine work, climatic conditions and effect on the result of this study will not be taken into consideration while interpreting the result.

Experimental Method
The research selected, only those players who represented school in respected games. Twenty subjects were selected from game that is Lawn Tennis. Total forty subject (n=40). Make two group experiment group 20, control group 20.

For this study the researcher used the method of random sampling for the selection of subjects. One of the subject from the group was the total number of the subjects for the study was forty (n=40) only male subjects were selected. The age of the subjects was between 11 to 13 years.

Based on the response of the subject in the pilot study and during the training. The training schedules the group I and II were constructed however the individual difference was considered, while constructing the training programme and the principle of training (progress, overload and specificity) were followed.

Variables
Dependent Variables
1) Muscular Strength Endurance  
2) Speed  
3) Agility  
4) Leg Explosive Power  
5) Power Endurance

Independent Variables
Selected SAQ Training for Experimental Group considered as the independent variables for this study.

- **SAQ Training**
  - a) **Speed Training**
    1. Broad Jump  2. 20 Yard Burst  3. Stairs Climbing  4. 40m Sprint
  - b) **Agility Training**
    1. 20m sprint  2. Ladder exercise  3. Lateral Jumps  4. Jump box drills
  - c) **Quickness Training**
SAQ Training Programme

Eight week SAQ Training Programme (six days in a week and everyday from 6:30 to 7:10 a.m.) was imparted as follows.

Statistical Procedure

The data collected were analyzed primarily by the descriptive statistics. Further, looking towards the nature of research design, mean, Standards Deviation, 'T' value analysis.

Discussion Of Hypothesis

The results of the study showed that there was a significant difference among SAQ training and control group on selected criterion variables namely speed, explosive power, muscular strength endurance, agility, power endurance variables among school level Lawn Tennis players. Hence the researcher’s first hypothesis was accepted.

The results of study showed that there was a significant improvement on selected criterion variables such as speed, explosive power, muscular strength endurance, agility, power endurance variables among school level Lawn Tennis players due to the aerobic training and circuit training. Hence the researchers’ second hypothesis was also accepted.

Conclusion

- Speed, muscular strength endurance, power endurance, explosive power and agility were significantly improved due to the influence of SAQ training group of among school level Lawn Tennis players.

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Reliability, Validity and Objectivity of Skill Tests in Team Handball

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Kautha Nanded-431603

Introduction

Researcher constructed the skill tests for the Shooting, Dribbling and Throwing skills of team handball. The major part of this research was to make these tests standardized i.e. to find out the reliability, Objectivity and Validity of the constructed tests. Reliability, Validity and Objectivity was established by following procedure given in various books of test, Measurement and evaluation like Verducci, (1980), Morrow, (2000), Salkind, (2006). A test is called reliable there are reasons for believing the test to be stable and trustworthy. There are several methods of determining the reliability of the test. Out of these, researcher used test-retest (repetition) method. The tests were given repeatedly on the same group and correlation computed between first and second set of scores i.e. test and retest scores. Researcher administered constructed skill tests on the 60 handball players from Pune city and determined the reliability based on these scores. 

The validity of a test depends on the fidelity with which it measures what it supposed to measure. Researcher referred nunways of validating the skill tests as Determining validity by means of judgements (face validity), Determining the validity experimentally, factorial validity etc. and from these methods, determining the validity experimentally was used to find out validity of all constructed skill tests. Total 60 handball players were selected and constructed skill tests were administered on them. Also their rating of the skill performance was done with the help of their coaches and teachers. Correlation between these skill tests scores and ranking was calculated to decide the validity of all constructed skill tests.

To decide the objectivity of all constructed skill tests, researcher took the help from one more expert from handball field. Researcher and expert administered all constructed handball on 60 players and correlation between these two data sets was used to find out the objectivity of the tests.

Reliability, Validity & Objectivity of the handball skill tests

Reliability of the handball skill tests

The reliability of the constructed skill test is determined by finding out the correlation between the scores of test & retest. The reliability of the constructed handball skill tests is given in the Table 1

** Table 1 Reliability of handball skill tests **

<table>
<thead>
<tr>
<th>Skill test</th>
<th>Correlation coefficient</th>
<th>Significance level</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump shoot</td>
<td>.848**</td>
<td>.000</td>
<td>60</td>
</tr>
<tr>
<td>Accuracy throw</td>
<td>.826**</td>
<td>.000</td>
<td>60</td>
</tr>
<tr>
<td>Obstacle dribble</td>
<td>.897**</td>
<td>.000</td>
<td>60</td>
</tr>
</tbody>
</table>

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

From above table it is seen that the correlation coefficient between the scores of Jump shoot test & retest is 0.84, which is high correlation and significant at 0.01 level of significance. The correlation coefficient between the scores of Accuracy Throw test & retest is 0.82, which is high correlation and significant at 0.01 level of significance. The correlation coefficient between the scores of Obstacle Dribble test & retest is 0.89, which is high correlation and significant at 0.01 level of significance (Best, 2005) (Sprinthall, 1997).
Objectivity of the handball skill tests

The Objectivity of the constructed skill test is resolute by finding out the conelioo between the scores of two observers who have evaluated the players at the same time.

**Table 2 objectivity of handball skill tests**

<table>
<thead>
<tr>
<th>Skill test</th>
<th>Correlation coefficient</th>
<th>Significance level</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump shoot</td>
<td>1.000**</td>
<td>.000</td>
<td>60</td>
</tr>
<tr>
<td>Accuracy throw</td>
<td>1.000**</td>
<td>.000</td>
<td>60</td>
</tr>
<tr>
<td>Obstacle dribble</td>
<td>.977**</td>
<td>.000</td>
<td>60</td>
</tr>
</tbody>
</table>

From above table it is seen that the correlation coefficient between the Jump Shoot test scores two observers is 1.00, which is very high correlation or very dependable correlation and significant 0.01 level of significance. The correlation coefficient between the Accuracy throw test scores of two observers is 1.00, which is very high correlation or very dependable correlation and significant at 0.01 level of significance. The correlation coefficient between the Obstacle Dribble test scores of two observers is 0.97, which is very high correlation or very dependable correlation and significant at 0.01 level of significance (Best, 2005) (Sprinthall, 1997).

i. Validity of the handball skill test

**Table 3 Validity of the handball skill tests**

<table>
<thead>
<tr>
<th>Skill test</th>
<th>Correlation coefficient</th>
<th>Significance level</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump shoot</td>
<td>0.813**</td>
<td>.000</td>
<td>60</td>
</tr>
<tr>
<td>Accuracy throw</td>
<td>0.896**</td>
<td>.000</td>
<td>60</td>
</tr>
<tr>
<td>Obstacle dribble</td>
<td>0.889</td>
<td>.000</td>
<td>60</td>
</tr>
</tbody>
</table>

Table shows that the correlation coefficient between the Jump Shoot test scores and ranking of a player by coach is 0.813, which is very high correlation or very dependable correlation and significant at 0.01 level of significance. The correlation coefficient between the Accuracy Throw test scores and ranking of a player by coach is 0.896, which is very high correlation or very dependable correlation and significant at 0.01 level of significance. The correlation coefficient between the Obstacle Dribble test scores and ranking of a player by coach is 0.889, which is very high correlation or very dependable correlation and significant at 0.01 level of significance.

**Conclusions**:

After analyzing the data following conclusions are made

- Total three skill tests are developed and standardized in this investigation. It can objectively evaluate the efficiency, of a junior Handball player in Maharashtra with acceptable reliability and validity.
- The Jump Shoot test is reliable and reliability is 0.84
- The Jump Shoot test is objective and objectivity is 1.00
- The Jump Shoot test is valid and validity is 0.81
- The Accuracy Shoot test is reliable and reliability is 0.82
- The Accuracy Shoot test is objective and objectivity is 1.00
- The Accuracy Shoot test is valid and validity is 0.89
The Obstacle Dribble test is reliable and reliability is 0.89
The Obstacle Dribble test is objective and objectivity is 0.97
The Obstacle Dribble test is valid and validity is 0.88

References


Dr. Anuradha Kamthane
Dr. Sangharsh Shrangare
Assist.prof.V.N.M.K.V.Parbhani

Abstract
This study examined the effect of lead up games on physical ability of high school students. Data was collected via a simple random sampling which participated 80 only male students. The age of the students were ranging 14 to 17 years of ages.

The results shows the lead up games were beneficial and important for high school students. In this study speed ability physical fitness components selected from the researcher and medicine ball throw, shuttle run, square running, frog jump competition, etc. lead up games involves in this study.

The findings form this study may be useful for further research on how increase physical ability with recreation and pleasure of high school students.

Introduction
This paper examines the effect of lead up games on physical ability of high school students. This study is focused on the exploration of what effect of lead up games on physical ability of school going students.

It is important that lead up games important role in children life for include reduced risk of obesity, increased cardiovascular fitness, improved coordination and balance, better sleep and improved social skills, more energy, better memory, good feeling, Reducing sedentary time may be as important for health as increasing exercise time. Personality development and it is also helping for our leisure time spends with recreation and pleasure. Lead up games will help lead them to a lifetime happy and healthy living, if we joyfully teach them how to include healthy exercise from the early stage of their overall development.

It is not surprising to discover that lead up games has been shown to improve fitness levels and general motor function of individuals with autism, enthusiastic and recreation. In this study speed, agility, endurance, arm strength, explosive strength these components selected by the investigator. In a study of lead up games of high school students, six weeks which included three, 60-minute sessions per week, resulted in significant increases in fitness levels indicated by changes in speed, agility, endurance, strength.

lead-up Games - A lead-up game isolates one or more of the skills, rules, and/or strategies used to play the actual sport it mimics. Lead-up games help you learn these components in a fun way. As more and more schools and recreation programs focus on lifelong recreational sports, lead-up games play an important role in preparing people to participate in the actual sport.

Benefits of lead up games

- Reduces the risk of dying prematurely.
- Reduces the risk of dying from heart disease.
- Reduces the risk of developing diabetes.
- Reduces the risk of developing high blood pressure.
- Helps reduce blood pressure in people who already have high blood pressure.
- Reduces the risk of developing colon cancer.
- Reduces feelings of depression and anxiety.
Hypotheses:
There would be significant effect of lead up games on physical ability with respect to speed ability of high school students.

Delimitations Of The Study:
1. The study was conducted on 80 high school students divided by 2 groups. 40 were of experimental group and 40 were of control group.
2. The study was delimited to only male high school students.

Limitations of the study:
1. Since this study explores the effect of lead up games on physical ability of high school students, the first limitation was the time restriction in order to reach the target population, which could be appropriately representative. Besides, the size of the sample was relatively small and the number of students that participated in the this study
2. There was no control of research scholar on the diet of the subjects. The level of achievement of the subjects was unknown. Inherent potential of the subjects was unknown.
3. However, from the methodological point of view, it should be noted that the high school students were randomly selected from the high schools.

Selection of subjects:
40 high school students considered as experimental groups two groups were targeted in this study, control group and experimental group. 40 high school student’s considered as experimental group and 40 high school students considered as control group. Training was given only experimental group.

Definition of important terms
Lead up games - Lead-up games are low organized games that focus on various sports skills without actually playing the sport in its entirety. Lead-up games and activities gives students opportunities to utilize these various sports skills in small settings, therefore allowing for a better learning experience without the stress of actually playing a real game. The rules are modified for easy understanding. Learning the skills and having fun is more stressed than competition.
Physical Ability – The ability to your heart, blood vessels, lungs and muscles to carry out daily tasks and occasional, unexpected physical challenges with a minimum of fatigue and discomfort.
Speed: It may be defined as the capacity of an individual to perform successive movements of the same pattern at a fast rate.

Training schedule
After pre-test, the subjects of experimental group were participated in orientation about the training program; during this orientation the subjects was given knowledge of each exercise by research scholar. The strength training and lead up game sessions was three days a week for six
weeks. Including lead up games in this study such as frog jumps, 30 m dash, square running, medicine ball run, frog jump competition, and agility run, racing the ball.

**Tools of The Study and Statistical Analysis**

Stop watch, measuring tape, marking powder, was used for the present study. To analyse the data mean, S.D., and t-test was utilized the level of Significant was setup at 0.05 level of confidence.

**Results.**

In this study, data were analysed using the Statistical Parameters of Mean, SD, and t-test The sample comprised 80 high school students with mean age 13, 17 years. The subjects are only male students. Moreover, experimental group students comprised the control group students. Table 1 presents the mean score standard deviation and t-ratio of select physical ability with respect to speed in pre and post-test of (experimental group) lead up games group.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Test</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>speed</td>
<td>Pre Test</td>
<td>40</td>
<td>9.52</td>
<td>0.51</td>
<td>5.40*</td>
</tr>
<tr>
<td></td>
<td>Post Test</td>
<td>40</td>
<td>8.91</td>
<td>0.50</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .05 level. (t= 5.40), P<.05

Since the major purpose of this study was to examine effect of lead up games on physical ability with respected to speed ability of high school students.

The data showing the significant effect of lead up games on speed of high school students. Speed ability of experimental group was increased.

**References :-**


A Comparative Study of Beneficial Impact of Excessive Usage of Electronic Social Networking Among Urban sportsman and non sportsman and rural sportsman and non-sportsman of Junior college students

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Abstract:

The purpose of the present study was to compare the beneficial impact of excessive usage of electronic social networking among urban sportsman and non sportsman and rural sportsman and non-sportsman of junior college students in Aurangabad district. This study was conducted on a sample of 300 junior college students in Aurangabad District. Out of which (150 Urban sportsman and non sportsman and 150 Rural Sports and Non sportsman) were selected. The age of all subject was ranged between 14 to 17 years. The descriptive survey method was used for data collection. The instrument of data collection was self constructed questionnaire. It was titled the use of social networking sites among urban sportsman and non-sportsman and rural sportsman and non sportsman of junior college students in Aurangabad district. The questionnaire consists of twenty five items. The questionnaire was homogeneous keyed in 4 point scale and subjects were guided to respond to each items thus SA- strongly agree, A- Agree, SD- Strongly disagree, D- disagree. There hundred forty five questionnaire were distributed. But only 300 questionnaire were respondent and collected by researcher to ensure an accurate return rate. The researchers used mean scores (X) to analyze each item in the questionnaire for the purpose of answering research questions. The collected data are presented according to the research questions and the responses were organized using rank weighted mean and simple percentage frequencies on the basis of the results of this study it is concluded that there is no mean difference for beneficial impact of electronic social networking between urban sportsman and non sportsman and rural sportsman and non sportsman of junior college students in Aurangabad.

Keywords: social network sites internet, types of students.

Introduction

Social network sites are widely used by many people nowadays for various aims. Many researches have been done to analyze the usage of these sites in many different settings. In the literature the number of the studies investigating the university student’s usage social network sites is limited. People use social networks for different purposes. Social network sites have been considered as an important tool to share communication and obtain new information as well as new friendships. Moreover social network environment introduces facilities for personal statements creating interest groups, injuring co-operation and Sharing information. With the increasing use of social networking websites the need for information sharing between people and communication is rising and social network are providing an informal education. When all purpose are evaluated together having fun, contacting friends and sharing information come to the fore. Social networks are that one can make contact with someone who is over a great distance within few seconds. Social networks enhance communication skills pricificiation as well social commitment improve peer support and ensure realization of education based on collaboration strategies. Social sharing online and offline communication ease of use and usefulness, quick access to information and news and high interaction independent from location are the characteristics features most favored by the users of the social network. Enabling new opportunities for the presentation of the self learning having a wide circle of relationships are also the advantages of social networks. Social networking
sites have been used for a variety of educational purposes and help students in educational settings. The ‘Social Spaces’ available to students can enable a more individualized experience for learning an online environment and can contribute what is taught in a traditional classroom setting. Most of the students use social networking sites in conducting group projects and assignments and have been found to be very useful in having group work. Students are also enhanced by the amount of information disclosed on a teacher’s or academics SNS and the sharing of information amongst groups can have a positive effect on students.

Social networking sites improve technology Excellency enhance Social skills and motivates students communicate in new ways with new people. Bicep and uzunboylu depicts that it maintains the team working skills, helps one’s personal development could increase the student’s successes. Could be helpful for both teacher and students when used as a supportive material in lessons allows to share information between colleagues could more students show more interest in lesson could make learning more enjoyable helps teachers and students to know each other better via the profile pages could increase students motivation by allowing them to communicate with each other, encourages colleagues to learn more could increase students will to learn by sharing extra resources about their homework helps students to find out what goes on in the world through daily news enable them to share information about scientific studies.

Statement of the problem :-
“A comparative study of Beneficial Impact of Excessive usage of Electronic Social Networking Among Urban sportsman and non sportsman and Rural sportsman and non sportsman of junior college students.”

Objective of the Study :-
To assess mean differences of Beneficial Impact of Excessive usage of Electronic Social Networking Among urban Pports man and non-sportsman and Rural sportsman and non-sportsman of junior college students in Aurangabad District.

Hypothesis of the study:-
There is no mean difference of Beneficial Impact of Excessive usage of Electronic Social Networking among Urban sportsman and non sportsman and Rural sportsman and non sportsman of junior college students in Aurangabad district.

Methodology:-The sample of the study consist of three hundred urban sportsman and non sportsman and Rural sportsman and non sportsman of junior college students who are randomly selected as subject. The age of the students ranged between 14 to 17 years.

Tools :-The instrument for data collection was a self constructed questionnaire. It was titled the use of social networking sites among junior college students in Aurangabad district Beneficial Impact of electronic Social Networking questionnaire consist of twenty five items. The questionnaire was homogeneously keyed in a 4 point scale and the subject were guided to respond to each items thus SA- strongly agree A-agree SD- strongly disagree, D- Disagree. Three hundred copies of questionnaire were collected by the researcher to ensure an accurate return rate. The researchers used mean scores (x) to analyze each item in the questionnaire for the purpose of answering research question. The collected data are presented according to research questions and the responses were organizes using rank weighted means and simple percentage frequencies.
Mean responses on the beneficial impact of excessive usage of electronic social networking among Urban sportsman and non sportsman of junior college students.

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Urban sportsman J.C.S.</th>
<th>Urban Nonsportsman J.C.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA  A D SD X</td>
<td>SA  A D SD X</td>
</tr>
<tr>
<td>1</td>
<td>It encourage students to interact with each other share ideas and express their creativity</td>
<td>22 29 16 8 2.86</td>
<td>29 23 13 10 2.94</td>
</tr>
<tr>
<td>2</td>
<td>It encourages virtual meeting with co-research scholars</td>
<td>26 25 13 11 2.88</td>
<td>24 30 12 9 2.92</td>
</tr>
<tr>
<td>3</td>
<td>In Increases Self-esteem and well being</td>
<td>28 23 17 7 2.96</td>
<td>33 22 10 10 3.04</td>
</tr>
<tr>
<td>4</td>
<td>It helps in research and learning</td>
<td>30 22 13 10 2.96</td>
<td>30 26 9 10 3.01</td>
</tr>
<tr>
<td>5</td>
<td>It Support collaborative and peer to peer learning</td>
<td>32 23 15 5 3.09</td>
<td>28 32 12 3 3.05</td>
</tr>
<tr>
<td>6</td>
<td>It helps in strengthening interpersonal relationships</td>
<td>33 26 13 3 3.18</td>
<td>32 31 9 3 3.22</td>
</tr>
<tr>
<td>7</td>
<td>It promote read and write web skills</td>
<td>24 30 11 10 2.90</td>
<td>29 23 13 10 2.94</td>
</tr>
<tr>
<td>8</td>
<td>It helps in developing on e-portfolio for future employment</td>
<td>33 22 13 7 3.08</td>
<td>30 22 10 13 2.92</td>
</tr>
<tr>
<td>9</td>
<td>It helps to catch and convict criminals</td>
<td>32 21 11 11 2.98</td>
<td>21 26 27 7 2.81</td>
</tr>
<tr>
<td>10</td>
<td>It Spreads the information in credibly fast</td>
<td>30 26 11 8 3.04</td>
<td>32 28 7 8 3.12</td>
</tr>
<tr>
<td>11</td>
<td>It helps to finding with common interests</td>
<td>28 32 10 5 3.10</td>
<td>27 29 10 9 2.98</td>
</tr>
<tr>
<td>12</td>
<td>It help of establish enduring relationship with real people</td>
<td>33 32 5 5 3.24</td>
<td>32 22 12 9 3.05</td>
</tr>
<tr>
<td>13</td>
<td>It help to accessing news in real time</td>
<td>31 26 10 7 3.05</td>
<td>33 30 8 4 3.22</td>
</tr>
<tr>
<td>14</td>
<td>It help to making or receiving correct personal advise</td>
<td>27 29 13 06 3.02</td>
<td>26 24 13 12 2.85</td>
</tr>
<tr>
<td>15</td>
<td>It help to finding life Partner</td>
<td>22 32 11 10 2.88</td>
<td>26 29 12 8 2.97</td>
</tr>
<tr>
<td>16</td>
<td>It help for power to drive traffic</td>
<td>30 26 10 9 3.02</td>
<td>30 24 12 9 3.00</td>
</tr>
<tr>
<td>17</td>
<td>It help for time-pass and fun</td>
<td>29 31 5 10 3.05</td>
<td>33 31 7 4 3.24</td>
</tr>
<tr>
<td>18</td>
<td>It helps people across the globe to communicate and stay connected to each other without any fee.</td>
<td>24 30 12 09 2.92</td>
<td>30 21 11 13 2.90</td>
</tr>
<tr>
<td>19</td>
<td>It a way of earning and livelihood for a huge number of people who are running their pages on social media sites like facebook</td>
<td>32 23 10 10 3.02</td>
<td>28 31 8 8 3.05</td>
</tr>
<tr>
<td>20</td>
<td>It’s great source of entertainment or refreshment which helps you lighten your mood.</td>
<td>28 32 10 5 3.10</td>
<td>27 28 10 10 2.69</td>
</tr>
<tr>
<td>21</td>
<td>It helps in improving student’s creativity.</td>
<td>30 22 12 11 2.81</td>
<td>30 33 8 4 3.12</td>
</tr>
<tr>
<td>22</td>
<td>It helps for sportsman to getting more personal with fans</td>
<td>33 31 5 6 3.37</td>
<td>24 28 10 13 2.84</td>
</tr>
<tr>
<td>23</td>
<td>Social networking sites have taken a new dimension called marketing certain websites offers advertisements to its subscribers.</td>
<td>27 26 13 09 2.94</td>
<td>29 26 10 10 2.98</td>
</tr>
<tr>
<td>24</td>
<td>It help students for Provided immediate and constructive various learning styles.</td>
<td>33 30 8 4 3.22</td>
<td>32 21 11 11 2.98</td>
</tr>
<tr>
<td>25</td>
<td>It help Students for improving the communication between student and teacher student.</td>
<td>26 28 12 09 2.94</td>
<td>31 26 09 09 3.05</td>
</tr>
</tbody>
</table>
Mean responses on the beneficial impact of excessive usage of electronic social networking among Rural sportsman and non sportsman of junior college students.

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Rural Sports man J.C.S.</th>
<th>Rural Non Sports man J.C.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA A D SD X</td>
<td>SA A D SD X</td>
</tr>
<tr>
<td>1</td>
<td>It encourage students to Interact with each other share ideas and express their creativity</td>
<td>30 31 10 4 3.48</td>
<td>29 26 11 9 3.00</td>
</tr>
<tr>
<td>2</td>
<td>It encourages virtual meeting with co-research scholars</td>
<td>32 26 8 9 3.08</td>
<td>30 24 11 10 2.98</td>
</tr>
<tr>
<td>3</td>
<td>In Increases Self-esteem and well being</td>
<td>28 26 12 10 2.98</td>
<td>33 31 09 02 3.29</td>
</tr>
<tr>
<td>4</td>
<td>It helps in research and learning</td>
<td>32 20 13 10 2.98</td>
<td>30 28 10 07 3.08</td>
</tr>
<tr>
<td>5</td>
<td>It Support collaborative and peer to peer learning</td>
<td>33 36 4 2 3.33</td>
<td>32 31 06 06 3.18</td>
</tr>
<tr>
<td>6</td>
<td>It helps in strengthening interpersonal relationships</td>
<td>24 30 13 8 2.93</td>
<td>29 31 10 5 3.12</td>
</tr>
<tr>
<td>7</td>
<td>It promote read and write web skills</td>
<td>32 26 9 8 3.09</td>
<td>29 27 9 10 3.00</td>
</tr>
<tr>
<td>8</td>
<td>It helps in developing on e-portfolio for future employment</td>
<td>33 21 8 7 3.05</td>
<td>32 31 8 4 3.21</td>
</tr>
<tr>
<td>9</td>
<td>It helps to catch and convict criminals</td>
<td>29 23 11 12 1.52</td>
<td>33 30 06 06 3.20</td>
</tr>
<tr>
<td>10</td>
<td>It Spreds the information in credibly fast</td>
<td>33 29 08 05 3.02</td>
<td>30 22 12 11 2.94</td>
</tr>
<tr>
<td>11</td>
<td>It helps to finding with common interests</td>
<td>32 22 12 09 3.02</td>
<td>32 28 11 4 3.17</td>
</tr>
<tr>
<td>12</td>
<td>It help of establish enduring relationship with real people</td>
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<td>29 31 09 06 3.10</td>
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<tr>
<td>13</td>
<td>It help to accessing news in real time</td>
<td>31 26 10 8 3.05</td>
<td>33 30 06 06 3.02</td>
</tr>
<tr>
<td>14</td>
<td>It help to making or receiving correct personal advise</td>
<td>30 26 11 08 3.04</td>
<td>29 31 08 07 3.09</td>
</tr>
<tr>
<td>15</td>
<td>It help to finding life Partner</td>
<td>33 22 10 10 3.04</td>
<td>32 31 07 05 3.02</td>
</tr>
<tr>
<td>16</td>
<td>It help for power to drive traffic</td>
<td>28 26 11 10 2.96</td>
<td>30 26 10 9 3.02</td>
</tr>
<tr>
<td>17</td>
<td>It help for time-pass and fun</td>
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<td>25 24 22 04 2.93</td>
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<td>23</td>
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<td>28 27 10 10 2.97</td>
</tr>
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<td>25</td>
<td>It help Students for improving the communication between student and teacher student.</td>
<td>29 37 16 05 3.12</td>
<td>29 33 07 06 3.13</td>
</tr>
</tbody>
</table>
Discussion of finding

From Table-01 & Table-02, the decision shows that on the items were accepted as the beneficial impact of excessive usage of electronic social networking among urban sportsman and non sportsman and rural sportsman and non sportsman of Junior college students. So the null hypothesis was accepted. There is no difference between Urban sportsman and non sportsman rural postman and no post man of junior college students. Hence the hypothesis is accepted. The responses gathered from questionnaire reveal the following as benefits of using social networking sites. The researchers reported that students are using face book and other sites on various issues such as policies religious and work as well as to pioneer and develop intimate relationship also citing the part of the result carried out by Greenhow, Rubella and Hughes (2009) konekes and MC key gun (2011) that self esteem personal validation and value are positively affected by the use of face book for many uses.

Conclusion

On the basis of the results of this study it is concluded that there is no mean difference for beneficial impact of excessive usage of electronic social networking among urban sportsman and non-sportsman and rural sportsman and non sportsman of junior college students. It shows that the reasonable number of junior college students use the social networking sites. There are also various purposes for which the students use the social networking sites to achieve and that have been investigated. The Social networking sites have been seen as a source of direct response to the need to offering adequate information, communication, disseminate, discussing and mobilizing vast quality of information.

Reference:

2) Awake (2012 Feb) what should you know about social networking?
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Effect Of Conditioning Exercise On The Physical Components Among Sedentary Students

Dr. Rahul Sarode,
And
Dr. Abhijit Shyamrao More,
Mahatma Phule Mahavidyalaya Ahmadpur Dist Latur

Abstract:
The primary objective of the study is to highlight the importance of conditioning exercise to achieve cardio respiratory fitness components among sedentary students and to effect of conditioning exercise on physical fitness components among sedentary students. Two groups would be targeted, experimental group & control group 30 sedentary collegiate students considered as experimental group & 30 other sedentary collegiate students considered as control group. Training only was given to experimental group. The applied program was planned for twelve weeks, 5 days a week and for 60 minutes a day, as the statistical techniques. Mean scores and standard division were taken and paired t-test was applied. Results revels that there were significant effects conditioning exercise on speed, Agility and Strength.

Introduction
Sedentary life style is a seriously growing health problem. Epidemiological study has shown that sedentary life style will contribute to the early onset and progression of life style disease such as cardiovascular disease, hypertension, diabetes and obesity (Hulens Met. al. 2002). Decreased physical fitness may result from various diseases, especially when accompanied by prolonged recumbence, or from inactivity such as a sedentary lifestyle and a low-level of physical activity. Increased health-related physical fitness, on the other hand, is associated with a decreased incidence of hypertension and cardio-related disorders.

The importance of physical fitness programmes is linked to a higher quality of life as well as academic achievements. It is well-documented that regular physical activity in childhood and adolescence improve strength & endurance, health build, healthy bones & muscles, hips control weights, reduce anxiety and stress, increases self-esteem and may improve cardio reparatorily function. Physical fitness is recognized as an important component of health (Yitzhak 3000) and it may be important for the performance of functional activities and quality of life (Salmon, Owen, Crawford, Bauman, Sallis ) (3003). Low physical fitness may result in high physical strain during the performance of activities (Bruining et. al. 3007). As a consequence, activity levels may decrease due to fatigue and discomfort, exacerbating low physical fitness.

Keeping in view the fact that student’s physical fitness has important health consequences during their study, a large number of studies on physical fitness have been reported from different countries of the world. Data on the physical fitness students from Turkey (Oner, Vatan, Sari, Ekukue, Guzel, Karasalihoglus, Boris 3004), America (Ogden, Flegal, Caroll, Johnson 3000, Malina3007) Brazil, Ching, Russia (Shiz, Lier, Nirmal, Holmboe, Offesary3007) and Europe (Ortega, Artero, Ruliz, Vicente-Rodriguez, Bergman, Hogstrom, Otte, Nagg, Konstao, Lopez, Polito, Dietrict, Palada, BegrinManios, Sjstrom, Castillo 3008) are available in the literature, all these reports made the health planners realize the importance on contribution of health education & physical fitness in the development of total fitness.

Materials and Methods Subjects:30 sedentary students from various colleges of Swami RamanandTeerthMarathwada University Nanded, voluntary to participate in the conditioning
exercise programmes. Exclusion criteria were the presence of chronic medical conditions such as asthma, heart disease or any other condition that would put the subjects at risk when performing the experimental tests. The subjects were free of smoking, alcohol and caffeine consumption, antioxidant supplementation and drugs during the programmes. They completed an informed consent document to participate in the study. The speed, agility strength of all subjects were measured in physical education department laboratory. All 30 acted as experimental group.

Applied training program

A training program was planned for 12 weeks, 5 days a week and 60 minutes a day. Exercise that use large muscles groups that can be maintained continuously and are aerobic in nature. These exercises include walking, running, jogging, climbing, jumping row and cross country. There was training programmes in the academic schedule of physical education department. The exercise session should consist of the following procedure:

Warm - up period will be approximately 10 min., this was combine callisthenic - type stretching, exercise and progressive aerobic activity. However, cool down period was 5 to 10 min.

Assessment of Physical Fitness Tests

Administration of the test:

Pre & post-test was applying on students to measure performance related physical fitness components. The following test was taken from students

A) Speed: This test measured by using 50 Yard Dash Run.

50 yard Dash: The purpose of the test is to measure speed.

Equipment's: Area of desired length preferably on an athletic track playground or football field with a marked starting line and a finish line, two stopwatches.

Test Administration: The tester should give in advance, instructions to a group of 10-15 subjects as follows “you are required to take any position behind the starting line. Wait for the starting signal. On receiving the command Go, you are to start running as fast as possible till you reach the finish line. Warm up just before the sprint test. After then warm up, subjects preferably in pairs, are asked to take starting position behind the starting line and wait for the signal ‘Go’. A separate helper with a stopwatch is required to watch each subject at the finish line. The tester gives commands Ready, Steady, Go, so that these are audible easily to subjects at the start line and the timers at the finish line. At the command Go, the timers start their respective stopwatches and the subjects start their sprints. As soon as the subjects crosses The time accurate up to 0.01 second. Only one correct trial is permitted. The subject is asked to restart the sprint in case he start before the word go or fails to start quickly at the command Go, Sometimes a gunshot may be stopwatches by the timers and sprints by the subjects especially when the sprint is for more than 40 yard.

Scoring: The time elapsed from the start to the instant, subject crosses the finish line, is the score expressed usually up to hundredth of a second.

Explosive Strength: explosive strength measured by the Standing Broad Jump.

Standing Broad Jump: This test measures the power of legs in jumping horizontal distance and may be applied to children of both sexes aged seven years above.

Equipment: Floor Mat or long jump pit may be used, measuring tape, marking tape.

Test Administration: A demonstration of the standing Broad jump is given to a group of Subjects to be tested. The Subject is then asked to stand behind the starting line with the feet parallel to each
other. He is instructed to jump as farthest as possible by bending knees and swinging arms to take off for the broad jump in the forward direction. The subject is given three trials.

**Scoring:** The distance between the starting line and the nearest point of landing provides the score of the test. The best trial is used as the final score of the test.

**AGILITY:** Agility measured by administrating SEMO agility test.

**SEMO Agility Test:** This test is used to measure agility ability of the subject during forward, sideward and backward manoeuvring movements. The test is suitable for both boys and girls aged 12 years and above.

**Equipments:** A stopwatch, four plastic cons 9”x9” base having 12” height and a basketball court area measuring 12’x19’.

**Test Area:** A smooth plane area of 12’x19’ size is marked. This marked area must have adequate running space around it. It is easier to mark the test area in a basketball court starting form the free throw line to the end line of the court. Four cones are placed at each inner angle of the 12’x19’ rectangle.

**Test Administration:** After a demonstration given by a trained helper, the tester asks the subject to stand just outside the marked rectangle at the starting point. With his back towards the free throw line, the subject waits for the signal ready, go at the world ‘Go’ the tester starts the stopwatch while the subject start side stepping to his right has his faster speed until he reaches outer corner of the 3 second cone from where the subject start back pedalling (ruining backward) from the outer corner of the second cone i just outside the 19’ marked line. As soon as the subject reaches the cone no. 1 he is to take a side turn and again run back pedalling to reach the inner corner of cone no.4 to no.2 where he is to perform a side step to his left to reach the finish line as rapidly as possible with his best efforts. As soon as he steps outside the finish line with his both feet, the tester stops the stopwatch.

**Scoring:** Each subject is given two trials and time of each trial is noted accurate up to 0.1 second. The lesser value of the time out of the two trials is the score of the subject.

**Statistical analysis**

Statistical technique used for analyzing the collected data in the study was’ t’ value.

**Results**

<table>
<thead>
<tr>
<th>Test</th>
<th>No.</th>
<th>Means(sec.)</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>30</td>
<td>10.90</td>
<td>1.23</td>
<td>( P&lt;.05)</td>
</tr>
<tr>
<td>Post</td>
<td>30</td>
<td>10.12</td>
<td>1.02</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 level.

With regard to Pre and Post-test of agility, mean values of 10.90 and 10.12 respectively were observed (Table-1). the obtained t=3.11 indicating that there was significant effects conditioning exercise on agility.

<table>
<thead>
<tr>
<th>Test</th>
<th>No.</th>
<th>Means</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>30</td>
<td>7.75</td>
<td>0.74</td>
<td>( P&lt;.05)</td>
</tr>
<tr>
<td>Post</td>
<td>30</td>
<td>7.13</td>
<td>0.49</td>
<td></td>
</tr>
</tbody>
</table>

*Significant
Table 2 gives the statistical comparison of Pre and Post-test of speed ability. Results indicates significant effects of conditioning exercise on speed was found (t= p<.05) when comparison is made between two groups.

**Table 3 shows statistical shows the effects of conditioning exercise Explosive Strength.**

<table>
<thead>
<tr>
<th>Test</th>
<th>No.</th>
<th>Means (cm.)</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>30</td>
<td>149.18</td>
<td>8.11</td>
<td>( P&lt;.05)</td>
</tr>
<tr>
<td>Post</td>
<td>30</td>
<td>134.33</td>
<td>7.23</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level.

Table 3 indicates the existence of statistically significant effects between Pre and Post-test of Explosive strength. Significant effects of conditioning exercise was found in explosive strength.

**References**


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Skill Development of Sports and Games

Dr. Sangharsh S. Shrangare
Assist. Prof. V.N.M.K.V.Parbhani

Dr. Anuradha B. Kamthane

Abstract:

Every coach, athlete, media commentator and every fan will tell you that the fundamentals or the most important element of all sports is skill. Just learning the skill is only the first step in the process. Only fools believe that practice makes perfect. But the real issue now is “performance practice makes for perfect performance.” Athletes do not fail because their skill level is poor. They fail because their ability to perform the skill in competition is poor. Coaches and athletes must spend as much time, energy and effort learning to perform the fundamental skills of their sport in competition conditions as they do to learning and mastering the basic skill. Coaches should progress athletes systematically through various steps discussed in this paper, to ensure that they can perform fundamental sport skill in competition conditions to do less is to rely on luck, the bounce of the ball and some good fortune none of which are strategies for consistent success.

Introduction:

Every coach, athlete, media commentator and every fan will tell you that the fundamentals or the most important element of all sports is skill.

Ex. Kicking and passing in football, passing and shooting in basketball and netball, throwing and catching in cricket and basketball. Learning, practicing, and mastering in basic skills of sports is one of the foundations of physical education.

Just learning the skill is only the first step in the process. Only fools believe that “practice makes perfect.” But the real issue now is “performance practice makes for perfect performance.” Athletes do not fail because their skill level is poor. They fail because their ability to perform the skill in competition is poor.

What is skill?

- The ability to perform a sporting skill consistently well at speed under fatigue and pressure conditions in competition environment
- It is all about fundamentals
- Some physical educationalist says that skills are everything.
- A well-known physical educationalist Barbara Knapp in 1963 stated skill as follows - skill is the learn ability to bring about pre – determined results with maximum certainty often with minimum outlay of time or energy or both.
- Skill can be divided in two categories.
  1. Physical skill
  2. Mental skill

Physical skill: - physical skill is also known as motor skill. Physical skill is also known as all sports, it can be subdivided in two types.

Simple motor skills: - Simple motor skills that require very little intricate body movement and are similar in most sports. Examples are running, jumping, throwing, catching and hitting.

Complex motor skills: - Complex motor skills that require intricate body movements with finer control of many body parts. An example of this is the lay-up shot in basketball.
Mental skills: Most performances in sport require some form of mental activity. The simple motor skills require little mental input, whereas activities such as orienteering require the performer to mentally assess the situation before making a decision about the next move.

Building Confidence
The product of practicing sports is good physical health, which ultimately impacts mental health. Frequent exercise and good eating habits often lead to an improved perception of your body image and self-esteem. Practicing sports enables you to set goals and reach them, whether they are to look and feel better about yourself or become a better player and teammate. Repetition of skills during practice also enables you to learn from your mistakes and become a more confident player.

Exploring Passions
Practicing prepares you to play different types of sports, because many of the skills learned in a sport can be applied to similar sports. For example, if you like playing lacrosse, you may also enjoy playing hockey. If you’re interested in playing a new sport, decide which skills you enjoy in your current sport and pick a sport that includes that skill, whether it’s running, throwing, lifting or jumping. You learn a lot about yourself when practicing sports, and practicing a new sport challenges you to try new things and step out of your comfort zone.

Hard to disagree but……..There huge difference between learning a skill and learning to perform the skill consistently well at speed, when you are fatigued, underpressure and trying to execute the skill in front of thousand of people. To learn to perform skill you need go to m coach, learn to perform and practice practice……..

Steps to Develop skill
1) Perform the skill: - This the first and unfortunately for most athletes, the last step in their skills learning program coaches come up with a drill, athlete copy it, try it learn it.
2) Perform the skill very well: - Skills mastery comes from regular practice combine with quality feedback from coaches and may incorporate the use of video and other performance analysis technologies including the best one of all the coaches eye. It is about here that most coaches stop coaching the skill, beliving that if the athlete can perform the really well, and it looks like it does in the coaching textbooks then they have done their job.
3) Perform the skill at speed: - Name one sport where the ability to perform sports skills really slow is a winning strategy. Technical perfection at slow speed may look great for the textbooks, but unless the skill can withstand the competition level speed it is not competition ready. Looking technically perfect at slow speed is great for the cameras but it is even bitter for your opposition who will have run around you and scored while you are receiving accolades for winning the best skills execution competition.
4) Perform the under the fatigue: - Think of the danger zones in all competition sport. The last twenty metres of a 100 mtrs freestyle. The last 5 min before half time in football. The last play in the game. Many many competition come down to the quality of skills execution during the last 5 % of time and being able to perform fundamental skill when tried, dehydrated, glycogen depleted and suffering from neuro muscular fatigue is winning edge in all sports.
5) Perform the skill under pressure: - How many time do you see athlets mis simple targets or drops ball or make errors at critical movements, danger zone in competiton. The is no doubt that emotional stress and mental pressure impact on the ability of athlets to perform skills with quality and accuracy but t is is coaching issue. Incorporate the element of pressure skill
practices in training and insure that training is more challenging and more demanding than the competition environment for you are preparing for.

6) **Perform the skill consistently** :- Being able to perform the skill under competition condition once could be luck but being able to do it consistently under competition condition is the sign of a real champion. Consistency in skills execution in competition comes from consistency of training standards. Adopting the no compromise approach to the quality of skill execution training is a sure way to develop a consistent quality of skills execution in competition condition.

7) **Perform the skill in competition conditions** :- This is what it is all about the real factor in what makes a champion athlete is their capacity to perform consistently in competition condition performing a basic skill well is not difficult but add the fatigue of 75 minutes of competition, the pressure of knowing the whole season is on the line with one kick, the expectation of the board, the coach, the management, teammates an tens of thousands of fans and all of sudden that basic skill is not so basic it becomes the equivalent of juggling 6 sticks of dynamite.

**References**

Abstract

Traditional sports is unique to the school and college curriculum as the only program that provides students with opportunities to learn motor skills, develop fitness and gain understanding about physical activity. Physical benefits gained from physical activity include: disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health. The Traditional sports program is the place where students learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives. It is well documented that regular playing of traditional sports in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weights, reduces anxiety and stress, increases self-esteem and may improve blood pressure and who have regular, sequential Traditional sports are stronger students – physically and mentally.

Traditional sports enhance the mind-body connection, which can improve mood and physical health – and even lighten various psychological disorders. Improved depression, body image struggles, eating disorders, and even physical problems such as back pain and asthma are some of the health benefits of exercise.

Introduction

Traditional sports are considered as a gift by many due to its immense benefits and ability to provide cure for a wide range of diseases without having to intake medications. But aside from providing cure, physical exercise can also be used as a preventive too. With regular physical activity, it is believed that one can improve health and well being such that body is better able to fight off diseases.

In fact, many who have adapted exercise as part of their regular fitness routine does so since it significantly improves their health maintenance system. One of its practical applications involves stress reduction techniques that enable an individual to cope with daily stresses in if that could have entailing impact on the health. Indeed, stress depletes the immune system’s ability to fight off diseases so it is important to eliminate stress in the life. There are several methods involved in physical exercise that will provide with an effective stress management tool, such aerobic exercise, breathing exercises, and stretching exercise. Heart problems and cardiovascular diseases is one of the leading causes of death worldwide. Finding an effective cure against these type of diseases will greatly reduce to mortality rate. But regular exercise offers an even more effective approach to put a stop to the increasing number of people suffering from heart diseases. Hence, expert Traditional sports suggest incorporating Aerobic exercise, calisthenics and resistance exercises into the daily life so that one can embark on an important lifestyle transformation that will improve the heart condition.

When an individual suffers from stress, it constricts breathing passage, creates tension in the heart muscles, and increase heart rate. When this happens, one simply has to start executing aerobic exercises to release pressure exerted on the heart and its surrounding muscles. Performing aerobic exercises and positions are the subject of several health studies over the recent years. And these studies show somewhat similar results that indicate the ability regular exercise to improve the quality of life. This happens mainly due to the improved body composition and better fitness level. Moreover,these effects are equally significant as a complementary therapy for those that are
undergoing conventional medical treatments. By regularly executing aerobic exercises, an individual is able to improve their muscular strength, produce a leaner body mass, and improve immune system. It also helps to improve one’s level of self-esteem and produce a more positive body image, which greatly impacts their view of the self without suffering from any form of side effects.

The Health benefits of Traditional sports

Cognitive Benefits
Academic constructs have greater meaning for children when they are taught across the three realms of learning, including the cognitive, affective and psychomotor domains. Greater depth and relevance can be achieved when the subject matter constructs are related to each domain of learning. Research has demonstrated that children engaged in daily Traditional sports how superior motor fitness, academic performance, and attitude towards school versus their counterparts who did not participate in daily physical education. Traditional sports learning experiences also offer a unique opportunity for problem solving, self-expression, socialization, and conflict resolution.

Traditional Sports Improves the Quality of Life
Traditional sports can serve as a vehicle for helping students to develop the knowledge, attitudes, motor skills, behavioural skills, and confidence needed to adopt and maintain physically active lifestyles. The outcomes of a quality Traditional sports program include the development of students’ physical competence, health-related fitness, self-esteem, and overall enjoyment of physical activity. These outcomes enable students to make informed decisions and choices about leading a physically active lifestyle.

Improved Posture
Women who involved in traditional sports are more body satisfaction, less self-objectification, and greater satisfaction with physical appearance (compared to women who don’t do yoga). Fewer symptoms of eating disorders are also reported by women who involved in physical exercise perhaps because exercise encourages one to listen to the body’s feedback and learn to be sensitive to the bodily sensations. This in turn makes one less preoccupied with one’s appearance, gives more positive views of the body, and helps incorporate healthy eating habits in one’s life. A healthy body image is one of the health benefits of exercise.

Relief from Pain
Chronic back pain or problem is a common complaint shared by several individuals. But Therapeutic exercise offers a great method to relieve your of any pain sensation or prevent back pain from developing. Back pain, particularly in the lower back area, is often caused by poor posture of remaining at the same position over a long period of time (which is likely with individuals sitting in their office desks for several hours each day) the aim of Therapeutic exercises is to add flexibility, provide proper toning, and increase strength in your muscles. All of these are important qualities that the body needs to eliminate pain in the back or some other parts of the body. And the best part about performing these therapeutic exercises is that they serve both as a way to prevent injuries or speed up the process of healing.

Muscle strengthen
The ability to add strength and flexibility to your muscles and joints are obvious benefits that can be derived from strength and flexibility to your muscles and joints are obvious benefits that can be derived from stretching exercise people are aware that exercise provides benefit to your internal health system, as well. One of that is your digestive system. When you perform advanced stretches
or curling exercises, it also internally massages your organs such that it facilitates for proper functioning of those organs. And when your internal or digestive organs are healthy, so is the rest of your body.

**Stress-Related conditions:**

Anxiety and stress are normal bodily responses prompted by various external impulses. In fact, stress is considered as healthy as it enables the body to push beyond the limits and act according to what type of physical situation an individual is confronted with. But when present in an overwhelming amount exercise is not good for your health. Daily or regular exercises and aerobic exercise also known to effectively reduce anxiety or depression caused by stress.

**Health Conditions Related to Aging Process**

There is also a relatively new category of exercise that caters to the needs or older or aging individuals. This might appear as a bit surprising for many given that most people have this miscomputation that exercise requires a certain level of flexibility or physical skill. However, older individuals can experience several great benefits from therapeutic exercise such as improved dexterity, injury prevention, and reduced amount of pain in their joints, muscles, and ligaments as yoga exercises help to add flexibility into them.

The health benefits of Traditional sports improved physical health

Research is proving connections between good physical health and exercise for instance, epileptic stress, back pain and fatigue caused by multiple sclerosis are all health problems that have been proven to be reduced by various types of exercise and that’s just barely scratching the surface of all the scientific research about exercise and health.

Exercise seems to possess enormous health potential and serious scientific explorations and its inclusion in the school educational curriculum along with Traditional sports is the need of time to enhance the quality of life of the people in general and nation as a whole. The health benefit of Traditional sports with regard to weight loss is that it’s easier to stop eating when your mind-body connection is strong. It’s your body awareness that is improving, not necessarily the caloric burn. Regular exercise improves mindfulness and encourages a “gentle strength”, which positively affects weight loss and weight management.

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Physical Inactivity And Health

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Abstract

Physical inactivity is related to with less physical activities or no physical as well as sporting activity, prolonged sitting at work, in communities, work sites, schools, cars, homes and public places have been restricted in ways that minimize individual movement and muscle related activities. People sit more and move less. Use of internet, chanting in Facebook, levels of TV viewing are typically higher in high class people tend to have higher levels of physical inactivities. Physical Inactivity is one of the major causes of lifestyle disease disability around the world. Approximately two million deaths every year are attributable to physical activity; the findings from a WHO study on risk factors suggest that physical activity is one of the ten leading causes of death and disability in the world. Physical inactivity increases all causes of mortality, doubles the risk of hyper and hypo tensions, cardiac related disease, diabetes and obesity. It also increases the risks of asthma, stress cancer, lipid disorders, osteoporosis, depression anxiety and other psychological related disorders. Physical Inactivity is type of lifestyle which an individual or group adopt that do not permit regular physical activities or Sporting activities. Physical Inactivity as distinct class of behaviours is characterized by little or no physical movement and low energy expenditure. Physical Inactivity while others are classified based on their engagement in activities that do not require high energy consumption. Physical Inactivity enhance during childhood and from childhood into adolescence. In students, TV viewing and computer use do not appear to differ between boys and girls. Students spend a notable amount of time using the computer, which is unfavorably linked with assimilation of health-related determinants such as life appreciation, health responsibility, social support, and exercise behaviour. Routine manual jobs have been substantially reduced due to computerization, work organization technological knowledge, mechanization and automation, have been simplified by use of computers of all kinds and machines that decrease physical activities or Sporting activities and improved Physical inactivity. Students spend a notable amount of time using the computer, which is unfavorably linked with assimilation of health-related determinants such as life appreciation, health responsibility, social support, and exercise behaviour.

Physical Inactivity Contributes Diabetes

The several researches investigated that physical inactivity contribute to diabetes which results from the body’s inability to effectively utilize insulin. The prolonged screen time, sitting time, driving and reading time among others are behaviours strongly associated with increased eating and weight gain which attributed to greater risk of diabetes. In addition, The international journal of behavioural nutrition and physical activities conducted a survey of 63048 middle aged Australian men about their average sitting time per day and diagnosis of any related diseases including diabetes and hypertension.

Physical Inactivity Contributes to Health Risks

World Health Organization (WHO), identified obesity as a worldwide public health problem affecting over 100 million people. Reduced physical activities or Sporting activities leads to accumulation of excess calories and fatty acids. This is because weight maintenance depends largely on the number of calories absorbed through food intake and the number expended through physical activities or Sporting activities and metabolism. Lucas, Ward and Brain (2008) identified physical activity attributed to risk of obesity in students. An individual, who is sedentary, absorbs and stores a lot of calories because of reduced energy expenditure. These unwanted calories may lead to obesity.
Physical Inactivity Contributes Obesity

Obesity is one of the emerging health related problems of the younger age especially those in urban areas due to urbanisation, industrialization, and over-eating tendencies. And these factors miss the opportunity to take part in sporting or physical activity. Obesity in children and adolescents are associated with health risk of insulin resistance leading cardiovascular and enhance the bad cholesterol. Other health risks of obesity in children include I risks of asthma, stress cancer, osteoporosis, depression anxiety and other health related disorders including Blood pressure and Diabetes.

Physical Inactivity Contributes to cholesterol

The low Density lipoproteins (LDL) causes heart related problem and hypertension, high density lipoproteins are useful for maintenance of a healthy heart. It is worth mentioning here that Physical Inactivity contribute to low Density lipoproteins (LDL).

Physical Inactivity Contributes Cardiovascular Disease

Cardiovascular diseases have behavioural correlates and that physical inactivity is related to cardiovascular disease (CVD)). Metabolic diseases which result from inactivity further expose individuals to cardiovascular impairment. Physical in activity, unhealthy diet and obesity associated with physical activity are health risks for cardiovascular disease which are now on the increase in developing countries creating a double burden to these countries already suffering from the effects of infectious diseases.

Physical Inactivity Contributes to poor academic achievements

Physical activity is an issue of great concern because of its deleterious health implications in academic achievements of the students at higher level education. It is related to with less physical activities or Sporting activities or no physical as well as sporting activity, prolonged sitting at work, in communities, work sites, schools cars, homes and public places have been restricted in ways that minimize individual movement and muscle related activities. People sit more and move less. This shift from a physically demanding life to reduced physical activities have exposed people to high risk of developing various health conditions. They are associated with unhealthy lifestyles which are preventable.

Discussion

Physical Inactivity is one of the major causes of life style disease around the world (Aadahl, Kjaer, Jørgensen, (2007). Approximately two million deaths every year are attributable to physical activity; the findings from a WHO study on risk factors suggest that physical activity is one of the ten leading causes of death and disability in the world. Physical inactivity increases all causes mortality, doubles the risk of hyper and hypo tensions, cardiac related disease, diabetes and obesity. It also increases the risks of asthma, stress cancer, lipid disorders, osteoporosis, depression anxiety and other psychological related disorders. Levels of inactivity are high in college students too. In developed countries especially in India more than half of adults are insufficiently active. Poverty, crime, Crowding, poverty low air quality, and a lack of parks, sports and recreation facilities, and sidewalks make physical activities or Sporting activities a difficult choice. Even in the sub urban and rural areas sedentary increases due to watching television, are increasingly popular. Inevitably, the results are increased levels of different chronic disease such as asthma, stress, cancer, lipid disorders, osteoporosis, depression anxiety etc. In the India, chronic diseases are now the leading causes of death. Currently, world health organisation assessed the global burden of disease from
several health risk factors, including Physical Inactivity (Physical Inactivity). Sedentary behaviour contributes to a major public health problem that affects huge numbers of people in the globe. Physical Inactivity enhances during childhood and from childhood into adolescence. In students, TV viewing and computer use do not appear to differ between boys and girls. During adolescence, there is some evidence to suggest boys typically spend more time than girls watching TV or using a computer especially playing computer internet and chatting with friends. Parental income and education, are inversely associated with Physical Inactivates. Use of internet, chanting in face book, Levels of TV viewing are typically higher in high class people tend to have higher levels of physical inactivities if their parents or siblings also engage in high levels of sedentary behaviour. Having more television sets and computers within the home and having a TV in the bedroom is also associated with higher usage. The students are engrossed with long sitting, reading, operating computer sets, manipulating machines, attending meetings and at the close of work, These prolonged sitting period promote physical activity. (minimal movement with low energy expenditures). Physical Inactivity is a seriously growing health problem in the globe. Physical Inactivity will contribute to the early onset and progression of life style disease such as cardiovascular disease, hypertension, diabetes and obesity. Healthy body through participation in sporting activities and physical work is necessary for increasing the working capacity and maintaining physical fitness of any individual to perform his daily tasks vigorously without undue fatigue, to spare the energy to enjoy leisure time activities.

Finally, this paper provide a greater insight to eliminate the risks of diseases such as diabetes mellitus, chronic obstructive lung diseases, osteoarthritis diabetic, articulation pains, hypertension, and cardiovascular problems to the people.

References


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Self-Efficacy Of Athletes And Non Athletes.

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Abstract

The aim of the study was to find out the differences of self-efficacy between athletes and Non Athletes. For this present study, 50 athletes and 50 non-athletes were selected as a subject. The Academic Self-efficacy scale were used to measure self-efficacy and, t-ratios were used to compare the significantly difference between Athletes and Non Athletes who had participated in Inter collegiate tournament. Significant difference of self-efficacy along with its four categories was found between Athletes and Non Athletes. Athletes was good Self-efficacy a compared than Non Athletes.

Introduction

Self-efficacy has been associated frequently with stress in students and is defined by Bandura (1986) as a belief in one’s capability or skill to attain a particular goal or execute a particular behaviour. Bandura proposed that self-efficacy can explain, not only the choice or level at which an activity is pursued, but as well, the likelihood of successful completion of the activity. Self-efficacy has been found to have a significant positive correlation to personality suggesting that those who have a higher self-efficacy also report a lower level of stress. Therefore, it would appear that higher self-efficacy may act as a moderator of stress for students. Although it is helpful to understand cognitive correlates (self-efficacy) of stress, it is also necessary to examine behavioural responses or the coping strategies that students use to deal with their stress.

Methods - 50 Athletes and 50 Athletes student athletes from different colleges of Lucknow who had participated in collegiate tournament was randomly selected as a subject for the present study. To measure Academic self-efficacy, Yuen and his colleagues (2004B) Academic Self-efficacy scale extracted from the Life Skills Development Inventories were used (Cronbachs alpha = .90). The scale consisted of 24 items and its measures four dimensions of Academic self-efficacy; namely, Study skills (items 1,5,9,13,17, 21); Time management (items 2, 6, 10, 14, 18, 22); Critical and creative thinking (items 3, 7, 11, 15, 19, 23); Involvement in Learning (items, 4, 8, 12, 16, 20, 24). T-ratio was computed to compare, the significant differences between Athletes and Non Athletes.

Results and Discussion

The results and discussion have been presented in concise and comprehensive manner that is easy to comprehend starting with selected physical parameter. The results concerning this are presented in the form of tables.

Table – I

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Components</th>
<th>Athletes</th>
<th>Non Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>1)</td>
<td>Age (Year)</td>
<td>22.20</td>
<td>2.31</td>
</tr>
<tr>
<td>2)</td>
<td>Weight (Kg)</td>
<td>65.03</td>
<td>6.78</td>
</tr>
<tr>
<td>3)</td>
<td>Height (Cm)</td>
<td>173.25</td>
<td>9.12</td>
</tr>
</tbody>
</table>

Table-1 reveals that the mean scores and standard deviations of the selected components of the Athletes and Non Athletes.
Table-2.
Comparison Of Self-efficacy Of Athletes And Non Athletes.

<table>
<thead>
<tr>
<th>Self-efficacy</th>
<th>Students</th>
<th>Number</th>
<th>Means</th>
<th>S.Ds.</th>
<th>t-ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Skills</td>
<td>Athletes</td>
<td>50</td>
<td>23.55</td>
<td>4.55</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Non Athletes</td>
<td>50</td>
<td>22.30</td>
<td>3.45</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>Athletes</td>
<td>50</td>
<td>21.34</td>
<td>4.56</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Non Athletes</td>
<td>50</td>
<td>21.67</td>
<td>3.78</td>
<td></td>
</tr>
<tr>
<td>Critical and creative thinking</td>
<td>Athletes</td>
<td>50</td>
<td>22.96</td>
<td>5.21</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Non Athletes</td>
<td>50</td>
<td>22.96</td>
<td>4.55</td>
<td></td>
</tr>
<tr>
<td>Involvement in Learning</td>
<td>Athletes</td>
<td>50</td>
<td>21.28</td>
<td>4.21</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Non Athletes</td>
<td>50</td>
<td>24.17</td>
<td>4.81</td>
<td></td>
</tr>
<tr>
<td>Self- efficacy</td>
<td>Athletes</td>
<td>50</td>
<td>90.67</td>
<td>13.20</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Non Athletes</td>
<td>50</td>
<td>87.70</td>
<td>11.21</td>
<td></td>
</tr>
</tbody>
</table>

Table- 2 depicted mean scores, standard deviations and t-ratio of Self-efficacy of Athletes and Non Athletes along with its four subscales of Self-efficacy between Athletes and Non Athletes. The result given in table 2 reveals that insignificant difference of self-efficacy was found between Athletes and Non Athletes. In order to find out the differences of four subscales of Self-efficacy between Athletes and Non Athletes; t-ratio was computed for each category separately. The result reveals that significant differences were found in self-efficacy with respect to Study Skills, Time management, Critical and creative thinking and Involvement in learning between Athletes and Non Athletes.

Athletes was good Self-efficacy a compared than Non Athletes

References:


Personal Characteristics of Students in Physical Education in Vidarbha

Kalyan Maldhure: Amravati

Abstract
The present study deals with the comparison of personality characteristics of Students in Physical Education Colleges and Other Colleges in Vidarbha their age ranged between 18 to 25 years. The data was collected with the help of Eysenck personality inventory. This inventory provides four psychological dimensions viz; Neuroticism, Extraversion, Psychoticism and Lie-scale. In this study total 200 physical education and 200 non-physical students were randomly selected for the study. The mean (SD) age of physical education students was 23.44 (3.10) years their weight was 70.09 (7.22) kg, their height was 173.12 (15.13) cm. Meanwhile the mean (SD) age of Non Physical education students 21.88 (2.80) years their weight was 66.22 (6.40) kg, their height was 173.12 (15.13) cm. result reveals that the insignificance difference was found out in personality traits with respect to neuroticism, Psychoticism and lie scale of physical education and non-physical education students. However, Significance difference was found out in (t=P>.05) personality traits with respect to extraversion of physical education and non-physical education students.

Introduction
Personality of individual are first identified to know the capabilities of individual. Personality includes factors such as physical fitness, intellectual development, educational development, psychological and social development, professional leader, moral development, decision making ability, sensibility, identity, realistic view, acceptability to new ideas, creativity etc. To know the status of these factors in individual, psychological experts invented various tests and techniques, which include objective questions in the form of interview or discussion. Physical education in India is often a neglected part of education and many schools across the country do not realize the importance of having physical education as a part of the system. There are many benefits that are available from physical education and there are a few schools that have managed to strike the balance between academics and physical fitness. Some of the benefits of having a physical education in India are. The study on personality characteristic of students in physical education and other colleges was carried out in this research. In the present era of globalization there is competition in every field of life. Hence present era is known as era of competition.

Methods
The data was collected with the help of Eysenck personality inventory. This inventory provides four psychological dimensions viz; Neuroticism, Extraversion, Psychoticism and Lie-scale. In this study total 200 Physical education and 200 non-physical students were randomly selected for the study of Vidarbha region of Maharashtra. The students of Physical education colleges considered as physical education students and students of other colleges considered as non-physical education students.

Eysenck Personality Questionnaire - Revised (EPQ-R)
Eysenck Personality Questionnaire - Revised (EPQ-R) was used. The EPQ measures the traits of personality: Psychoticism (P), (Extraversion), Neuroticism (N) and Lie (L). Reliability ranges are 0.80 to 0.90 and validity of test is satisfactory. EPQ-R contains 90 items and covers all the four categories above mentioned. Scoring of EPQ-R can be done manually or with the help of stencils. 1 mark for each response correct responses according to scoring key of EPQ-R. Scoring Key of EPQ-R Scale Mode of Response Items Score are as:

<table>
<thead>
<tr>
<th>Psychoticism</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 6, 9, 11, 18, 53, 57, 61, 71, 90</td>
<td>1 'YES' 22, 26, 30, 33, 43, 46, 50, 65, 67, 74, 76, 79, 83, 87</td>
</tr>
</tbody>
</table>
Neuroticism: 3, 7, 12, 15, 19, 23, 27, 31, 34, 37, 38, 41, 47, 54, 58, 62, 66, 68, 72, 75, 77, 80, 84, 88
Extraversion: 21, 29, 42 1 1, 5, 10, 14, 17, 25, 32, 36, 40, 45, 49, 52, 56, 60, 64, 70, 82, 86
LIE SCALE : 4, 8, 16, 24, 28, 39, 48, 51, 59, 63, 69, 73, 81, 85 1 13, 20, 35, 55, 78, 89

After calculation of raw scores of P E N L, there is a conversion table to convert raw scores into standard Scores.

Data processing: The collected data was analysed as a whole and fragments. The data was checked for accuracy and completeness and was coded and put into the SPSS Descriptive statistics for all studied variables, T-test, was considered statistically technique throughout the study. The level of significant was set-up at 0.05 level.

Table 1 shows Mean Scores and Standard Deviation of selected components of physical and non-physical education students.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Components</th>
<th>Students in Physical Education</th>
<th>Non-physical students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>1)</td>
<td>Age (Year)</td>
<td>23.44</td>
<td>3.10</td>
</tr>
<tr>
<td>2)</td>
<td>Weight (Kg)</td>
<td>70.09</td>
<td>7.01</td>
</tr>
<tr>
<td>3)</td>
<td>Height (Cm)</td>
<td>173.12</td>
<td>15.13</td>
</tr>
</tbody>
</table>

Table 2 shows Mean scores, standard deviations and t-ratio of personality characteristics with respect to neuroticism of physical education and non-physical education students.

<table>
<thead>
<tr>
<th>personality characteristics</th>
<th>Students Number</th>
<th>Mean Scores</th>
<th>Standard deviation</th>
<th>T-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neuroticism Physical education</td>
<td>200</td>
<td>12.46</td>
<td>1.45</td>
<td>0.12</td>
</tr>
<tr>
<td>Non physical education</td>
<td>200</td>
<td>12.30</td>
<td>1.23</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 levels.

As per table 2 shows that the Mean scores, standard deviations and t-ratio of personality characteristics with respect to neuroticism of physical education and non-physical education students.

Table 3 shows Mean scores, standard deviations and t-ratio of personality characteristics with respect to extraversion of physical education and non-physical education students.

<table>
<thead>
<tr>
<th>personality characteristic</th>
<th>Students Number</th>
<th>Mean Scores</th>
<th>Standard deviation</th>
<th>T-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>extraversion Physical education</td>
<td>200</td>
<td>14.56</td>
<td>3.02</td>
<td>Sig.at .05 level</td>
</tr>
<tr>
<td>Non physical education</td>
<td>200</td>
<td>11.45</td>
<td>2.46</td>
<td></td>
</tr>
</tbody>
</table>
As per table 3 shows that the Mean scores, standard deviations and t-ratio of personality characteristics with respect to Extraversion of physical education and non-physical education students.

Table 4
Mean scores, standard deviations and t-ratio of personality characteristics with respect to Psychoticism of physical education and non-physical education students.

<table>
<thead>
<tr>
<th>Personality characteristic</th>
<th>Students</th>
<th>Number</th>
<th>Mean Scores</th>
<th>Standard deviation</th>
<th>T-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychoticism</td>
<td>physical education</td>
<td>200</td>
<td>12.40</td>
<td>2.58</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>non physical education</td>
<td>200</td>
<td>12.59</td>
<td>2.65</td>
<td></td>
</tr>
</tbody>
</table>

As per table 4 shows that the Mean scores, standard deviations and t-ratio of personality characteristics with respect to Extraversion of physical education and non-physical education students.

Table 5
Mean scores, standard deviations and t-ratio of personality characteristics with respect to Lie Scale of physical education and non-physical education students.

<table>
<thead>
<tr>
<th>Personality characteristic</th>
<th>Students</th>
<th>Number</th>
<th>Mean Scores</th>
<th>Standard deviation</th>
<th>T-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lie-scale</td>
<td>physical education</td>
<td>200</td>
<td>11.23</td>
<td>2.30</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>non physical education</td>
<td>200</td>
<td>11.20</td>
<td>2.29</td>
<td></td>
</tr>
</tbody>
</table>

As per table 5 shows that the Mean scores, standard deviations and t-ratio of personality characteristics with respect to Lie-scale of physical education and non-physical education students.

Discussion of findings
The common belief that physical education students lead to better physical and mental health than other students. Physical education students actively engage in various physical and sporting activities during their studies, however other students not engage in various physical and sporting activities during their studies. The mean (SD) age of physical education students was 23.44 (3.10) years their weight was 70.09 (7.22) kg, their height was 173.12 (15.13) cm. Mean while the mean (SD) age of Non Physical education students was 21.88 (2.80) years their weight was 66.22 (6.40) kg, their height was 173.12 (15.13) cm. With regards to neuroticism of physical education and non-physical education students they have obtained the mean values of 12.86 and 12.30 respectively, which are given in table 2 reveals that the insignificance difference was found out in personality traits with respect to neuroticism of physical education and non-physical education students. With regards to extraversion of physical and non-physical education students they have obtained the mean values of 14.56 and 11.45 respectively, which are given in table 5 reveals that the insignificance difference was found out in personality traits with respect to extraversion of physical education and non-physical education students. With regards to psychoticism of physical and non-physical education students they have obtained the mean values of 12.40 and 12.59 respectively, which are given in table 5 reveals that the insignificance difference was found out in personality traits with respect to psychoticism of physical education and non-physical education students. With regards to Lie-scale of physical and non-physical education students they have obtained the mean values of 11.23 and 11.20 respectively, which are given in table 5 reveals that the
insignificance difference was found out in personality traits with respect to Lie-scale of physical education and non-physical education students. Eysenck (1920) developed two broad personality dimensions, the E scale, which is a continuum between extraversion and introversion, and the N-scale, which is a continuum between neuroticism and stability. Though this is essentially a behavior description of personality, he did attempt to link overt personality characteristics with their causal biological sources. He believes that behavioral characteristics can be explained at the neural level, with the F scale reflecting the strength of both the excitatory and inhibitory functions of the central nervous system i.e. (the cortex) and the N-scale reflecting the excitation of the autonomic nervous system. In neuroticism, the individual reacts to some distressing stress situation with more than the usual amount of sadness and dejection. There is high level of anxiety and apprehensiveness, together with diminished activity, lowered self-confidence and a general loss of initiative. Eysenck (1967) has proposed that the neuroticism, stability dimension is more associated with the hypothalamus. His explanation revolves centrally around the hypothesized instability of the autonomic nervous system. He maintains that autonomic nervous system reactions are rooted in the person’s constitutional structure, which mediates the reaction of the sympathetic nervous system to incoming stimuli. Though people react differently to sympathetic stimulation and to the way the para-sympathetic system is controlled. Eysenck, nevertheless, feels that it is the autonomic nervous system that does, in fact, control emotionality. In this context, introverts are seen to be more chronically aroused than extraverts and neurotic or unstable people then to become aroused more easily than stable people. However, Eysenck (1947) states that neuroticism (emotional instability) refers to “general emotional over-responsiveness and the liability to neurotic breakdown under stress”. He explains the bipolar dimension of neuroticism-stability in terms of the instability of the autonomic nervous system. He maintains that the autonomic reaction is basically dependent on an individual’s constitutional structure, which mediates the strength of the sympathetic or voluntary reaction to incoming stimuli. Although there seem to be characteristic ways in which various individuals react to this sympathetic stimulation, and the way in which control is indicated by the para-sympathetic system. Eysenck nevertheless considers the autonomic nervous system to be the most likely basis for individual differences in emotionality. This is essentially an integration and conceptualization of earlier thoughts by Jung (1929), Pavlov (1934) and Hull (1943), who suggested that variations in the strength of the excitatory and inhibitory functions of the nervous system could account for temperamental differences in human personality.

References

Psychological Factors On Sports Persons Of Different Sports Discipline.

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Abstract
The aim of the study was to find out the of Psychological Factors, on Sports person’s Ability. For the present study total 200 sports persons from four sports discipline namely Football, Cricket kabaddi and Kho-Kho were randomly selected for present study of which fifty players for each group sports person. The data was collected from the colleges and club from Nagpur District. Aggression and Frustration were selected as psychological factors. The aggression and frustration measure by the questionnaire prepared by M.K. Sultania and B.M. Dixit & D.N. Srivastava respectively. The result reveals that significant difference was found among the Kho-Kho, Kabaddi, Cricket and Football players with respect to their aggression. The football and kabaddi players were found to have more aggressive as compare than Kho-Kho and cricket players. While comparing frustration the findings of the study shows that significant difference was found among the Kho-Kho, Kabaddi, and Cricket and Football players. Football and kabaddi players incur significantly less frustrated as compared than Kho-Kho and Kabaddi players.

Introduction :-
Kho-Kho, Kabaddi, Cricket and Football are popular sports across the India; Psychological skills play an important role in Kho-Kho, Kabaddi, Cricket and Football performance. Sport specialists agree that athletic performance is influenced not only by physical skills but also by psychological ones. In order to achieve peak performance athletes need a “total package” including physical skills, psychological skills, fitness and injury prevention Athletic performance could also be influenced by team or coaching variables and social support issues.

Terry and Jackson (1985) defined aggression in sport as: ‘harm-inducing behavior bearing no direct relationship to the competitive goals of sport, and relates, therefore, to incidents of uncontrolled aggression outside the rules of sport, rather than highly competitive behavior within the rule boundaries Aggressive and violent actions which might be illegal outside sport, or in supposedly non-contact sports like Basketball, Football, Cricket, etc.

The word frustration is one of the many psychological concepts originating in everyday speech that is all too susceptible to radically different meanings. Even psychologists have used the term in many different ways, sometimes referring to an external instigating condition and sometimes to the organism’s reaction to this event. 3 Amsel’s (1958) discussion of frustrative non reward used this latter usage, whereas Dollard and his colleagues were careful to speak of frustrations only in the former sense, as external occurrences. For them, a frustration was “an interference with the occurrence of an instigated goal-response at its proper time in the behavior sequence” (Dollard et al., 1939, p. 7). It is important to spell out just what is involved in this definition, because a truly adequate test of the Yale group’s thesis obviously requires establishing what they regarded as a frustration. Dollard et al. (1939) started their monograph with a sweeping generalization as their core assumption: "Aggression is always a consequence of frustration" (p. 1). This statement means, they were quick to note, that (a) "the occurrence of aggressive behavior always presupposes the existence of frustration" and (b) "the existence of frustration always leads to some form of aggression" (Dollard et al., 1939). Before one can examine these ideas, however, it is necessary to understand how the Yale group defined the terms frustration and aggression.
Methodology: In this section, the following procedures have been described.

Selection of Subject
For the present study total 200 sports persons from four sports discipline namely Football, Cricket kabaddi and Kho-Kho were randomly selected for present study of which fifty players for each group sports person. The data was collected from the colleges and club from Nagpur District.

Measure of Psychological factors The Psychological factors were measured through two questionnaires as:

Aggression:
For measure the aggression of sports person the inventory was prepared by M.K. Sultana. It consists of 67 items of 8 sub-tests. The sub test are (i) Assault (ii) Indirect Aggression (iii) Irritability (iv) Negativism (v) Resentment (vi) Suspicion (vii) Verbal Aggression (viii) Guilt.

Frustration:
Frustration measure by the questionnaire prepared by B.M. Dixit & D.N. Srivastava. It consists of 40 items of 4 sub-tests. The sub tests are Aggression (ii) Resignation (iii) Fixation (iv) Regression.

Data Collection
The data was collected to the colleges and club from Nagpur District by using questionnaires of aggression and frustration from 200 sports persons of four sports discipline namely Football, Cricket kabaddi and Kho-Kho of which fifty players for each group sports person. The subjects were requested to give exact information about their families and the confidentiality was assured.

Research design
The research design refers to “the researcher’s overall plan for testing the research hypotheses”. This study involves a cross sectional, comparative study of four sports discipline. The research design of the study is to descriptive research design.

Data processing:
Data processing play very significant role in the interpretation of numerical data obtained from individuals by giving numerical expressions to the relationships and the variations with respect to different aspects. The collected data was analyzed as a whole and fragments. The data was checked for accuracy and completeness and was coded and put up into the SPSS Descriptive statistics for all studied variables, F-test, was considered statistically technique throughout the study. The level of significant was set-up at 0.05 level.

Results and Discussion
The results of the present study are presented in Table I and 2.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Psychological factors</th>
<th>Source of Variance</th>
<th>F-ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assault</td>
<td>Between groups</td>
<td>4.50*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within groups</td>
<td></td>
</tr>
</tbody>
</table>

Table – 1
Statistical comparison of aggression of sports person
Table-1 shows the statistical comparison of psychological factors of sportsperson of four sports discipline namely Kabaddi, Kho-Kho and Cricket and football players.

Table – 2
Statistical comparison of frustration of sport person.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Psychological factors</th>
<th>Source of Variance</th>
<th>F-ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aggression</td>
<td>Between groups</td>
<td>30.67*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within groups</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Resignation</td>
<td>Between groups</td>
<td>32.56*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within groups</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Fixation</td>
<td>Between groups</td>
<td>34.89*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within groups</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Regression</td>
<td>Between groups</td>
<td>30.66*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frustration</td>
<td>Between groups</td>
<td>126.40*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within groups</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .05 level

Table-2 shows the statistical comparison of psychological factors of sportsperson of four sports discipline namely Kabaddi, Kho-Kho and Cricket and football players.

Discussion
The result given in Table 1 reveals that significant difference of aggression was found between sportsperson of four sports discipline (F=26.30, <.05). In order to find out the differences of Eight categories of aggression between sportsperson of four sports discipline; F-ratio was computed
for each category separately. The result of the study reveals that there were significant differences found in Assault ($F = 4.50$, $P < .05$), Indirect Aggression ($F = 3.80$, $P < .05$), Irritability ($F = 5.82$, $P < .05$), Negativism ($F = 5.17$, $P < .05$), Resentment ($F = 6.80$, $P < .05$), Suspicion ($F = 4.56$, $P < .05$), Verbal Aggression ($F = 5.78$, $P < .05$), and Guilt ($F = 5.12$, $P < .05$), among sportsperson of four sports discipline. The result given in Table 2 reveals that significant difference of frustration was found between sportsperson of four sports discipline ($F = 126.40$, $P < .05$). In order to find out the differences of Four categories of frustration between sportsperson of four sports discipline; $F$-ratio was computed for each category separately. The result of the study reveals that significant differences were found in Aggression ($F = 3.70$, $P < .05$), Resignation ($F = 32.56$, $P < .05$), Fixation ($F = 34.89$, $P < .05$), and Regression ($F = 9.82$, $P < .05$) among sportsperson of four sports discipline.

References

A Comparative Study Of Physiological Characteristics Between Different Sports Discipline From Srtm University Nanded

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Abstract
The main purpose of the study to find out respiratory rate between different Sports Discipline from SRTM University Nanded. This study Researcher selected 120 student by random sampling method from Kabaddi, Kho-Kho, Volleyball, Athletics and each 30 student. The Respiratory rate measuring by Total number of respiratory movement per minute was finally recorded. Statistically significant difference of Respiratory rate among Players different sports disciplines. As above observed in F-ratio was 3.78. Respiratory rate having four groups of players; L.S.D. post hoc test was applied on the Respiratory rate for compared four groups players. The mean score show was Kho-Kho players (27.10), Kabaddi (20.63) Volleyball (24.36), Athletics (20.90). Significant difference of Respiratory Rate was found between Kabbadi, Kho-Kho and Volleyball Players.

Introduction
The aim of higher sports in this age of competition is to win in international meets or to attain peak performance in competition. And it is on this factor that the coaches try to concentrate. In order to reach the target and accomplish the social expectation, the players also work hard, ignoring their comforts in their daily lives and practice for many hours a day. Stress, both psychological and social inhibits the peak performance of players. Unless the players are prepared mentally and psychologically for the contest, they are not able to achieve the desired results. The psychological training has to be provided to the players by the coaches to face stressful situation occurring during the competition.

Methodology
In this chapter selection of subject, selection of variables, collection of data and the statistical technique used for analysing the data have been described in this chapter.

Sampling frame:
The sampling frame was included Kabaddi, Kho-Kho, Volleyball and track-and field players the aged 18 to 22 years. The investigator was made an attempt to classify the sports person based on the aged group. The age also was categorized in several groups.

Sampling method and Sample Size:
The method of sample was purposive–A non-random method of sampling design for sportsman with a specific purpose. The Present study was conducted to Players of different sports discipline S. R. T. M. University Nanded and Ashawmedh 2015. A Study was conducted on 120 Sport Persons of Volleyball, Kho-Kho, Kabbadi and Track and field would be selected as a subject for present Study, 30 sports person of each Sports discipline. The age group of Elite Level Player of Different Sportsman is 18-22 Years.

Source of Data:
The study depends mainly on primary source of data. The data was collected from 120 sports person of different sports separately, in collecting the data, the researcher follow to ethical
guidelines, principles, and standards for studies conducted with human beings. Instructions was given to the players before filling these questionnaires by the researcher.

Demographic Information:
The Demographic information was collected through respondents in the form of different descriptive tests. The demographic information about, age, height, weight etc. was obtained before seeking responses.

Universe of the study:
The Universe of the study was Kabaddi, Kho-Kho, Volleyball and track-and field players who have been participating in varsity level tournaments.

Research Design
The design in a research study refers to “the researcher’s overall plan for answering the researcher’s question or testing the research hypotheses”. This study involves a cross sectional, survey of Kabaddi, Kho-Kho, Volleyball and track-and field players in a non-experimental, Descriptive research design. Descriptive studies usually employ some form of questionnaire and ask subjects to fill out the questions. This explores and measures the Respiratory rate of Kabaddi , Kho-Kho, Volleyball and track-and field players.

Respiratory rate:
The Respiratory rate of each subject was recorded before & after training. Before recording Respiratory rate the subject was instructed to remain lying on their bed in supine lying position. The tester was then record rate of respiration in units per minute by carefully watching the movements of the subjects abdominal. Total number of respiratory movement per minute was finally recorded.

Data processing:
The data was checked for accuracy and completeness and was coded and entered into the Statistical Package for Social Sciences (SPSS) software version 16 Descriptive statistics for all studied variables, F-test and post hoc test were considered statistically technique throughout the study.

Table -1
Mean scores and SDs of Respiratory rate among age group (18-22) Elite level Players of different sports disciplines

<table>
<thead>
<tr>
<th>Respiratory rate</th>
<th>Numbers</th>
<th>Mean scores</th>
<th>Standard deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kabaddi</td>
<td>30</td>
<td>20.63</td>
<td>6.22</td>
</tr>
<tr>
<td>Kho-Kho</td>
<td>30</td>
<td>27.10</td>
<td>9.27</td>
</tr>
<tr>
<td>Volleyball</td>
<td>30</td>
<td>24.36</td>
<td>10.46</td>
</tr>
<tr>
<td>Athletic</td>
<td>30</td>
<td>20.90</td>
<td>8.15</td>
</tr>
</tbody>
</table>

Table-1 Shows that the Mean scores and SDs of Respiratory rate among age group (18-22) Elite level Players of different sports disciplines
The mean scores and the SDs obtained from table -1, reveals that the highest mean score heart rate of Kho-Kho players (27.10),and the lowest mean of Kabaddi players (20.63) and the mean score of the rest falls between these four groups of Players from different sports discipline. Whereas, SDs of Respiratory rate which is not higher than 10.46 in cases of Volleyball players and not lower than 6.22 in case of Kabaddi players.
Table No-2
Analysis of variance of Physiological Characteristics with respect to Respiratory rate among four groups of players.

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>DF</th>
<th>Sum of squares</th>
<th>Mean of square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between group</td>
<td>3</td>
<td>853.16</td>
<td>284.38</td>
<td>3.78*</td>
</tr>
<tr>
<td>Within group</td>
<td>116</td>
<td>8719.33</td>
<td>75.16</td>
<td></td>
</tr>
</tbody>
</table>

Table -2, show that statistically significant difference of Respiratory rate among Players different sports disciplines. As above observed in F-ratio was 3.78 which is required to be 3,116df. 3.78 at .05 level of significance. Table 5, presents the results in order to located the differences of physiological characteristics with respect to Respiratory rate having four groups of players; L.S.D. post hoc test was applied on the Respiratory rate for compared four groups players the results in order to locate the differences of heart rate of four groups of players.

Table No-3
L.S.D. post hoc test was applied on the Respiratory rate for compared four group players

<table>
<thead>
<tr>
<th>Mean Scores</th>
<th>Mean differences</th>
<th>C. D. at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kabaddi</td>
<td>Kho-Kho</td>
<td>Volleyball</td>
</tr>
<tr>
<td>20.63</td>
<td>27.10</td>
<td>24.36</td>
</tr>
<tr>
<td>20.63</td>
<td></td>
<td>3.73</td>
</tr>
<tr>
<td>20.63</td>
<td>27.10</td>
<td>24.36</td>
</tr>
<tr>
<td>27.10</td>
<td>24.36</td>
<td>20.90</td>
</tr>
<tr>
<td>24.36</td>
<td>20.90</td>
<td>3.46</td>
</tr>
</tbody>
</table>

*Significant at .05 level

Table-3, Shows that the L.S.D. post hoc statistical comparison for means differences of Respiratory Rate among four groups of players from different sports discipline.

The findings of the study reveals that, Significant difference of Respiratory Rate was found between Kabbadi and Kho-Kho Players. Result reveals that Respiratory Rate of Kabaddi players incur significantly less as compare than Kho-Kho players. Kabaddi player was strong cardiovascular fitness than Kho-Kho players. Significant difference of Respiratory Rate was found between Kabbadi and Volleyball Players. Result reveals that Respiratory Rate of Kabaddi players incur significantly less as compare than Volleyball players. Kabaddi player was strong cardiovascular fitness than Volleyball players. Insignificant difference of Respiratory Rate was found between Kabbadi and Athletics Players. Insignificant difference of Respiratory Rate was found between Kho-Kho and Volleyball Players. Insignificant difference of Respiratory Rate was found between Kho-Kho and Athletics Players. Insignificant difference of Respiratory Rate was found between Volleyball and Athletics Players.
Conclusion

1. Significant difference of Respiratory Rate was found between Kabaddi and age group (18-22) Kho-Kho Players.
2. Respiratory Rate of age group (18-22) Kabaddi players incur significantly less as compare than Kho-Kho players.
3. Age group (18-22) Kabaddi player was strong cardiovascular fitness than age group (18-22) Kho-Kho players.
4. Significant difference of Respiratory Rate was found between Kabaddi and age group (18-22) Volleyball Players.
5. Respiratory Rate of age group (18-22) Kabaddi players incur significantly less as compare than age group (18-22) Volleyball players.
6. Age group (18-22) Kabaddi player was strong cardiovascular fitness than age group (18-22) Volleyball players.
7. Insignificant difference of Respiratory Rate was found between Kabaddi and age group (18-22) Athletes.
8. Insignificant differences of Respiratory Rate was found between age group (18-22) Kho-Kho and age group (18-22) Volleyball Players.
9. Insignificant difference of Respiratory Rate was found between age group (18-22) Kho-Kho and age group (18-22) Athletes.
10. Insignificant difference of Respiratory Rate was found between age group (18-22) Volleyball and age group (18-22) Athletes.

References:

The Mental Benefits of Physical Fitness
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JAMMU AND KASHMIR

Abstract
The greatest Greek philosophers of all time, Socrates, Aristotle, Plato all recognized physical exercise as a means to preserve mental health. Convincing evidence from long-term human studies has shown that physical fitness apparently protects the memory centres of the brain. And people who exercise are healthier. Regular physical exercise help lower our risk for high blood pressure, high cholesterol, diabetes, and host of other problems. But physical activity especially enhance our mental state by increasing the blood circulation, bringing oxygen and endorphins – hormones released after exercise that have benefits on mood and memory – to the brain tissues, helping promote growth of brain cells and is clearly associated with better performance on several cognitive measures, longterm brain health and last but not least general mental wellbeing. This paper introduces the main themes related with stress, mental challenges, fitness and biochemical interactions of human body It is now believed that it could be the whole exercise experience that allows individuals to gain psychological benefits from physical activity.

Introduction
Mental wellbeing is a fundamental factor for maintaining good quality of life, a multidimensional facet of our overall state of health. In particular, self-esteem and life satisfaction are positive states of mind that contribute to each of us having a mentally healthy attitude towards ourselves and others around us. Research has shown that the level of our physical activity can have a direct and very influential impact on our state of mind and how we handle mental challenges. The ability to deal with life events such as trauma, change or illness is also a direct function of our mental capacity. Having a positive opinion of ourselves allows us to interact with others in a positive way and form relationships of a positive nature. Exercise promotes chemicals in the brain that improve your mood and make you more relaxed. Specifically, the brain releases feel-good chemicals called endorphins throughout the body. Physical activity reduces anxiety and depressed mood, and enhances self-esteem.

Stress and anxiety
Exercise has been found to be a convenient and manageable way of helping people deal with the stresses and worries of everyday life. The influence on anxiety does not seem to be as evident as it is in these other areas. Overall analysis in this particular area of mental health shows that exercise is a very healthy alternative to other means of dealing with periods of stress and anxiety. These common alternatives include the consumption of alcohol or the use of nicotine through smoking. It is also believed that by being physically fit, an individual’s reaction to a stressful situation is reduced to a level that they are more capable of controlling.

Depression
Being the most common form of mental challenge, depression occurs in various degrees of severity – from being a mild disorder to being a clinically diagnosed illness. Research into physical activity and its effects have shown that exercise can help people overcome this state of mind to as high a level as that resulting from extensive psychotherapy. No negative effects could be determined by exposing suffers to a physical exercise routine. It therefore appears that regular exercise could be
a cheap alternative to expensive psychotherapy, and could lead to no medication being required. It is also understood that those who are successful in maintaining a regular exercise program over a period of more than two years avoid long term depression.

**Mood and emotion**

The “feel-good” phenomena associated with undertaking regular exercise is thought to be one of the most influential contributors to a high quality of life and satisfaction. It has been conclusively found that regular exercise helps improve moods through this “warm glow” or energizing feeling.

**Quality of sleep**

It has now been determined that up to 30 percent of the overall adult population suffer from sleeping disorders. The direct effect of exercise on the rather alarming number of sufferers is still being studied. Preliminary results have shown that exercising for prolonged periods of time in bright light increases the length of sleep periods and, in the opinion of the individuals studied, increases the depth and the quality of sleep. It is therefore thought that regular exercise is a suitable means of improving sleep patterns, even for those individuals who do not suffer from insomnia.

**Mental Alertness**

Commonly referred to as cognitive capability or cognitive function, a high level of mental alertness allows us to react to unexpected events in a timely and positive manner. This alertness can be particularly helpful to elderly people who benefit by avoiding injuries from accidents such as falls and therefore retain their independence longer. Enhanced physical fitness levels are thought to help an individual’s mental state of mind. Several studies have shown that an increase in aerobic levels do not necessarily result in a reduction of stress or depression or cause improvements in mood or self-perception. It is thought that the associated increase in body heat, along with the reduction in muscle tension as the result of a physical workout, may therefore contribute to an improved mental thought process.

**Exercise routines**

Therefore, there is no simple or uniform approach to this form of exercise program that will ultimately optimize mental health outcomes. What works for one individual, the next may find boring and mundane and gain no advantage from it whatsoever. Another individual may find a uniformly set program too much of a challenge, which could possibly lead to a negative effect on overall mental health through the interpretation of this failure.

Aerobic and endurance exercises that feature rhythmical and repetitive use of the large muscle groups have emerged as having a very positive effect on mental wellbeing. The benefits identified appear to be greater if the exercises are endured for periods in excess of 30-40 minutes and constitute a program set for a period of at least three to four month.

Resistance exercise was also received in a positive manner and has great potential where improvement in the area of self-esteem is required. If the participant has a certain activity that they already enjoy, then it can also help if this particular exercise or sport is pursued in a more vigorous manner. When setting a physical fitness program to enhance our physical state of health, consideration should also be given to the positive effects this can, and in most cases will have, on our mental fitness level as well.
Each individual has different requirements and will reap different rewards. It is best to set non-threatening challenges in the initial stages that encourage personal improvement and mastery rather than targeting ego boosting activities. We have to avoid those that require comparisons with others to judge success.

And to assist mental development on a greater scale, inclusion of social activity that generates a sense of belonging should definitely be part of the overall concept of a balanced workout program. Group walkathons, hiking or bike rides are a good starting point.

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A Comparative Study Of Rural Girls With Respect To Flexibility Amongst Various Parental Working Professions

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Abstract
This study was a comparative study of rural girls with respect to flexibility amongst the various parental working profession groups. This study was basically based on the different work sectors form the rural area. Through this research, researcher want to know about the physical flexibility of rural girls, and is there any relation of their family backgrounds. For that research collected the data regarding to their parental working profession, because the family background is totally based on the income source, and the income source can only define the culture or the lifestyle of the family. Select the girls of rural area from various parental working professions. To check Physical fitness of rural girls. To check the flexibility through Bent & Reach test of rural girls. For this study the population was selected from Village Ranjani. Dist. Jalna, Maharashtra. Simple random sampling was used in the selection the sampling for the study. The collected data was tabulated in the form of means and standard deviation, on the basis of these numbers the results were stated. As per Statistical comparisons of physical capacities regarding to flexibility through Bent & Reach test amongst various parental working professions of rural girls, its proved that the highest mean value(12.31) was achieved by the Mistry parental working profession. On this basis researcher concludes that, those rural girls came from the Mistry parental working profession background have the more flexibility than farmers, teachers and business background rural girls.

Introduction
This study was a comparative study of rural girls with respect to flexibility amongst the various parental working profession groups. This study was basically based on the different work sectors form the rural area. Through this research, researcher want to know about the physical flexibility of rural girls, and is there any relation of their family backgrounds. For that research collected the data regarding to their parental working profession, because the family background is totally based on the income source, and the income source can only define the culture or the lifestyle of the family.

Rural children lack the advantages of modern amenities and facilities, such as transportation, electricity, media, hygiene, health care, and access to education. A young girl’s status is related to her mother’s status. Women are valued the most when a son is born. Girl children are considered an economic liability in child care costs, dowry costs, and marriage support. The government of India developed an action plan in 1992 for developing the girl child. Rural girl children spend their time cooking, cleaning, fetching wood and water, caring for children, and working in the fields sowing, transplanting, and weeding. Girl children contribute over 20% of total work at home.(Devendra K. 1995).

In India there was lots of uncertainty in life, and it becomes greater in the rural area. With this respect this uncertainty is much larger in the lives of women’s through this research, researcher wants to focus on the physical capacities of rural girls, those comes from different working structures and income groups. This research is based on the parental working backgrounds. Through this research, researcher wants to know about the differences between the flexibility parameters of rural girls those comes from different parental working backgrounds.
Objective of the study:
1. To select the girls of rural area from various parental working professions.
2. To check Physical fitness of rural girls.
3. To check the flexibility through Bent & Reach test of rural girls.

Hypothesis of the study:
There is significant difference between physical capacities regarding to flexibility through Bent & Reach test amongst various parental working professions of rural girls.

Significance of the study:
The findings of this research may help to understand the relation between family background, flexibility and its relation with parental profession of rural girls. The finding of this research may help to enhance the performance of rural girls. The finding may help the rural girls to face the physical and mental problem.

Population and Sampling:
For this study the population was selected from Village Ranjani, Dist. Jalna, Maharashtra. Simple random sampling was used in the selection the sampling for the study. The samples will be selected from Ranjani village which comes under the rural area of the Jalna District. Samples were selected from S.B. high school, Ranjani, in the school total population of 11-14 year girls is 600. For the purpose of research 40 samples will be selected through simple random sampling. According to each group, 4 groups will be formed on the basis of parental working profession. 10 samples in each group will be selected for this research.

Tools of the study:
There was Bend & reach test used for testing the physical flexibility of rural girls from various parenting backgrounds. This test was useful to distinguish physical flexibility of rural girls.

<table>
<thead>
<tr>
<th>Name of motor ability</th>
<th>Name of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td>Bend and reach test</td>
</tr>
</tbody>
</table>

Procedure and Collection of Data:
Simple random sampling method was used to the selected samples from S.B. high school, Ranjani, Tq. Ghansawangi, Dist. Jalna. In school total population of 11-14 year girls is 600. For this research 40 samples will be selected by stratified random sampling. According to each group, 4 groups were formed on the basis of parental working profession. 10 samples in each group will be selected for this research. The collected data will be tabulated and segregated, as per the category and specification. The statistical treatment will be made on the collected data for results. Based on the results the conclusions of the research will be made.

Statistical Treatment:
The collected data was tabulated in the form of means and standard deviation, on the basis of these numbers the results were stated.
Table 1
Statistical comparisons shows the means of physical capacities regarding to flexibility through Bent & Reach test amongst various parental working professions of rural girls.

<table>
<thead>
<tr>
<th>Profession</th>
<th>Bend &amp; Reach Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>FARMER</td>
<td>9.43</td>
</tr>
<tr>
<td>BUINNESS</td>
<td>5.65</td>
</tr>
<tr>
<td>MISTRY</td>
<td>12.31</td>
</tr>
<tr>
<td>TEACHER</td>
<td>6.13</td>
</tr>
</tbody>
</table>

Table 1 shows that the, highest mean (12.31) was achieved by the Mistry parental working professions in physical capacities regarding to flexibility through Bent & Reach test amongst various parental working professions of rural girls.

Table 2
Statistical comparison shows the Standard Deviation of physical capacities regarding to flexibility through Bent & Reach test amongst various parental working professions of rural girls.

<table>
<thead>
<tr>
<th>Profession</th>
<th>Bend &amp; Reach Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>FARMER</td>
<td>3.162997875</td>
</tr>
<tr>
<td>BUINNESS</td>
<td>2.906410539</td>
</tr>
<tr>
<td>MISTRY</td>
<td>1.390003997</td>
</tr>
<tr>
<td>TEACHER</td>
<td>2.246503456</td>
</tr>
</tbody>
</table>

Table 2 shows that the, highest Standard Deviation (3.16) was achieved by the Farmer parental working professions in physical capacities regarding to flexibility through Bent & Reach test amongst various parental working professions of rural girls.

Conclusions
As per Statistical comparisons of physical capacities regarding to flexibility through Bent & Reach test amongst various parental working professions of rural girls, its proved that the highest mean value(12.31) was achieved by the Mistry Parental Working Profession. On this basis researcher concludes that, those rural girls came from the Mistry parental working profession background have the more flexibility than farmers, teachers and business background rural girls. Hence the hypothesis was rejected.

References
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A Comparative Study of Speed between Female Athletes and Female Hockey Players of District Baramullah of Jammu & Kashmir State

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Abstract
The aim of the present study was to compare the speed between Female Athletes and Female Hockey Players of Baramullah of Jammu & Kashmir State. 60 Female samples between the age group of 13-16 years i.e. 30 female Athletes and 30 female Hockey players of Baramullah were selected in the District sports competitions during the year 2016-17. The 50meter run test was used to assess the speed among Athletes and Hockey Players. The was compared by using independent Sample ‘t’ test. The level of significance was kept at 0.05 level of significant to test the hypothesis. The result of the study showed that the Athletes are having very good speed as compare to the Hockey Players. It is recommended that Athletes and Hockey Players must be given good speed training to enhance the perfotmance.

Keywords: Speed, Athletes, Hockey players

Introduction
Track and field is one of the oldest of sports. Athletic contests were often held in conjunction with religious festivals, as with the Olympic Games of ancient Greece. Track and Field as a modern sport started in England during the 19th century. English public school and University Students gave the sport impetus through their inter class meets, or meetings. In 1849 the Royal Military Academy at Sand hurst held the first organized track and field meet of modern times. Not until the 1860s, however did the sport flourish. In 1866 the First English championships were held by the newly formed Amateur Athletic Club, which open the Competition to all gentlemen amateurs, specifically, athletes who received no financial compensation for their efforts. Although meets were held on the North American Continent as early as 1839, track and field field first gain popularity in the late 1860s after the formation of the New York Athletic club in 1868.The Amateur Athletic Union of the United States, an association of track and field clubs, was formed in 1887 and has governed the sports in the United States since then. Field hockey also called hockey, outdoor game played by two opposing teams of 11 players each who use sticks curved at the sriking end to hit a small, hard ball into their opponents goal. It is called field hockey to distinguish it from the similar game played on ice.Hockey is believed to date from the earliest civilizations. The Arabs, Greeks, Persians and Romans each had their own versions and traces of a stick game played by the Aztec Indians of South Americaa Have been found. Hockey can also be placed with other early games, such as Hurling and Shinty. During the Middle Ages a French stick game called Hoquet was played and the English word may be derived from it . The game recreates by two teams of 11 players on a rectangular basis. The airfield is 100 yards (91.4 meters) long and 60 yards (55 meters) wide and it is set with a center line and two 25 yard lines. The goals are 4 yards (3.66 meters) wide and 7 feet (2.13 meters) high. For a goal (which counts for one point) to be scored, the ball must go into the goal and while within the shooting circle (semicircle), must have been touched by the stick of an attacker. The ball was originally a cricket ball (cork center, string –wound and passed over with leather), but plastic balls are also sanctioned. The stick is usually 36 to 790grms). Only the flate left side of the stick may be used to strike the ball.

Material and Methods
The aim of the present study was to compare the speed between Female Athletes and Female Hockey Players of Baramullah of Jammu & Kashmir State. 60 Female samples between the age group of 13-16 years i.e. 30 female Athletes and 30 female Hockey players of Baramullah were selected in the District sports competitions during the year 2016-17. The 50 meter run test was used to assess the speed among Athletes and Hockey Players. The was compared by using independent Sample ‘t’ test. The level of significance was kept at 0.05 level of significant to test the hypothesis.

Results

Table 1
Showing the speed between Female Athletes and Hockey Players

<table>
<thead>
<tr>
<th>Test Items</th>
<th>Group</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>d.f.</th>
<th>t.test</th>
</tr>
</thead>
<tbody>
<tr>
<td>50meter run</td>
<td>Athletes</td>
<td>30</td>
<td>9.89</td>
<td>0.835</td>
<td>38</td>
<td>5.891</td>
</tr>
<tr>
<td></td>
<td>Hockey Players</td>
<td>30</td>
<td>8.70</td>
<td>0.740</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

Significant at 0.05 level

Findings and Discussion

The table 1 indicates that the mean value of the speed of Athletes is 9.89 and Hockey players are 8.70. There is a difference of 1.19 seconds. The result shows that Athletes are having good speed as compare to the Hockey players. S.D. of Athletes is 0.835 and Hockey players is 0.740.Where as the t-value is 5.891. The difference of mean score is significant at 0.05 level.

Conclusion

It is concluded that Athletes (Female) are having good speed as compare to the Hockey players (Female).

References:

Physiological Effects of Yogic Practices and Transcendental Meditation in Health and Disease

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Introduction

Yoga is an ancient Indian way of life, which includes changes in mental attitude, diet, and the practice of specific techniques such as yoga asanas (postures), breathing practices (pranayamas), and meditation to attain the highest level of consciousness. Since a decade, there has been a surge in the research on yoga, but we do find very few reviews regarding yogic practices and transcendental meditation (TM) in health and disease. Keeping this in view, a Medline search was done to review relevant articles in English literature on evaluation of physiological effects of yogic practices and TM. Data were constructed; issues were reviewed and found that there were considerable health benefits, including improved cognition, respiration, reduced cardiovascular risk, body mass index, blood pressure, and diabetes. Yoga also influenced immunity and ameliorated joint disorders.

Yoga is a psycho-somatic-spiritual discipline for achieving union and harmony between our mind, body, and soul and the ultimate union of our individual consciousness with the universal consciousness.

Effects of Yoga

Nervous system: Pranayamic breathing, defined as a manipulation of breath movement, has been shown to contribute to a physiologic response characterized by the presence of decreased oxygen consumption, decreased heart rate, and decreased blood pressure, as well as increased theta wave amplitude in EEG recordings, increased parasympathetic activity accompanied by the experience of alertness and reinvigoration. The mechanism of how pranayamic breathing interacts with the nervous system affecting metabolism and autonomic functions remains to be clearly understood. It is our hypothesis that voluntary slow deep breathing functionally resets the autonomic nervous system through stretch-induced inhibitory signals and hyperpolarization currents propagated through both neural and non-neural tissue which synchronizes neural elements in the heart, lungs, limbic system and cortex. During inspiration, stretching of lung tissue produces inhibitory signals by action of slowly adapting stretch receptors (SARs) and hyperpolarization current by action of fibroblasts. Both inhibitory impulses and hyperpolarization current are known to synchronize neural elements leading to the modulation of the nervous system and decreased metabolic activity indicative of the parasympathetic state. In this paper we propose pranayama’s physiologic mechanism through a cellular and systems level perspective, involving both neural and non-neural elements. This theoretical description describes a common physiological mechanism underlying pranayama and elucidate the role of the respiratory and cardiovascular system on modulating the autonomic nervous system. Along with facilitating the design of clinical breathing techniques for the treatment of autonomic nervous system and other disorders, this model will also validate pranayama as a topic requiring more research.
Cardiovascular system: In a prospective cohort study involving thirty three subjects with (30%) and without (70%) established coronary artery disease (CAD) subjected to a course in yoga and meditation showed significant reductions in blood pressure, heart rate, and body mass index (BMI).

Another prospective, controlled, open trial including angiographically proved coronary artery disease patients showed yoga-based lifestyle modifications helped in regression of coronary lesions and in improving myocardial perfusion which was translated into clinical benefits and symptomatic improvement.

Six healthy Asian Indian men and women (18–22 years) who were trained in Surya namaskar (sun salutation) for over 2 years participated in the study showed that regular practice of Surya namaskar might maintain or improve cardiorespiratory fitness, as well as promote weight management.

An interventional study showed beneficial effects of short term (15 days) regular pranayama and meditation practice on cardiovascular functions (reduction in resting pulse rate, systolic blood pressure, diastolic blood pressure, and mean arterial blood pressure) irrespective of age, gender, and BMI in normal healthy individuals.

A study involving 50 healthy male subjects of 18–25 years age group, subjected to Mukh Bhashrika (yogic bellows), a type of pranayama breathing training for 12 weeks showed an increase in parasympathetic activity, that is, reduced basal heart rate, increase in valsalva ratio and deep breathing difference in heart rate; and reduction in sympathetic activity, that is, reduction in fall of systolic blood pressure on posture variation.

A study conducted in northern Mexico involving four middle-aged and nine older conventional hatha yoga (CHY) practicing females subjected to 11-week intensive hatha yoga (IHY) program consisting of 5 sessions/week for 90 min (55 sessions) demonstrated improved cardiovascular risk factors (namely maximal O2 consumption -VO2max and high density lipoprotein cholesterol [HDL-C]) in middle-aged and older women.

In a parallel-arm RCT involving 67 sedentary office workers subjected to a 10-week, worksite-based yoga program delivered during lunch hour demonstrated improved resting heart rate variability (HRV) and related physical and psychological parameters.

Obesity: An observational study involving long-term yoga practitioners showed that a consistent, long-term Hatha yoga practice in a nonprobability sample of women over 45 years was linearly associated with declines in BMI even after correcting for nonyogic exercise hours and processed food consumption. In a study involving 16 postmenopausal women with more than 36% body fat divided into yoga exercise group and control group, yoga group showed improved adiponectin level, serum lipids, and metabolic syndrome risk factors in obese postmenopausal women.

A retrospective study involving 15,550 adults aged 53-57 years, found that regular yoga practice for 4 years or more was associated with attenuated weight gain, especially among people who were overweight. A week of intensive yoga course reduced the BMI as well as waist and hip circumference, decreased total cholesterol, improved posture, and stability.

In a RCT involving 23 adults, the yoga group subjected to a 3-month yoga intervention of twice weekly yoga sessions and the education group received health information every 2 weeks. At the end of the study, the yoga group showed improvements in weight, blood pressure and insulin, when compared with the education group.

In another RCT using a two-group, parallel design in individuals with coronary heart disease and the metabolic syndrome demonstrated significant difference in adjusted systolic blood pressure.
at the end of the study in the TM group versus the health education group ($P = 0.04$) and improved plasma glucose and insulin levels in the TM group versus the health education group at the conclusion of the study period ($P = 0.01$).

**Arthritis**: A randomized controlled study to evaluate the efficacy of integrating hatha yoga therapy with therapeutic exercises for osteoarthritis (OA) showed that there were significant differences within (Wilcoxon's, $P < 0.001$) and between the yoga and control groups (Mann–Whitney U, $P < 0.001$) on all the studied variables, with better improvements in the yoga than the control groups. In a pilot study involving 27 women with musculoskeletal problems such as OA subjected to undergo 8 sessions (twice weekly for 4 weeks) of a yoga program indicated that poststudy values of patients' gait parameters were found to be statistically higher than their pre-study values ($P < 0.05$). There was a decrease in the rheumatoid factor levels along with less pain and better function following a week of yoga. Another pilot study involving 12 sessions of yoga for rheumatoid arthritis (RA) demonstrated statistically significant improvements in RA. Sixteen postmenopausal women with RA subjected to three 75-min yoga classes a week over a 10-week period showed a significant decrease in Health assessment Questionnaire disability index, perception of pain and depression, and improved balance.

**Cancer**: A new term, restorative yoga (This is a gentle, therapeutic style of Yoga that uses props to support the body to deepen the benefits of the poses. It is a soothing and nurturing practice that promotes the effects of conscious relaxation) has been used to describe a gentle form of yoga which help females with ovarian or breast cancer to reduce depression as well as anxiety state, and better mental health and overall QOL. There was also a decrease in fatigue. Yoga also helped patients with cancer to deal with distressful symptoms and treatment related toxicity of chemotherapy. Yoga could influence immune system, especially increasing the natural killer cells. Radiation causes DNA damage and yoga practice could reduce the damage. Increased survival time were obtained by the association between neuroimmunotherapy with melatonin plus IL-2 and kriya yoga program (2 years), which was significantly longer with respect to that achieved by supportive care alone, Yoga alone, or IL-2 plus melatonin alone (1 year).

**Conclusion**

The various avenues of study of yoga practices reviewed in the present article indicated considerable health benefits, including improved cognition, respiration, reduced cardiovascular risk, BMI, blood pressure, and diabetes mellitus. It also influenced immunity and ameliorated joint disorders.

Despite extensive searches, recent research articles in sighting the Physiological basis underlying the effects of yogasanas, pranayamas and TM were limited. Further researches exploring the effects of yoga on different organ systems would be invaluable.

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Introduction:

The term literacy is used globally and it is often used to separate a technical understanding of reading and writing on one hand, and a wider understanding of communication on the other hand. From a sociocultural perspective, this analytically distinction of literacy “shifts our view from classroom and methods to a range of communication activities human beings engage in over their life span”. This moves our understanding of how literacy can be developed beyond that of reading and learning and as cognitive skills. Hence to learn the act of reading and to develop reading competence become a process that occurs not only within the individual, but also in-between people and in contexts outside of school. The concept of literacy has become broader than the acquisition of cognitive knowledge and understanding of a context.

In physical education, the word physical literacy has become part of the discourse among PE educators, and to some extent also among those working with athlete development. How come that physical literacy renders such an interest in the field of education and physical culture at this point of time? The purpose of this paper is, through an explorative literature overview, to explore frequent and significant themes of physical literacy. In this process, I use an inductive approach that pays a special attention to the way that physical literacy is conceptualized and used in published scholarly works. Furthermore throughout my analysis I will seek to explore and discuss significant implications for PE practice.

Goal Of A Quality Health And Physical Education Curriculum:

The goals of the Health and Physical Education Curriculum focus on supporting students in developing the skills and knowledge necessary to be active and healthy throughout their lives. These include:

- Learning and applying personal skills
- Interpersonal skills
- Critical and creative thinking skills
- Learning how to develop and improve their own personal fitness
- Acquiring the movement competence needed to participate in a wide range of activities

Through opportunities to develop fundamental movement skills and apply movement concepts and strategies in a broad range of activities, students acquire the knowledge and skills that “will enable them to enjoy being active and healthy throughout their lives.” As students apply these skills in an integrated holistic manner, connected to their everyday experiences, they will develop the physical literacy needed to lead healthy, active lives.

Assessing Physical Literacy:

Assessment plays a critical role in providing educators with evidence of student achievement of the expectations of the Ontario Health and Physical Education curriculum. Effective assessment requires careful planning. “Teachers develop appropriate and effective instructional strategies to
help students achieve the curriculum expectations as well as appropriate methods of assessing and evaluating student learning.”

This position paper provides educators with:

• A common understanding of the purpose of assessment and evaluation in a Health and Physical Education.
• A shared understanding of the concepts of Physical Literacy and Personal Fitness and their shared role in supporting students being physically active across their lifespan.
• Provincial assessment key messages to guide educators in selecting assessment methods and tools for the purpose of gathering evidence to improve students’ learning.

**Purpose Of Assessment Within The Ontario Health And Physical Education Curriculum:**

Instruction and assessment in Health and Physical Education in schools is grounded in both the seven fundamental principles of Growing Success and the five fundamental principles in Health and Physical Education. “The primary purpose of assessment and evaluation is to improve student learning.”

Assessment within the school context is the process of gathering information that accurately reflects how well a student is achieving curriculum expectations. Assessment data collected is also used by educators to inform their instruction. This process is accomplished through the use of assessment methods (e.g., observation, conversations, student products) and tools (e.g., descriptive feedback, checklists, rating scales, rubrics and peer and self-assessments). In addition, students play a key role in providing evidence of their learning over time as they develop their physical fitness, apply the living skills and develop their physical literacy. For example, through conversations students may provide evidence of an understanding of their own strengths and areas that need improvement, the ability to set goals, develop personal fitness plans to achieve these goals and assess and monitor the development of their personal health-related fitness over time. Similarly, through their performance in a variety of games, students are able to demonstrate their understanding and application of transferable movement skills and strategies and their ability to communicate and interact positively with others.

**Provincial Assessment Key Messages:**

The following key messages provide educators with guidelines for the appropriate use of assessment methods and tools within the Health and Physical Education program with the aim of assessing the degree to which students are achieving the curriculum expectations and planning for instruction to adjust their instruction based on the results of the assessment.

Physical Literacy in the Ontario Health and Physical Education curriculum is defined as:

“Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.”

• Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply and analyze different forms of movement.
• They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.
• These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others and their environment.”
Examples Of Physical Literacy:
The following are some examples of what physical literacy may look like in a Health and Physical Education classroom:

• Students participating in the creation of a movement sequence for a cultural dance.
• Students participating in a net/wall game practicing offensive skills and strategies.
• Students participating in a fitness circuit, selecting stations based on personal health-related fitness goals.

Physical Fitness Is Not Synonymous With Physical Literacy:
Physical fitness is an important component in the overall development of physical literacy. Supporting students in learning how to develop their own personal fitness helps them establish a fitness level necessary to participate in a wide variety of activities in multiple environments.

Within the Ontario curriculum, the emphasis of learning is on the health-related fitness components that directly impact health and well-being and contribute to optimal health. Optimal personal fitness combined with active participation provides opportunities for students to develop their movement competence and confidence in a holistic manner thereby becoming more physically literate. “Learning in health and physical education is integrated because the connections between the various elements of the program – active living, movement competence, healthy living and living skills – are always recognized. Understanding these connections provides the foundation for health and physical literacy, overall well-being and lifelong healthy, active living.”

Conclusions:
The articles in the literature overview seem to agree that the concept and the theories behind physical literacy have a potential to meet young generations’ ways of learning and living. The ways are characterized by less dependence on the traditional curriculum and a linear pedagogical approach. The assumptions behind physical literacy promote new and more experiential ways of how to reach personal developmental potential beyond school. Future studies are needed to examine and evaluate whether the advocated pedagogical strategies based on the concept of physical literacy will be able to lead to a re-organized and revitalized PE in schools. In the athletics fields, it is necessary to study whether physical literacy contributes to an ideally neutral concept of fundamental movement skills or sport talent identification that enhance not only competence but also performance.

A need that emerges in the section of Assessment of Physical Literacy is quality assessment tools for assessing embodied experience and knowledge that students are expected to display as a physically literate person. Are we talking about the perfectionist quality associated with elite sports, or the ability to perform complex movement patterns to support students’ critical reflective learning in, of, and by movement, with a different demand for functionality and poise? What reference points within a variety of performed bodily movements should be available before PE educators begin to communicate with their students? As embodied experiences are culturally embedded, teachers need to consider how to support their students’ reflective approach to “their own mastery” and the meaning of movements. This includes being conscious of the body in motion, how it feels, and what the consciousness and feeling mean. Physical education–teacher education educators and PE practitioners work to create inclusive learning objectives and tasks that promote integrated experiences to develop both theoretical knowledge and practical skills, encourage self-awareness and the qualities thereof. Otherwise, this perspective on embodied knowledge and movement
receives no student attention, and then part of the literacy ambition will be lost. Children and adolescents may meet the (physical) alphabet, but may not master the keys to a lifelong learning through movement. This latter draws attention to the preparation of PE educators for the concrete planning and learning outcomes of physical literacy. The role of higher education emerges as a crucial next step in the development of a scientific framework, as this involves how physical literacy will be socially configured, nurtured, and embodied in practice.

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Teaching offers the chance to change other people’s lives permanently for the better. It is usually associated with the imparting of 3 Rs- reading, writing, arithmetic. The teachers play an important role in imparting knowledge to the learners. The teaching skills are defined as a group of teaching acts or behaviors intended to facilitate students learning directly or indirectly. Professional development refers to the development of a person in his or her professional role. According to Glatdeenhu (1987) by gaining increased experience in one’s teaching role, they systematically gain increased experience in their professional growth through examination of their ability.

When schools are looking to hire a teacher there are few basic requirements that they are looking for. A college degree, experience working with children and of course patience. Teachers need a variety of professional development skills along with knowledge of their subjects and experience in order to be an effective teacher. Modern teachers of math’s and those of other subjects needs, not only basic skills but also a set of new skills.

Some of the modern professional skills required for a secondary school math’s teachers are:

- **Adaptability** – In this modern and highly digital age a math’s teacher of secondary level must be able to cope/adapt with newer knowledge and technology. Everyday a new technology is developed that can change both learning and teaching ways. Even administration expects more from teachers. Thus a modern secondary level maths teacher must be able to adapt with new skills.

- **Confidence** – Confidence to learn new skills and to deliver their knowledge. Even confidence in themselves, their students ability and colleagues is required for cooperative success.

- **Communication** – A math’s teachers at secondary level should be able to communicate with students very well. For, those are of adolescence age and have ample questions in their mind. Those are needed to be carefully handled. Communication with parents and administration is must, in order to solve their problems.

- **Team player** – A teacher cannot be alone and as he has to teach, guide his/her students. Specially math’s teachers need to be team player to boost their group for study. Even networking other subject teachers is also important to solve different problems to lead to the success.

- **Continuous learner** – Not only a secondary level maths teacher, but all teachers must be able to learn newer things. For, world is continuously changing. A teacher who is always willing to go that extra mile to learn, will always be an effective and successful teacher.

- **Imaginative** – The most effective tool a math’s teacher can use is, their imagination. A teacher of math’s should be able to create and think in unique ways. The imagination of commen core learning standards added in new curriculum has uplifted the imagination power of their students and that of themselves.

- **Leadership** – A effective math’s teachers of secondary level are those who can guide his/her students in right direction. Giving examples and guiding them to solve those by encouraging them to successes is an leadership quality, that he/she should have in them.
Organization - Todays modern math's teachers of secondary level are more organized and prepared for an sudden change of situation. More the organized teachers of math’s, more the success rate of students achieving their aims.

Innovative - Being innovative does not mean using new things, but it actually means questioning students and connecting them to day to day life problems and cultivating a creative mindset in themselves. It is something like taking risks and overcoming those with techniques.

Commitment - Being committed to your job is traditional teaching skills. A modern math’s teacher must be engage in their profession. Searching new ways of teaching and learning is something a commitment.

Online reputation - New and better techniques are available to all of us. But keeping yourself attached with your colleagues, online through different networking sites is though newer but a better idea to keep oneself update and relatively close.

Ability to keep engage – A secondary level math’s teacher should have an ability to keep oneself engage. Being science graduate proficiency of English language helps them to be engage while browsing to find newer techniques to solve the problem or even solve some of administrative problems aswell.

When to unplug - This one of most important skills expected from secondary level math’s teachers, to unplug or stop browsing the social sites or surfing.

Ability to empower – This another, one of the most important ability of a secondary level math’s teachers to empower their students to choose their problem and find the solution for that, with the help of other students or his classmates.

In all a secondary level math’s teachers have to have additional professional skills along with all those expected in old trends. This will not only help teachers to work in day to day life. But it also help them to enjoy their profession.

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Yoga and Sports in Physical Education

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Abstract

Yogic practice getting popular is looked upon its systemic improvement of physical fitness of an individual. Yet we lack in the experiment evidence about the utility of physical exercise and yogic exercises for promoting physical fitness.

It can be said that exercises are believed to contribute physical fitness; therefore it is necessary to consider the concept of yogic exercise in relation to physical fitness. Yoga is recognized as one of most important valuable heritage of India. Today the whole world is looking to yoga for answer to various problems that modern man is facing which was designed and practiced by our ancient stages for all round development of personality. Now a day’s yoga is getting famous and supports its use for figure and fitness. Few minutes of daily yoga provide well result in all round development.

Instruction

Sport is not purely a physiological phenomenon but a complex interplay of the mind and body. It is now becoming more and more competitive and has also become a career with an emphasis on monetary gains and the desire to win at any cost.

Therefore, it is important to find solutions to the changing sports scene of today. A sports person needs four basic qualities: Speed, Skill, Strength and Stamina. To achieve these in professional sports, the daily life of a sports person calls for discipline in training, a balanced diet, a balanced lifestyle and an inner focus and determination.

Yoga is a holistic system teaching skills which many sports persons seek, such as control over the mind, control over the body, good breathing habits, relaxation under pressure, highly developed concentration skills and the ability to focus on the present.

How Yoga Helps Sports Person

- Yoga helps a sports person to feel and understand the body processes more accurately, thereby learning what the body needs. By understanding this, an athlete can work on areas that need attention with confidence.
- Yoga is useful for all types of sports to help prevent injuries. One gets extra agility which helps to avoid damage, provides more strength and improves a player’s ability to react to a situation.
- In completions, athletes at all ability levels tend to have a fear of losing of other competitors, or of developing mental deterrents to excellent performance. Yoga trains us to be our best every single moment, to hold ourselves at our highest standard and to go beyond our preconceived limitations.
- Yoga postures work all around a limb and help to knit the muscle fibres thus building resilience to injury. By anticipating areas of the body that are subject to stress, one can use Yoga effectively to pre-strengthen area of concern.
- Due to long term sports training, muscular imbalance can develop in the body which can lead to damage and injury. Yoga’s practices are ideal in this respect because integration, balance and harmony are keywords of Yoga. These practices correct the one-sided effect of
training by promoting general harmonious development of the body and by improving the whole physical system.

- Yoga practices offer the natural remedy because Asanas are based on the gentle stretching of muscles, which induces relaxation and increases the blood supply. These also release residual tension and speed up regeneration. It is natural counterbalance to the muscular effort of training and competing.

- Sports’ training tends to be very intensive over an extended period of time. This again can lead to form of imbalance where muscles or the body as a whole becomes weak through over exertion. Regeneration is remedial process for regaining strength and for the prevention of injuries. Yoga regeneration exercises are based on the principle that after contracting for a specific time period in an isometric movement against specific resistance, muscles will release and relax. But all this would be effective only if done consciously.

**Conclusion**

Sports are highly demanding and competitive and Yoga moves in the opposite direction with its apparent emphasis on a relaxed approach and detached state of mind. However, the state of mind and physical preparedness that Yoga brings is exactly the same state that the most successful players speak of when at the peak of their performance. Who cannot perform at his best while being relaxed, ready and confident? And who cannot gracefully accept victory or defeat if his body, mind and spirit has the equanimity of a Yogi?

**References**

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Evaluation Of Competences And Skills In Physical Education

Farhaan Sayyad
Dhananjay Sirsat

Abstract
The curricula sets up a number of educational attainment targets for the students. These targets are a necessary prerequisite if you as a teacher want to evaluate how the targets are attained. However not all attainment targets are easily evaluated.

Different methods are required for different types of educational targets. Especially the more moderate and long term educational targets can be difficult to evaluate in a traditional way, for instance by measurement or observation. Different evaluation methods are therefore needed for these types of targets.

The presentation will define which challenges there are in developing methods that can be used for evaluation of competences and skills in physical education, and in addition some examples will be given of how to evaluate those forms of competences and skills that are not easily evaluated.

Presentation
1. Competences and skills and evaluation in physical education

To define competences and skills in physical education can be a very delicate matter. The core of Physical Education is to develop competences, skills and knowledge in body movement. To define specific athletic performing skills is not so hard. For example: “Be able to perform the different techniques within track and field”. In the view of how to evaluate these skills according to when the student has achieved the competences, skills and knowledge, you can evaluate for instance by measuring how far, how fast, or how many techniques the student is able to perform. If the definition of the skill and the actual performance is identical, you can establish that the person has learned the skill.

But when it comes to define the more moderate competences, skills and knowledge, for example: “Be able to show understanding of the meaning of fair play” or “To understand the connection between physical activity and theory”, it gets more complicated. These kinds of competences are connected to personal behaviour and personal expressions and are derived from personal experiences, tacit knowledge and mental reflections. These competences, skills and knowledge are therefore anchored to bodily experiences and as well representing a mental, subjective state of mind. To define and evaluate these kind of competences are therefore much more complex.

In physical education you can even define competences with a view to long-term self development. For example: “Realize the meaning of life long physical activity” or “Value qualities according to different kinds of sports”. To make a precise definition of when these competences are achieved is close to impossible.

2. Physical education attainment targets in the curriculum

The curriculum sets up a number of educational attainment targets for the students. These targets are a necessary prerequisite if you as a teacher want to evaluate how the targets are attained. However, all attainment targets are, as mentioned above, not easily evaluated.
### Behaviorial targets

<table>
<thead>
<tr>
<th>Radical behavioral targets</th>
<th>Moderate behavioral targets</th>
<th>Long term educational targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>The target is identical with the actual learning</td>
<td>The targets is formulated as the acting is a representation of mental and subjective states of minds</td>
<td>Formulated as a long term self development targets</td>
</tr>
</tbody>
</table>

The targets in the curriculum are often formulated in a general and an ideal way. When it comes to the teacher’s actual planning, these targets are therefore meant as guidelines. In terms of evaluation of these types of targets, it can be difficult in a specific and strict way to evaluate, if a target is attained or not.

These educational attainment targets can therefore be used to give an overview when planning the teaching for a shorter or longer period, to ensure which targets from the curriculum that have been included in the period of teaching.

You can define the targets in the curriculum as a kind of

- Educational teaching targets

### 3. Evaluation – an internal pedagogical method to improve the learning of the students

As teacher you have to evaluate how the educational attainment targets are achieved. In this case it is meaningful to use evaluation as an internal pedagogical method that can improve the teaching in order to reach the educational attainment targets. This means that the evaluation is not only the final assessment of the whole education, but that evaluation is a part of the daily pedagogical work, which can uncover how the students learn. Based on this understanding, the teacher can better plan the next step of a teaching period.

In this work as a teacher, you have to define more specific targets for the individual student or a small group of students.

These types of educational targets are based on the educational attainment targets, but are connected to the particular student.

These types of targets are what we can define as

- Educational learning targets

They are characterized by being very specific targets and may even be formulated of the student himself.

For example (all the examples of teaching targets taken from the Danish curriculum):

- Educational teaching target:
  - “Be able to act with different types of balls with as well hands as feet”
- Educational learning target:
  - “Be able to do an inside kick in football”
- Another example of a more moderate formulated target:
  - Educational teaching target:
    - “Be able to show capability of corporation and social attention related to different physical activities”
- “Create and perform dances and choreographies - self made or made of others”
- Educational learning target:
4. Evaluation methods for attainment targets

Different methods are required for different types of educational targets. Especially the more moderate and long term educational targets can be difficult to evaluate in a traditional way, for instance by measurement or observation.

5. Challenges in developing methods that can be used for evaluation of competences and skills in physical education

- Systematic evaluation (at all levels) requires data gathering
- Evaluation is an integrated part of the teaching profession
- Evaluation has to be meaningful for those who are a part of it
- How to make it possible for teachers to have resources and time to care about evaluation

Need of a common understanding of words and concepts connected to teaching

- Attainment targets (curriculum)
- Teaching targets
- Learning targets

The dominating and current focus of evaluation is that the pupil are at the centre and focus is on their learning related to the curriculum attainment targets, the teaching targets and individual learning targets. From this, the teacher has to develop and adapt his teaching.

It is very important that the teacher can use the evaluation in a meaningful way. The pedagogical follow-up is about adjusting the teaching in order to make it possible for the pupil to achieve the targets.

This means that learning processes are connected to the particular pupil and that the teaching has to reach the needs of educational development of each pupil.

Evaluation tool: "Pupil's log"

“To understand the meaning of being able to cooperate and have a social understanding” is connected to the experiences of the particular pupil. From this point of view the teacher can choose to use “the pupils’ log” as an evaluation tool. In the pupils’ log, the pupil can register their own experiences and reflections. From this it is possible to communicate with the other students about their experiences.

The teacher sets up a row of teaching targets and some questions the pupils have to reflect on after the activities and write down in the pupils log.

Ex. “How you been responsible of anything to day?”
"What have made you happy, angry, sad..?”
"Write down something you felt was a success”
"How could you improve your cooperation with the other members of your group?"
"What are the most valuable things you learned from this assignment?"

How to use the results?

Together with the students, the teacher organizes all the students’ logs into statements and makes some general conclusions that shall be points to remember and to be incorporated in the coming period of teaching.

Ex. 3:
- knowing the meaning of sports throughout different historical times
- knowing of other cultures traditions of sports
Evaluation tool: "Story telling"

The teacher plans period of sports with a historical view. The students shall use video, pictures, books that shows how gymnastics has been performed through time. The students have to imitate and copy the movements and culture of behavior connected to the chosen historical time.

In the end the students make a small performance of the period. The students are put in the “hot chair”; posing as a person that lived in the historical time. Here the other students can ask about the period.

How to use the results?

The teacher registrates what the students find of values from the different period. From this the teacher may find that moral and ethics is a popular subject. The teacher plans a new period where ethics and moral in different sports: football, basket, cricket, is the main theme.

7. Conclusions

To evaluate competences and skills in Physical Education you have to be aware of what kind of attainment targets you want to evaluate.

A way to categorize different kinds of attainment targets is to categorize in:
- Behavioral targets
- radicale behavioral targets
- moderate behavioral targets
- Long term educational targets

The different kinds of different targets need different ways of evaluation methods and tools, that each can capture the essence of the target. Some targets can be defined as radical behavioral targets, where the target is identical to the performance and can be evaluated by a "here and now" observation. Other targets needs to be evaluated from a persons acting, which represent a mental and subjective state of mind. These targets therefore needs a completely different kind of evaluation, that more are like searching for signs and descriptions of lived experience.

The challenge is to develop different kinds of evaluation methods, which each can capture different skills and competences in Physical Education, knowing that the skills and competences not only can be viewed in a dualistic way, but are anchored to bodily experiences and as well representing a mental, subjective state of mind.

Reference:

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A study - Skill Development of Maths Experiment For Effective Primary Level Teaching

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Dr. S. V. Ghule
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Cidco New Nanded.

1.1 Introduction:
We use ICT in all walks of our life such as personal, family business, public, industries, banking, insurance, medicine, communication, entertainment, education and what not? It has a very wide scope. Due to ICT the quality and performance in all sector are enhanced. Same will be the case of teacher education, if ICT is intergrated in teacher education. Some mathematics. Teachers try to give the best experience of teachings - learning experiences to their primary level students. They teach for 30-40 minutes in class making of ICT different instructional materials & methods to their students still there is wastage and stagnation in education with students saying ‘I hate so and so specially ‘Mathematics.’ It is not student like this who fail but the educational system, the teachers who fail. Hence ‘Educational Research is a must in Mathematics.’

1.2 Maths Experiments:
Teachers who use of actually teaching- learning strategies like students working on maths experiments, connecting maths things actually of every day life knowledge.

1.3 Objectives:
1. To development Mathematics Experiment primary level students.
2. To study the efficacy of the Maths Experiment.

1.4 Hypothesis:
There is no significant difference in achievement effective of maths students.

1.5 Design Study:
Experimental Method studies, normative describs and interprets what exists at present. A random sample of 10 primary school students, and teacher location in Latur city.

1.6 Sample Study:
Experimental study purpose, two different samples were chosen students and teachers. The student’s sample of the study consisted of a total 200 students of class 8th of Rajiv Gandhi Vidyalaya, Indira Gandhi Vidyalaya, Sudarshan Vidyalaya, Vidyavikasha Vidyalaya, Datusingh Vidyalaya, Nirmaladevi Vidyalaya, Sawami Vivekanand Vidyalaya, Global Knowledge Vidyalaya, Kesharbai Kale Vidyalaya, and keshawraj Vidyalaya and while teachers sample consisted of 10 teachers of Maths working in Latur City was purposively selected. The sample of 100 students was divided into two groups B controlled and groups A experimental group.

Group A (n = 100) were taught using M E T as a teaching material while group B (n = 100) were taught the same topics without M E T but with lecture method using ordinary lesson plan. The teaching in both classes which took four weeks was done by the researches. This was concurrently done for both group more so, the experiment lasted for four weeks and it was expected
that this period was long enough as not to permit the pre-test to affect the post test scores and the items were rearranged before administering the post-test.

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Mean</th>
<th>Pretest</th>
<th>Post Test</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total Students</td>
<td>Participant Students</td>
<td>Total Student</td>
</tr>
<tr>
<td>1</td>
<td>A Exp. Group</td>
<td>50</td>
<td>50÷10=5.00</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>B Control Group</td>
<td>50</td>
<td>48÷10=4.8</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Mean Difference</td>
<td>100</td>
<td>0.2</td>
<td>100</td>
</tr>
</tbody>
</table>

1.7 Conclusion:

The study established that; traditional instructive methods of teaching do not facilitate learning by understanding nor providing opportunities to students to relate their knowledge with real life, besides making low performers in the subject of Maths. It was further established that use of MET for teaching Maths in a laboratory atmosphere yielded improved performance of students.

It could be observed from Exp. Group and control group computed Mean value 9.7 and 9.3 is not Significant at 't' value 0.05 level. Hence null hypothesis is 0.4 is accepted. It suggests that the primary school student and group Exp. and control not Significantly differ in their level skill development of Maths Experiment for effective primary level Teaching.

1.8 References:

1. Central Board of Secondary Education (2005), Laboratory – Guidelines to Schools, New Delhi.
Effect of Plyometrics Exercises on Basketball Throw Accuracy
On Under 18 Years Boys

Vishnu N. Shinde
Research Scholar
S.R.T.M.University Nanded

Abstract
Basketball is one of the most popular sports in the world in terms of spectator sports and players participation. This fastest team game. It is fast, quick, aggressive and attractive. It is considered a strenuous game because the game demands a high degree of fitness as well as intelligence and an alert mind. Balance, relaxation and protection are the basic skills required for all the fundamental movements in Basketball.

With regards to Effect of Plyometric Exercise for Throw Accuracy of pre and post-test of Experimental Basketball Players under 18 Boys they have obtain the mean value of 6.87 and 11.95 and SD of 3.42 and 4.61 of respectively which are given in the Table -3 reveals that there was significant effects of Plyometric Exercise was found in ( t=4.34, p<.05) for Throw Accuracy of pre and post-test of Experimental Basketball Players under 18 Boys.

That means Plyometric Exercise is beneficial for the Development of Throw Accuracy in Basketball Players under 18 Boys. Thus the hypothesis of the study was accepted.

With regards to Effect of Plyometric Exercise for Throw Accuracy of pre and post-test of Control group Basketball Players under 18 Boys they have obtain the mean value of 3.37 and 4.6 and SD of 1.77 and 2.67 of respectively which are given in the Table -3 reveals that there was significant effects of Plyometric Exercise was found in ( t=4.34, p<.05) for Throw Accuracy of pre and post-test of Control group Basketball Players under 18 Boys.

That means Plyometric Exercise is beneficial for the Development of Throw Accuracy in Basketball Players under 18 Boys. Thus the hypothesis of the study was rejected.

Methodology
In this chapter the selection of subjects, selection of variables, experimental design, collection of data, training programme, administration of tests and statistical techniques for analysis of data have been described schools and colleges of Nanded City were selected as subjects for the study. There are eight schools and six colleges participated in inter-

Selection of Subjects:
Two groups were targeted, experimental group & control group 40 student considered as experimental group & 40 students considered as control group. Training only was given to experimental group.

Eighty Basketball players from different schools and colleges of Nanded City were selected as subjects for the study. There are eight schools and six colleges participated in Inter-school and other tournaments. All the subjects were District level Basketball players. The subjects were, at random, assigned to one experimental groups and one control group. The requirements of the experimental procedures, testing as well as exercise schedules were explained to them so as to avoid any ambiguity of the effort required on their part and prior to the administration of the study, the investigator got the individual consent form each subject. Performance of the subjects in Basketballs Free throw shooting was taken at the beginning and after an experimental period of 6 weeks.

Selection of Variables:
1) Throw Accuracy
Training Programme:
The Polymetric Exercises program has 2 variables, they are as follows:

- **Frequency**: Polymetric exercise 5 days in a week.
- **Intensity of training**: 74/70-94% of maximum heart rate (HR max).
- **Duration of training**: Incessant or irregular aerobic action for 30-60 minutes. Duration is dependent relative on the intensity of the activity; thus, lower-intensity activity has to train at least 60 minutes. Exercise that use large muscle groups that can be maintained incessantly and are aerobic in nature. These exercise include Hoping, squat Jump, Tug jump, Box Jump etc.

- The exercise session should consist the following procedure:
  - Warm-up period will be approximately 30 minutes. This should combine Calisthenics-type stretching exercises and progressive Polymetric exercise that should increase the heart rate.
  - A cool down period of 10-20 Minutes.

Administration of the test

Standing Board Jump –
A demonstration of Standing Board Jump is given to a group of subjects. Then subject is asked to stand behind the starting line with the feet parallel to each other. He is instructed to jump as farthest as possible by bending knees and swimming arms to take off for the board jump in forward direction.

Scoring: The distance between the starting line and nearest point of landing provides the scores of the test.

Standing Vertical Jump
Up to 10 inches was marked on the wall so that the subject was able to mark as much high as he can while executing the jump. The jumpers leg was one feet away from the wall. The index finger was chalked with powder. The subjects normal reach was marked with his heels kept on the floors. Then he executed three jumps from the crouch position, making a mark each time on the wall.

Scoring: The distance from the normal reach mark to the top of the highest jump was recorded.

Statistical Analysis
To analyze the data mean, S.D., and T-test was utilized the level of significant set up at 0.5 level of confidenc.

Table 1
Morphological characteristics of Plyometric Exercise Mean score, SD of age, height and weight on Basketball Under 18 Boys of Experimental group and Control group

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S. D.</td>
</tr>
<tr>
<td>Age (year)</td>
<td>15.625</td>
<td>0.88659</td>
</tr>
<tr>
<td>Height (cm)</td>
<td>158.05</td>
<td>12.97681</td>
</tr>
<tr>
<td>Weight (kg)</td>
<td>50.5</td>
<td>11.79195</td>
</tr>
</tbody>
</table>
Table 1 depicted the Mean Scores & S.Ds. age of Experimental group was mean 15.62 & S.D.0.88 years, mean scores & S.Ds. weight was mean 50.5 & S.D.11.79 Kg, and mean scores & S.Ds. height was mean 158.05 & S.D.12.97 cm.

Depicted the Mean Scores & S.Ds. age of control group was mean 15.62 & S.D.0.88 years, mean scores & S.Ds. weight was mean 50.5 & S.D.11.79 Kg, and mean scores & S.Ds. height was mean 158.05 & S.D.12.97 cm.

Table 2
Mean score S. D and t-ratio of select Effect of Plyometric Exercise on Basketball Throw Accuracy on Under 18 Boys in pre and post-test of Experimental group.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Test</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>T-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throw Accuracy Experimental Group</td>
<td>Pre Test</td>
<td>40</td>
<td>6.87</td>
<td>3.42</td>
<td>4.34*</td>
</tr>
<tr>
<td></td>
<td>Post Test</td>
<td>40</td>
<td>11.95</td>
<td>4.61</td>
<td></td>
</tr>
<tr>
<td>Throw Accuracy control group</td>
<td>Pre Test</td>
<td>40</td>
<td>3.37</td>
<td>1.77</td>
<td>0.097NS</td>
</tr>
<tr>
<td></td>
<td>Post Test</td>
<td>40</td>
<td>4.6</td>
<td>2.67</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 level of Confidence (t= 4.34, P<0.05)

As per Table 2 shows that Statically Significant difference of mean scores, standard deviation and t-ratio of Effect of Plyometric Exercise for Throw Accuracy of pre and post-test of Experimental group Basketball Players under 18 Boys.

With regards to Effect of Plyometric Exercise for Throw Accuracy of pre and post-test of Experimental Basketball Players under 18 Boys they have obtain the mean value of 6.87 and 11.95 and SD of 3.42 and 4.61 of respectively which are given in the Table -3 reveals that there was significant effects of Plyometric Exercise was found in ( t=4.34, p<.05) for Throw Accuracy of pre and post-test of Experimental Basketball Players under 18 Boys.

That means Plyometric Exercise is beneficial for the Development of Throw Accuracy in Basketball Players under 18 Boys. Thus the hypothesis of the study was accepted.

Shows that statically insignificant difference of mean scores, standard deviation and t-ratio of Effect of Plyometric Exercise for Throw Accuracy of pre and post-test of Control group Basketball Players under 18 Boys.

With regards to Effect of Plyometric Exercise for Throw Accuracy of pre and post-test of Control group Basketball Players under 18 Boys they have obtain the mean value of 3.37 and 4.6 and SD of 1.77 and 2.67 of respectively which are given in the Table -3 reveals that there was significant effects of Plyometric Exercise was found in ( t=4.34, p<.05) for Throw Accuracy of pre and post-test of Control group Basketball Players under 18 Boys.

That means Plyometric Exercise is beneficial for the Development of Throw Accuracy in Basketball Players under 18 Boys. Thus the hypothesis of the study was rejected.

Conclusions

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

1. There would be significant Effect of Plyometric Exercises on Basketball Throw Accuracy on Under 18 Boys in Experimental Groups.

2. There would be insignificant Effect of Plyometric Exercises on Basketball Throw Accuracy on Under 18 Boys in Control Groups.
Reference

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9) Sinku S.K, & Gill Mental health Status between Physical education and sedentary students Entire research, Vol.6 issue 3, July 2014
Fundamental Motor Skill Proficiency Is Necessary For Children’s Motor Activity Inclusion

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Abstract:
Motor development is influenced by many factors such as practice and appropriate instruction, provided by teachers, even in preschool and elementary school. The goal of this paper was to discuss the misconception that maturation underlies children’s motor skill development and to show that physical education, even in early years of our school system, is critical to promote proficiency and enrolment of children’s in later motor activities. Motor skill development, as a curricular focus, has been marginalized in many of our physical education proposal and in doing so, we have not promote motor competence in our children who lack proficiency to engage and to participate in later motor activities such as sport-related or recreational.

Introduction:
No doubts that life is quite facilitated by many of the “modern” commodities that nowadays we literally have at hand. We can move from one place to other, around the world, not only quickly but also with much less efforts, at least compared to we use to a few decades ago. In addition, we can communicate to or contact to almost whomever we wish with just a few fingertip touches. Even in our near surroundings, we can turn on/off electronic devices with the “help” of our fingers. Actually, much of what we used to do by using whole body movements, nowadays, we just use the hands or even the fingers.

The conjunction of high rates of caloric ingestion and low level of physical activity leaded to a worldwide obesity enrolment toward health promotion. Specifically, I will address two main mistakes that in my opinio

Motor acquisition: (the first big mistake): Maturation

During many years, explanation regarding motor acquisition was based upon the maturational viewpoint. In this case, fundamental motor skill acquisition was though to happen primarily due to maturation of central nervous, without much influence of the environment. This maturational misconception about skill acquisition pervaded many by long time since basic motor
pattern do not need to be taught: infants and toddlers acquire walking, running, jumping, kicking and many others motor skills without the need of specific practice and instruction provided by a teacher or an instructor.

As Clark (2007) pointed out, for many, these skills seem to appear one day in child’s collection of new behavior. Moreover, the appearance of these basic skills in one’s life leaded parents and even educators to think that there is no need to teach them in early school years. Until the end of the first decade of life, motor skills do not require to be taught in a specific environment (for instance, at school), because skills such as walking, running, jumping, kicking, throwing, and many others simply appear! And because their appearance was thought to be due to maturation, they will appear at everyone’s motor repertoire and at any environment circumstances. Specific practice and instruction would be required only at age that skill acquisition would not be primarily governed by maturation such as the specific sport related skills. Actually, my physical education experiences in the school system seem to resume exactly such idea: it started when I was 10-year-old, in the fifth grade (actual sixth year) of the school system.

Motor acquisition : (the second big mistake): Lack of proficiency

Many theoretical motor development models (Clark, 1994; Gallahue, 1982; Gallahue&Ozmun, 1989; Pellegrini&Barela, 1998) suggest that the early motor development periods are critical to latter skill attainment. Yet, these theoretical modelsnominate one of these periods as fundamental motor skills or patterns, suggesting that this period is “fundamental,” as providing a basis, for acquisition of new skills later in life. Despite of this understanding that it commonly accepted, we still struggle to properly emphasize and pay attention to fulfill the development of these fundamental motor skills.

Again, the maturation misconception that fundamental motor skills are acquired naturally, as they one day appear, seems also to pervade the idea that these skills are mastered by the children as they play and move around by themselves. Actually, most of the fundamental motor skills do not need to be taught, as they as acquired by children, as previously describe. Moreover, the performance also improves from the first attempts in performing these motor skills to the attempts that will be performed later in childhood. However, most of our children do not master these skills performance in a proficient level.

Proficiency has been suggested as an important aspect of motor skill development.Seefeldt (1980) argued that if fundamental motor patterns were not acquired, children would encounter difficulties, a “proficiency barrier,” when trying to learn later motor skills that would lead to skillfulness. However, despite being important, during many years, it seems that Seefeldt’s alert was neglected. Many might have been the reasons for little attention being paid for it, including that, again, children acquire these fundamental motor skill without specific requirements.

Gallahue and colleagues (Gallahue, 1982; Gallahue&Donnelly, 2007) also pointed out that for many fundamental motor skills, performance of these skills would lack proficiency. In their theoretical contributions, these authors classified the performance of these skills by stages: initial; elementary, and mature. However, since his early work

Gallahue (1982) emphasized that most of our children would not acquire the most proficient performance in the fundamental motor skills (the mature stage). For instance, recent studies have shown that Brazilian children are delayed in fundamental motor skill development (Braga, Krebs, Valentini, &Tkac, 2009; Brauner&Valentini, 2009), corroborating the suggestion that children might not attain the most proficient performance in these skills.
According to many of the motor development theoretical models (Clark, 1994; Gallahue, 1982; Gallahue & Ozmun, 1989; Pellegrini & Barela, 1998), fundamental motor skills should have already being mastered by seven-year-old children. What would prevent them to do so? As previously emphasized, most of our fundamental motor skills are naturally acquired, as the innate motor and perceptual capabilities provide a basis for the acquisition of these patterns.

However, how these patterns will be changed over time, physical activities (Wrotniak, Epstein, Dorn, Jones, & Rondilis, 2010) and even in sport activities at adolescence (Ridgway et al., 2009). Therefore, promotion of motor proficiency, even in fundamental motor skills, should be emphasized and becoming a specific goal, even in early ages. We should reject the misconception and the strong belief that in the first ten years of a child’s life, motor skills “just develop.” Fundamental motor skills might “just appear,” but they do not refine by themselves. In order to master fundamental motor skills in proficient levels of performance, children need to practice and to receive appropriate instructions that would occur in preschool and elementary school. We definitely need to work and influence policy issues regarding the importance of preschool and elementary school in promoting motor skill development (Clark, 2007; Lemos et al., 2012).

Differently from what many may believe, promoting motor skill competence in preschool and elementary school years, children and adolescents would become capable of participating as a competent and motivate mover in later activities and many life long competent movers. In this way, inclusion is directed related to proficiency. Children who leave elementary school without a strong foundation in movement, those have not mastered the fundamental motor skill proficiency, are indeed “left behind;” these children, unfortunately nowadays the majority, are excluded by the peers in games and recreational activities. If not excluded by the peers, they aware of the lack of proficiency, self-exclude. They are not motivated to participate of the activities simply because they cannot perform and fulfill the motor requirements necessary to participate in that game or activity.

Motor competence and a lifetime mover:

Although fundamental motor skills are considered as building blocks of later motor skill acquisition related to sport-specific movements and skillfulness (Clark, 2007). Moreover, if these motor skills are not mastered early in life, children may encounter difficulties when learning more complex motor skills and even not continue to pursue participation and to progress in motor activity towards skillfulness. Therefore, the results showing that enrollment in specific motor programs and, even more important, regular physical education can promote crucial improvement in fundamental motor skill performance are promising and we need to pay the necessary attention to physical education activities in early education. We have recently investigated the effects of early physical education on fundamental motor skill development and on the enrollment in physical activity in kindergarten children (Rodrigues, Avigo, Leite, Bussolin, & Barela, in press). Our results showed that those children who had regular physical education, provided by a specialist teacher, besides showing improved fundamental motor skill performance also maintain the same level of physical activity enrollment compared to children who only had physical activities from a non-specialized teacher. Although such enrollment did not show any change in somatic differences between children with different physical activities, the higher level of physical enrollment observed is an important and crucial factor that early programs of physical activity should target.

Finally, studies have shown positive effects of motor proficiency in early motor skills and enrollment in regular.
References:


शारीरिक शिक्षा द्वारा समाजकरण

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मनुष्य एक सामाजिक प्राणी है। समाज के बिना मनुष्य अकेला नहीं रह सकता है। उसे हर समय समाज में मिलकर रहने की जरूरत है, यह खेल के द्वारा ही हो सकता है। खेल मनुष्य की स्वाभाविक एवं नैसर्गिक प्रूतिः है। खेल खेलने से व्यक्ति का सामाजिक विकास होता है, इसलिए सामाजिक अध्ययन के लिए खेल का उपयोग आवश्यक है। इस कारण बच्चों और युवाओं में सामाजिक गुणों का विकास होता है। खेल द्वारा छात्र समाज के मूलभूतों को जानना सीखते है। अतः खेल समाजकरण का एक मार्ग है।

समाजकरण :-
समाज में व्यक्ति के परस्पर संबंध व्यापकता और दूर दूर से स्थापित होता है जिससे उनका आपस में एक दूसरे के प्रति जिम्मेदारी, कर्तव्य और परस्पर सह संबंध बढ़ता है। इसमें व्यक्ति अपने और दूसरों के विचारों से अवगत होता है और इस तरह से एक समाज की रचना होती है। व्यक्ति जब एक युग से जुड़ता है तो उसके उत्थान की प्रक्रिया प्रारम्भ हो जाती है जिसे समाजकरण कहा जाता है।

यह आधुनिक युग में सामाजिक जीवन का बहुत महत्व है। समाज की जरूरत और संघटन को प्राथमिकता दी जाती है। जिस तरह व्यक्ति अपने परिवार के सदस्यों को समान देता है, उसी तरह उसे समाज के व्यक्तियों को समान देना चाहिए। सामाजिक सम्बन्धों को बनाने रखने में तथा सुधारने में शारीरिक शिक्षा महत्वपूर्ण मूलभूत निर्माण है। व्यक्ति में सक्षमता, एकता की भावना, एक दूसरे को मदद करना, अनुपालित रहना आदि सामाजिक गुणों का विकास शारीरिक शिक्षा के कार्यक्रम द्वारा किया जा सकता है।

शारीरिक शिक्षा के द्वारा समाज में मनोरंजन :-
स्वास्थ्य समाज के लिए प्रलंबित व्यक्ति को अपने खाली का समय का सदृशयोग करने की कला आती बाहर है। खेल, कसरत, पर्यावरण, वनविहार, जलतरण, निर्माणाधीन, लयत्व कसरत, नृत्य आदि क्राक्ष की शिक्षा बच्चों को देंगे से वे अपने भावी जीवन में खाली समय का सदृशयोग करना सीखते है।

शारीरिक सक्रियता :-
प्रलंबित व्यक्ति समाज का एक अंग बनकर अपना जीवन राखता है। व्यक्ति जब अकेला समाज में रहता है तो उसका आवश्यक अलग होता है। व्यक्ति जब समूह में रहता है तब उस पर दूसरों के विचार का अर्थ व्यवहार का आवश्यक प्राप्त होता है। शारीरिक सक्रियता के कारण व्यक्ति अपनी अतिरिक्त शक्ति का उपयोग विविध सामाजिक कार्यक्रमों को करने में ला सकते हैं। दैनिक जीवन में अपनी जक्सरतों को पूरा करने के बाद जो समय बचता है उसमें व्यक्ति उच्च नीति, अभियोगी-गरीब, छोटे-बड़े आदि को भेड़भाड़ की भावाओं को बुलाकर खेल खेलता है। इसी प्रकार जब व्यक्ति सामाजिक कार्यक्रमों में भाग लेता है तो उसमें कोई भी भेड़भाड़ की भावना नहीं रहती है। जिससे समाज का उत्थान हो सकता है। बच्चों का शारीरिक और मानसिक क्षमता का विकास शारीरिक सक्रियता में भाग लेने से होता है। खेलकूद और शारीरिक हलचल के माध्यम व्यक्ति जितने सीखता है।
रुढ़ीवादी परम्परा और खेल—

समाज में विविध जाति व धर्म है जो अपनी परम्परा के अनुसार अलग-अलग त्योहार होते हैं, जिनमें विविध प्रकार के खेल खेले जाते हैं। जैसे - मेना, अखाड़ा कुशी, कबड़ी, रस्सा खींच, बैलगाड़ी की दौड़, मुर्गों की लड़ाई, मेंड़ों की लड़ाई, आदि धमाल खेल होते हैं। जिनका अपना अलग ही महत्त्व है। जैसे हजारों वर्ष पहले यूरोप की औलम्सिक स्कूल जीवन देखता है। और आज भी औलम्सिक खेलों का आयोजन औलम्सिक की रुढ़ीवादी परम्परा के अनुसार होते आ रहे हैं।

मानव जाति की संस्कृति और खेल—

आदिकाल से मानवों ने अपने जीवन को सकार करने के लिए खेल का उपयोग किया है। प्राचीन काल में मानव अपनी उपजीविका और आत्मरक्षण के लिए उनकी कौशल का उपयोग करता था जिनको उसने विविध खेलों के माध्यम से सीखा था। यूरोपीय लोगों ने अपनी शिक्षण पद्धति में शारीरिक शिक्षा को सम्मिलित करके अपनी संस्कृति का विकास किया।

सामाजिक सामाजिक और खेल—

सामाजिक समक्षों में मजबूती पाने तथा सामाजिक नवनिर्माण करने में शारीरिक शिक्षा अहम भूमिका निभाती है। खेल का आयोजन दो टीमों या खिलाड़ियों के बीच होनेवाली प्रतियोगिता के रूप में होती है। विविध प्रतियोगिता के द्वारा शारीरिक शिक्षा का प्रचार और पालन के लिए ज्ञान मुख्य है। आत्मरक्षण और आत्मविराम के लिए खेल का उपयोग किया जाता है। खिलाड़ी की मजबूती और मजबूती प्रोत्साहन देने के लिए उपयोग किया जाता है।

निषेध—

समाज में रहते हुए व्यक्ति को सामाजिक नियमों का पालन करना आवश्यक है। सामाजिक नियमों के अनुपालन के द्वारा उसे अपनी व्यक्तिगत विशेषताओं को नैसर्गिक भाव से पिघलाए और जो समाज का एक विशेष नागरिक बनने के लायक हो। शारीरिक शिक्षा के माध्यम से बच्चों में अच्छे खिलाड़ियों के यूनिवर्सल और सामाजिक भावना, राष्ट्रीय भावना आदि विकसित हो सकता है, जिससे व्यक्ति का स्वपन विकास हो सकता है और वह पूरे देश का नाम उठा करने में अपना मददकर दे सकता है।

संदर्भ :-

भावी शिक्षकांसाठी व्यक्तिगत कौशल्ये

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स्वामी रामानन्द तीर्थ मराठवाडा विद्यापीठ नांदेड

डॉ. चंद्रकात रघो बाबीस्कर
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शिक्षणशास्त्र विभाग
स्वामी रामानन्द तीर्थ मराठवाडा विद्यापीठ नांदेड

प्रस्तावना :
या लेखात शिक्षकांसाठी अपरंपर्या व्यक्तिगत कौशल्यांच्या महत्त्वाचे माणिक्ये आहेत. कारण भावी शिक्षकांना समाज विकासाची जवळपासी आहेत. ही जवळपासी पार पाडण्यासाठी शिक्षकांना नूतन व चांगली संस्करणी विद्याप्रयोगांमध्ये अंतर्निष्ठ कराव्याची आहेत. या कौशल्याचे भावी शिक्षकांसाठी व्यक्तिगत कौशल्ये असणे गरजेचे आहे.

व्यक्तिगत कौशल्ये
शिक्षकांना व्यवसायातील विकासात व्यक्तिगत कौशल्यांची अतिशय महत्त्वाची भूमिका आहे. कामाच्या दिक्कांनी व्यक्तीला व अनुवादणार्या व्यक्तिगत कौशल्य स्वरूप करतात. व्यक्तिगत कौशल्यांना मानवीय कौशल्य देखील महत्त्वात. व्यक्तिगत कौशल्ये ही अंतर्विषयक सहसंवादनात्मक कौशल्ये आहेत.

व्यक्तिगत कौशल्यांचे महत्त्व : व्यक्तिगत कौशल्यांचे महत्त्व खालीलप्रमाणे संगत येतील.

1) व्यक्ती— व्यक्तीमध्ये संवाद हातात्यायासाठी
2) व्यक्तिगत विचारण शेषणासाठी
3) माहितीची प्रभावीपणे देवावणेचा करण्यासाठी
4) दुसऱ्यांचे चांगले उत्साह प्रभाव पाडण्यासाठी

भावी शिक्षकांसाठी व्यक्तिगत कौशल्ये :
1) संप्रेषण कौशल्य:
संप्रेषण कौशल्य विचारांची शाळिक अथवा अशाळिक पद्धतीने प्रभावीपणे अभिव्यक्ती करता येणे महत्त्वपूर्ण परिणामकारक संप्रेषण कौशल्य होय. शिक्षकांना विचारांच्या परिणामात भरपूर माहिती पुरववी लागते, त्यासाठी शिक्षणशास्त्रात्या संप्रेषण कौशल्ये असणे गरजेचे आहे. शिक्षकांना रेस्त विद्याप्रयोगांच्या
2) Leadership is the ability and readiness to inspire, guide, direct or manage others"— Murnane and Leny

3) Leadership:

4) Leadership:

5) Leadership:

6) Leadership:


१) व्यक्तिगत कौशल्यांक शिक्षकांचे जीवनामानच सुधारत नाही तर शिक्षकांना आपल्या व्यावसायिक विकासदेखील साधता येतो.
२) व्यक्तिगत कौशल्यांक शिक्षक योग्यतातीने व प्रभावीपणे आपले सम्प्रेषण व नेतृत्वशक्ती सुधारू शकतो.
३) व्यक्तिगत कौशल्यांक शिक्षकांच्या पैशाचीपत्तीच्या दूरस्थी विकसित करते.
४) व्यक्तिगत कौशल्यांक शिक्षकांच्या शिक्षणाचे जीवनमान उन्नतीप्राप्ती, व्यावसायische व्यवसायिक नैतिक गुण विकसित करते येते.
५) व्यक्तिगत कौशल्यांक शिक्षक आपल्या सहकार्याच्या व्यावसायिककृतीया व तज महान नियंत्रण ठेवू शकतो.

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शारीरिक शिक्षणाचा कौशल्य विकास

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ईंदरा गांधी वरिष्ठ महाविद्यालय, सिडको, नांदेड

प्रत्यावरण

शिक्षण आणि शारीरिक शिक्षण हे एकाच नाण्यानुसार दोन बाजू आहेत. शिक्षणमुळे शैक्षिक विकास साधल्याचे जातो आणि शारीरिक शिक्षणाचे सत्त्वधारणी विकास होतो. आजचे युग स्पष्टचे युग आहे. स्वयंप्रयोग, युगानुसार मानवाता स्वतःप्रति शरीरकरेंडूल्या लक्ष वेट्जेक्सार्टी वेटच मानिसला नाही. यांतून यांनी मानवाचे जीवन अत्यंत आरामदायी व सर्व सुदुरोयुक्त शारीरिक स्वास्थ्य आरोग्यावर विविध परिषद्ध होताना दिसून वेल आहे. शारीरिक हातल्याच किंमत शारीरिक अनेक आजादीचा सामना करावा लगत आहे. यूडेस्क आरोग्यदायी जीवन जागावरे असेल तर व्यायाम, समवेत आहार, विविध खेळेकंद यांनी तब्जे अत्यंत महत्वाचा आहेत. शारीरिक सुदुरता दिवदिवसी तर्क आरोग्य दिवदिवसी कार्यक्रमाचे पाल्यास मानुषाच अत्यंत क्षमतेच व आरोग्य प्राप्ती साध्य होते. शारीरिक आणि मानसिक आरोग्य चांगले रहाण्यासाठी या ती संपूर्ण औधध असतो. या स्थळील शारीरिक आणि मानसिक आरोग्य प्राप्त कार्याकलाप शीर्षक व्यायाम, वैद्य खेळें, मैदानी खेळें, पुरुष-महिला, विविध शारीरिक हातल्याच किंमत असतो त्यामुळे विविध शारीरिक क्षमता विकास होतो.

शारीरिक शिक्षणाचा कौशल्य विकास कार्यांकांच्या आरोग्यवळणाच्या शारीरिक सुदुरता क्षमता आणि कार्य कुरुक्लेच यांचे घटक अत्यंत उपयुक्त उतरतात.

रूढिशारीरिक समावेश दोहरणांपासून

खेळातील रूढिशारीरिक समावेश व श्वसन संध्याचा चांगली राहणे महत्त्वाचे आहे. या संध्यावर खेळाडूंच्या दोहरणांचा अवलोकन आहे. रूढिशारीरिक समावेश हा घटक अत्यंत महत्त्वाचा आहे. नाक, घास, वेट्जेक्सार्टी, फुड, हंदा व रक्तशारीरिक संध्याचा चांगली संध्या येतो. विविध खेळातील कौशल्य विकासाच्या हदी दोहरणांमध्ये मोज्यांना महत्त्वाचे ठरते. नियमित १५ ते ३० मिनिट व्यायाम केंद्रांpine मध्ये दोहरण विकसित होतो. हे दोहरण दोरीवेळी उडा, जोळींगा, चालणे, आंतरिक प्रशिक्षण, सरंकटे स्मेगण, पाप—या चलणे उतरणे, विविध शारीरिक हातल्याच्या मुळे रूढिशारीरिक समावेश दोहरणांमध्ये विकसित होतो.

स्नायुची ताकद

स्नायुची ताकद हा अत्यंत महत्त्वाचा घटक आहे. बल निर्माण करण्यासाठी स्नायुची शत्रुष्ट म्हणजे ताकद होय. स्नायुची विकास करण्यासाठी डंडे, बैठका, पुरा—अपस, पुल—अपस, पी. डी., दोरीवेळी चढणे, मेडिसिन बॉल फेको, हीगिंग इत्यादी व्यायाम प्रकारमुळे विविध खेळातील कौशल्याचा विकास होतो.

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शैक्षणिक तत्त्विकायानांतून कौशल्य विकसन

अर्चना रामभारसी भारती
संशोधिका

प्रा. डॉ. उज्जवला के. सदावर्ती
मार्गदर्शिका

प्रस्तावना:

विवादशील शास्त्र संपूर्ण आपात एकविवादिता कशाकथा उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना उपर्योजना

प्राध्यापक के. सदावर्ती

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या साधारणतः शोधामूल्य व प्रभावामूल्य शैक्षिक तंत्रिकातील स्वतंत्र दर्जप्रमाण झाला. या साधारणतः विविध कौशल्य विकसन होताने शिक्षणात कौशल्य ठिकाणी कोराणे तंत्र व साधने वापरावी हुया कौशल्याचा विकास होऊ लागला. संगणनाकारे व इंटरनेट्या माध्यमानुसार अग्री संकल्पना सुलभ होईले प्रेरित करणारे कौशल्य विकसित झाले. त्याच बरोबर त्याचा वापर कसा करावा, कधी करावा, कोडे करावा. याचा ही विचार होऊ लागला.

शैक्षिक तंत्रिकातील साधने:

| दूरदर्शन | इंटरनेट |
| संगणक | सॉफ्टवेयर |
| मोबाइल वेब साइट |

१. दूरदर्शन:

दूरदर्शनात शिक्षण क्षेत्रात  कोरी पहुंच आली. देशात कृतीकोपनात्मक शिक्षणवाची गंगा पोहोचलयांच्या काम दूरदर्शनम्यांत जडत गेल्याने होते. शैक्षिक कौशल्य विकसावीत करणारांसाठी 'इन्सेंट' या उप्राधानाचा उपयोग केला जाई. सरकाराचा कामलेख्या विविध कौशल्यांच्या माहिती अग्रे आहेत.

२. संगणक:

संगणकाचा शोधामूल्य अनेक क्षेत्रांत सोडवत  झालेले दिसून वेलात. संगणक आणि जनसंपर्क माध्यमांचा प्रसार ही तंत्रिकात अलोकेंद्री पहलवानी प्राप्त  भर आहे. तसेच संगणक हाताताच्या कौशल्य हातान्यांचा विकसित होते. १९९६ च्या घोषणासून संगणक साधनांत कौशल्यमाने विस्तार स्वयं माध्यमिक शाळांमध्ये १९९६ पूर्ण, माध्यमिक शाळांमध्ये १९९५ पूर्ण आणि प्राथमिक शाळांमध्ये विस्तार किंवा कालावधीत करणे यामध्ये प्रवतक साधारण शाळांमध्ये संगणक करणे, संगणक साधनांत बांधा विकास प्रस्ताव मानावा हडळ लागले. सरकार ते कौशल्य या क्षेत्रात  विकसित झाले.

तसेच संगणकाचा उपयोग शिक्षण क्षेत्रात मोठया प्रमाणात होत होय. याच विविध विषयांचा सीडी, जे सी डी बाजार उपलब्ध होय होतात. पॉवरपॉइंट्स माध्यमानुसार आणा / पाठ्यांस चुनून व संगणे ह्या कौशल्याचा विकास होतो. तसेच कमी केवळ ज्ञानात लोकप्रियतेन कमी कार्य ते माध्यम प्रचेकच्या व्याख्या आप्ताना दिसून येत आहेत. अनेक ठिकाणी कौशल्यांत, विचारांत, परिसंवाद या ठिकाणी संगणकाच्या संवादातून एक सी डी द्वारे प्रेषणावर व सादरीकरण केले जाते. यामध्ये विविध कौशल्याचा विकास झाले होते.

३. मोबाइल:

मोबाइल द्वारे शिक्षण ह्या संकल्पनेत विकास झाल्यात दिसून येतो. मोबाइल मध्ये फोटो, रेकॉर्ड, कॅलेंडर, इंटरनेट इंटरटी सुविधा होतात. मोबाइलाच्या वापर प्रशिक्षणांमध्ये पाठ्यांसुद्धा कही राहीली. मोबाइल मुळे कमी वेळेत, कमी खर्चात कौशल्यांची राहीली मध्ये साधू शकतो. मोबाइल शिक्षण प्रमाणेत कसा वापरात याची कौशल्य विकसित होते.

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4. Интернет :

Ширина знания Интернета, формирования мнений, отношения к:"Команда вошлянья,

5. Составлять:

Составление формирования мнений, отношения к:"Команда вошлянья,

6. Вебсайт :

Вебсайт формирования мнений, отношения к:"Команда вошлянья,

7. Г. Компьютерная среда — это среда:

Составление формирования мнений, отношения к:"Команда вошлянья,

8. Широкий подход в обучении:

Широкий подход в обучении:

9. Состояние:

Состояние:

10. Сбор данных из:"Команда вошлянья,

11. Составлять:

Составлять:

12. Составлять:

Составлять:

13. Составлять:

Составлять:

14. Составлять:

Составлять:
आयुषी गुणांक शिक्षणातून "मूल्यविज्ञापण" एक दिशाधरक अभ्यास

प्रस्तावना :.

जीवनाच्या गरजा संपूर्ण || निविदावरून एकेक साधन
संबंधित विषयांचे सम्प्रदाय || यांचा अतिशय शिक्षण ।

एकविश्वास शातकातील आकर्षणाचा सामूहिक जमा भाषाचा विकास साधने आवश्यक आहे. आपल्या भौतिक प्रगती झाली असतील तरी नैतिक मूल्य, सामाजिक मूल्य व राज्यीय मूल्यांचा अनावरण तरूण पिळून जावणार आहे. जागतिकीवरील युगाचा मानवी जीवन असुरक्षित झालेले दिसून येते. ल्यासाठी चांगल्या मूल्यवादी विज्ञापनाची आवश्यकता आहे. यासाठी मूल्य विज्ञापनाचे शिक्षण शाळेचे शिक्षण शिक्षणाची दिवंगत भारी पिळी गोष्टी सामग्री युक्त युगाचे होईल. समाजात नैतिकवेळी नेपथ्यासाठी मूल्य आणि शिक्षणाचा उदेश जीवन जय कराव्यासह हस्तेला भक्त, भाव आणि भक्ती ह्यांची एकेक स्थाने असावी विभाजन होय. आणि ही एकेकपासून पेयपासून शिक्षणाचे स्वरूप हे कसे असावी विभाजन होय. हे विषय करणे आयुषी महावर्धनाचे प्रवृत्तीय शिक्षणातील करणे आवश्यक आहे.

मूल्यविज्ञापनाने शिक्षणविषयक विचारपासून पेवनच कोणत्याही ल्यासाठी शिक्षणसाठी असार्व स्तरांवर वेगळे खेळाडू अभिमान मनात वाढताना नेकम्या, पुरुषार्थी पिळी निर्माण करणाऱ्याची शिक्षणपदती वेळीच बदलणे आवश्यक आहे.

मूल्य आणि शिक्षण महाग रंगास संथरणे संबंधित कार्य होय. महामूक अद्वितीय वाचन पाटुपुढ, अभियंतक यांचा अवश्यकता वाढविसे अनुप्रूक कार्यक्रम व अप्रूक मूल्यादायित्व हे कार्य साधून जाणे आवश्यक आहे. उदाहरणार्थ व्यक्तीमध्ये खालील मूल्य विचारपासून आहे हे आणाऱ्यास त्या व्यक्तीचा दैनिक आवश्यकता समजून शकते. समाजात एकता, संपूर्णता करणाऱ्याने, मूल्य धर्मनिष्ठ, राष्ट्रमंडळ, वृत्ताच आहे तर त्याच्या परिभाषेणुन शिक्षणादाय मुखांमध्ये बरोबर मूल्यांचे विज्ञापन केल्या तर इत्यादी वाचनाची कार्यक्रमातून आणि समाज संस्करणाने अभिमत्त होते.

अनुपस्तावणुन गणना मूल्यविज्ञानाच्या परिषदेवृत्त आयुष्ळ वाचक्तत निर्माण करणे हे मूल्यविज्ञानाच्या शिक्षणाचे महत्वपूर्ण कार्य आहे. नवभाषाच्या निर्मितीमध्ये मूल्यविज्ञान धाराधारी होते. त्याला राष्ट्राच्या उन्नतीसाठी प्रत्येक खेळेंद्र व प्रत्येक शिक्षणाचा स्वरूपांचा कार्याळ होऊ नये विषय लोकसत्ता तैले.डॉ. आणि वेगळी महात्मा गांधी यांनी मांडला.

विषय—अंबी कायाची विवरण । विश्वविद्यालयांचे निर्णय
शिक्षणाने वाढवा निर्णय । जीवन जय करावा

मूल्य :-

ज्या गुणातून तत्वातुरुन व्यक्ती, समाज आणि विवर यामध्ये परस्पर सुसंवाद साधून सर्वांचा विकास होतो तर त्याच्या मूल्यांत जगती असलेली कल्पना महाग आणि आर्थिक विश्व करणे होय.

अंत-करणात झालेला संस्कृत संस्कृत राजाचा नव खेळेंद्र शिक्षण असते आहे. तसेच शिक्षण महाग व्यक्तिमत्वाचा सर्वांगीत व समस्तक संवाद संवाद. मूल्याचे जे शिक्षण जीवनाच्या उपयोगी येते व मानवाची उन्नत, यशस्वी, स्वायत्ती, निर्भर, उदयाची बदलते व शिक्षणाचा विवाहांचा राष्ट्राच्या सामाजिक व आर्थिक परस्परस्थापी जीवनाची निर्माण करणे देणे आवश्यक आहे.
बीजारोपन :—
मानवी मान्यता ज्ञान सुधा ज्ञान असचान त्या जागृत कहने लागा दिवस जीवन विकास साधारण उपयोग करने गोष्ट होय, महानायक विश्वविद्यालय गुरुप्रार्थी कहने अपेक्षित मूल्य रूपांतरण त्यों त्यों संचारित करणे.

मूल्य बीजारोपन उद्देश्य उद्देश्यः—
• विश्वविद्यालयीय गतिविधि मूल्यांतरण रूपांतरण करणे.
• शिक्षण प्रक्रियातीत आवश्यक अपेक्षा जीवननुमा जोखिमाती जागृत विकसित करणे.
• विश्वविद्यालय जयवर्धन नागरिक विकास प्रस्तावना देणे.
• विश्वविद्यालय लागूयां विकास तथा आचार्य परस्परीय जीवन निर्माण करते देणे.
• भर्ती, भाग्य, जात तिंग यावर आवश्यक पुर्वप्रभावासुन्म विश्वविद्यालया दृढ करणे.
• विश्वविद्यालया सुधा गुणांचा विकास करणे.

मूल्य बीजारोपणाची आवश्यकता —
संवाद सध्या सुधा पढणे। आपास मध्ये भाई ही लोळे
तुकड़ा दास कसे उजळवणे? याहे इतिहास कहेच तब कैसे देश भिंतेहानी।

बरोबर पक्षविवेक हे लाभ रते की, मानव मानवपासून दृढ जात आहे. यांनी आपत्तिवादी, दुस्तवादी, समाजसाठी आणि इतर सर्वांसाठी आवश्यक जीवनमूल्यांचे संचारित करणारुती मूल्य आकर्षीत शिक्षण आवश्यक आहे. महृद्य की शाळे मध्ये असतानाच सार्वजनिक संगठनांक व व्यक्तीचे विकाससाठी आवश्यक. अर्थ मूल्यांचे विज्ञानपण होणारकरून शिक्षण क्षेत्र हे प्रभावी माध्यम आहे. उद्यान भविष्य विज्ञप्त आणि शाळा-शाळांमधून पडण आहे.

महानायक गाभीजीता व्यवधानी जीवन मूल्यांचे शिक्षण देणेचे प्रप्रर्द्धीं भारतीय शिक्षणाचे अयोग. आजच्या अरुण विधान सुधा वेळी एकूण विश्वविद्यालयांचे शिक्षण व उपलब्ध प्रवेश भ्रमण, जीवन नृत्य ऐंजली उपलब्ध प्रवेश, व विकास स्फुरितीतज्जा आरम्भावधानी जाणवत आहे.

सत, अंहिष्य, प्रेम, पोषकता या पैक्षिक मूल्यांचा पाया भारतीय समाज जीवनात आहे. महृद्य वेळी जीवनाच्या वातावरण करणारुती मूल्य आणि शिक्षणाचे संचारित करणारुती जडतंग करणे आवश्यक आहे. अरुणाचल विश्वविद्यालय जयवर्धन नागरिक विकास प्रस्तावना देणे स्थानीय विकास साधनांक व आचार्य परस्परीय जीवन निर्माण करते देणे तसेच भर्ती भाग्य जात तिंग यावर आवश्यक पुर्वप्रभावासुन्म विश्वविद्यालया दृढ देणे त्याने तर त्याच्या उत्साहाने संगठन करणारुत त्याने एक महानायक चारीतअंहिष्यह आहे.

प्रत्येक विश्वविद्यालय हे मंदिर इतके पंच आहे करणार मंदिरातील पंच विषय हे भक्तजनाची चारित्यारच टिकते. शाळेतील पावर्टी हे शिक्षक व विश्वविद्यालय चारंगाच टिकून असते. महृद्य पढविणावे कराई मानव निर्मित अर्थ जीवन मूल्यांचे विकास करायला पालिके आपल्या दैनिक जीवन चाहेच जागतावर शिक्षण सुद्धा संगठने जीवनातील जीवनाची जोडला आहे. विकास की जीवन मूल्यांचे बीजारोपण होणारकरून ते मूल्य शिक्षणाची माध्यमातून, शाळेचे मध्यमातून यांची वाहतूक माध्यमातून.

1.) राष्ट्रभक्ति— देशवाश वार्ताभर्ती स्वातंत्र्यासाठी निश्चित ठेवणे साठी देशभक्तीपर गीतावर गायन, नाटकपर्यंपांचे आयोजन करणे.
2.) राष्ट्रीय पुरस्कार—माहित्याच्या मध्ये जोड्याच्या प्रकिष्ट महृद्य राष्ट्रीय एकादमा, सर्व ढर्मनीती प्रारंभ, आमच्या फलांच्या लेख हा मूल्य संस्कर रूपांतरण करूनविभागाने येईल.
3) सर्वथा सहिष्णु — इस व्याख्या भर्मच आदर करणे होय. ह्याकारीता सामुदायिक प्रार्थना, जयंती, 
पुण्यतिथि, कार्यक्रम व स्वर्ण धर्मांच स्मृत आणि उद्देश साजरे करणे.

4) श्री-पुरुष समानता — श्री-पुरुष हो दोन चालके जसे परंपर सहयोग तरीर संसार रव चालू कोठके 
या ओळखग्रहणे श्री—पुरुष समानतेवर स्पर्श्यक कार्यक्रमाचे आयोजन करणे गीत गाए घर्षण स्थाने 
पत्नाचे कार्यक्रम पेहाचे.

5) अभिप्रये — व्यक्ती समाज राष्ट्राच्या विकासासाठी करण्यासारखे महत्त्व आहे. याकारीता 
शाळेच्या वित्त छोट मंडळ स्थापन करणे अधिक्षण मूल्यतम कार्यक्रम पेहाचे. तसेच विज्ञान ग्रंथांनी आयोजन करणे.

6) पैमाने दृष्टीकोण — एकदा गोष्ट घटना प्रवाहाशी सहायते निष्कर्ष काळ्यांना स्पर्श करणे. ह्याकारीता 
शाळेच्या वित्त छोट मंडळ स्थापन करणे अधिक्षण मूल्यतम कार्यक्रम पेहाचे. तसेच विज्ञान प्रदर्शनांचे आयोजन करणे.

7) लहान, बयोरिका, भोद्रुश्या व्यक्तींचा विनवान वाणी. ह्या करीता खूप यशस्वीच देखील 
पीडळाच्या निर्माण पेहाचे दृष्टीकोण.

8) संबंधितशीलता — मानवांचे हंगामार्था होय. ह्याकारीता मूल्यसंबंधित कार्यक्रम वनजीवन सहाय 
करणे. त्याच्या प्रभावात वातावरणिक आयोजन करणे.

9) वक्तव्यीरण — कोणतेही काम यशस्वीपणे करण्यासाठी आवश्यक पद्धती भाग व वक्तव्यीरण. 
ह्याकारीता दैनिक वेतनप्रमाणे कार्य करून विशारदीदिन उपक्रम राखिवाणे. तसेच गृहात्म, व्याख्यान, एक 
दिनाच्या शाळेच्या चार्टिविविधता उपक्रम पेहाचे.

10) निदेष्टकेन्द्रण — ह्या मूल्यांच्या संस्कारामुळे व्यक्तीचे अंतर्मीत्या व्यक्तिमत्यांची प्रभावी 
वायूत होते. निदेष्टकेन्द्रणाचे शिक्षक स्वतःचे भागून, मंगोली, इतरांचे स्थापने आयोजन करणे.

निष्कर्ष —
यांच्या असं लक्षात येते की, वहीत दहावा मूल्यांची रोजवार शिक्षणादरी योग्य प्रकारांसारखा केल्या गेली 
तर येणारी तरुण पिव्ही एक सुसंस्कृत नागरिक महत्त्व पूर्ण तरवार होणार्थ मदत होईल व मूल्य आणि 
शिक्षणादरी जीवन मूल्यांचा संस्कारातून चार्टिविविधता संपन्नता, नैतिक मूल्य, सामाजिक मूल्य, राष्ट्रीय मूल्य 
विद्यार्थीमध्ये रूढबिल्वात जातील महत्त्व मूल्य वीजारोपणे शिक्षण शाळेच्या शिक्षणातून केल्या भावी 
पिव्ही चाचण्या संस्कारांना युक्त खुशद होईल, आरस शिक्षकांनी भूमिका पूर्ण आणि विद्यार्थी 
रूढबिल्वात होईल.

गुरुजीनी ऐसे घायें घडे । आपल्या आदर्श ठेवून पुढे, 
विद्यार्थी तयार होतील चाहतुके । राष्ट्र होईल तेजस्वी इ.

याप्रमाणे प्रत्येक शिक्षकांनी आदर्श शिक्षकांनी भूमिका निभावत्या विद्यार्थीमध्ये चालावर मूल्यांचे 
विज्ञारोपण आणण्याची गुरुत्व शिक्षणादरी होईल शकते.

संदर्भ ग्रंथ
1) व.राजसंत तुकडेजी महाराज — प्रामाणिता
2) डॉ.कडेवे सुधाधर — शिक्षण
3) डॉ.प्रदीप — मूल्य परंपरा शिक्षा
4) भिंतेदेव विगा — शिक्षणिक संस्थान
5) व.राजसंत तुकडेजी महाराज — शैक्षणिक दृष्टी
6) डॉ.एकनाथ गावडे सी.ज्ञानदेव — मूल्यांच्या गुरूत्वातील शिक्षण

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Vijnayakarsha Vishwamadhyak Jatate
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शिक्षणतीतिल नैसारिक विकास के और शिक्षकों की भूमिका

डा. झिंझी बोरे
प्राचार्य
कृ.डा. शंकरराव सातवर कोठेज ओफ एज्युकेशन
कल्याणारी, जि. हिंगोली.
कूल शिक्षणाची उद्देश्य मार्गदर्श व तिसरे क्षेत्र विकासाच्या क्षेत्र डॉ. दवे यांनी विकसित केलेले हे क्षेत्र खालीलप्रमाणे आहेत.

1. कॅरियरीम डमेन
2. अफेक्टिव्हडमेन
3. सामाजिकोडमेन

सदरील क्षेत्र विकसित करण्यात आलेले हा माध्यमातून शिक्षणातील कौशल्याचा विकास व तसेच शिक्षकाच्या भूमिका सदरील कौशल्याचा विकास होणार्याची अत्यंत महत्त्वाची आहे.

1.2 समस्या विधान : शिक्षणातील कौशल्यविकास व शिक्षकाची भूमिका

1.3 उद्देश्ये :
- शिक्षणातील कौशल्यविकासाची ऐतिहासिक पारवर्षभूमी अथवाप्रमाणे.
- शिक्षणातील कौशल्याचा विकासाचा अथवाप्रमाणे अनुभवाने करणे.
- शिक्षणातील कौशल्यविकासाची योग्य वापर करणे.
- शिक्षणातील कौशल्यविकासाची विकासाची भूमिकेच्या अथवाप्रमाणे करणे.

1.4 संशोधन पद्धती : सदरील संशोधनातील ऐतिहासिक व विकासाची वापर करण्यात आले.

1.5 निष्क्रियां:
1. शिक्षणातील कौशल्याच्या विकासाची त्याची ऐतिहासिक पारवर्षभूमी बहुतांशी शिक्षकाचा महत्त्व नाही.
2. शिक्षणातील कौशल्याचा विकासाची योग्य वापर करणे नाहीत.पदवी स्तरातील अध्यापकाच्या माध्यमातून शिक्षणातील कौशल्याचा वापर करणे माध्यमातून प्रमाणित होतो.
3. बहुतांशी शिक्षकाचा शिक्षणातील कौशल्याचा महत्त्व अधिक नाही.
4. शिक्षणातील कौशल्याचा अध्ययन अध्ययनातील असलेल्याचा हेतू योग्यपणे महत्त्व नाही.
5. बहुतांशी शिक्षकाच्या शिक्षणातील कौशल्याचा अध्ययनातील असलेल्याचा हेतू योग्यपणे महत्त्व अधिक नाहीत.
6. बहुतांशी शिक्षकाच्या शिक्षणातील कौशल्याचा अध्ययनातील असलेल्याचा हेतू योग्यपणे महत्त्व अधिक नाहीत.
7. बहुतांशी शिक्षकाच्या शिक्षणातील कौशल्याचा अध्ययनातील असलेल्याचा हेतू योग्यपणे महत्त्व अधिक नाहीत.
8. बहुतांशी शिक्षकाच्या शिक्षणातील कौशल्याचा वापर करणे नाहीत.
9. बहुतांशी शिक्षकाच्या शिक्षणातील कौशल्याचा वापर करणे नाहीत.
10. बहुतांशी शिक्षकाच्या शिक्षणातील कौशल्याचा वापर करणे नाहीत.

1.6 शिक्षणाने:
- शिक्षकाने कौशल्याचा विकासाच्या शिक्षणाच्या ऐतिहासिक पारवर्षभूमी महत्त्व अवरूप आहे.
- शिक्षणाच्या कौशल्याच्या विकासाच्या शिक्षकाच्या योग्य वापर करणे आवश्यक आहे.
- पदवी स्तरातील अध्ययनातील शिक्षणाच्या कौशल्याचा वापर वाढविलेली आवश्यक आहे.
- शिक्षकाच्या शिक्षणाच्या महत्त्व पाठ्यपुस्तक देणे आवश्यक आहे.
- शिक्षणाच्या कौशल्याच्या अध्ययनातील असलेल्याचा हेतू योग्यपणे सांगणे आवश्यक आहे.
शिक्षकों की शैक्षिक कौशल्याचा वापर आशयानुरूप करणे आवश्यक आहे.
शिक्षकों कामने अथवा अनुभव शृंखलाविद् आणण्यासाठी आशयानुरूप अध्ययन करणे आवश्यक आहे.
शिक्षकों कामने अध्ययनासूची शैक्षिक कौशल्याचा वापर विद्याध्यायी सुजनसिलतेनुसार करणे आवश्यक आहे.
शिक्षकांना कौशल्य विकासात बावजूद जागतू करणे आवश्यक आहे.
शिक्षकांनी कृतीयहून कामकाजाचा भर देणे आवश्यक आहे.
शिक्षकांनी अध्ययावत ज्ञान प्राप्त करणे आवश्यक आहे.

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2. कोणी, कुलकर्णी — शैक्षिक मानसशास्त्र, श्री विद्याध्रात पुस्तक.
3. अशूचिक दुर्गाके — उदयोपन्याश भारतातील समाज, शिक्षक व शिक्षण, नित्यन्तर प्रकाशन.
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संशोधन कार्यसाधन मुलाखत शेखराचे कौशल्य

आभारपाली रामराव भटे
संशोधक

डॉ. एस. वाप. पाठीके
संपादक प्राध्यापक
स्न्या. राती. म. विद्यापीठ. पाटील

प्रस्तावना:—
कर्तव्याचे माणसांनी संरक्षण करणे एक आदर्शपक कृत्य होते. याची व्यक्तित्वता वैधता तथा संशोधन करणे जरूरी आहे. येवें लोकांनी राष्ट्रभो Jess असते. अतः संशोधन करणे याची वैधता, नियोजन, संशोधनानुसार संशोधन करणे परीचय करता येते. बाह्यप्रेरणा हा एकदम्या व्यक्तीतील व्यक्तीसहयोगी परिप्रेक्षित समाजातील शैक्षणिक, आयुष्मान योजना, ने पूर्णांक येते. व त्यामुळे संशोधन कार्यशाळेत लागणारी महत्त्वी गोष्ट केली जाते. त्यापैकी संशोधन कार्यशाळेत मुलाखत केलेली शेष एका चांगल्या दरम्यान साधन माणणे जाते.

संशोधन कार्यशाळेत महत्त्वी मिश्रितपणे एक उत्तम व भाविक साधन माणणे मुलाखती करावे पाहिजे जाते. पूर्वनिष्ठातम मुलाखत आयुष्मान व वर्तमान संशोधनाच्या दिशेने उत्तमपणे बाध्य व विश्वसनीय माहिती मिळालेल्या संशोधनाची समापणमोर बसून केलेले संशोधन माणणे मुलाखत होणे शकते. त्याचे अनुभव, भावना, मंत्र, विचार, समयात उत्तमविरूद्ध यथा महत्त्वपूर्ण मुलाखत उपयुक्त असतात. विशेषतः अनेक मैत्रीसंबंधी मुलाखत आयुष्मान असेल. त्या मैत्रीसंबंधी मुलाखत पेना—या व्यक्तीस जर काही महत्त्वी नसेल तर मुलाखत फलाच्याची शक्यता असते. महणून मुलाखतीतील तंत्र व मन दोन्ही समजून पेठे फार होते.

मुलाखत शेखराचे अन् वि मुलाखत देशात प्रयोग या देशामध्ये व्याकरण असतात. व व्याख्या पर्यंत व्यक्तीसंबंधी मुलाखतीत समावेश होतात. त्यामुळे मुलाखतीतील ही प्रक्रिया काही असतील तर संक्रिय वनसपते. विवेकानंद कक्कडे, गंगाधर व विजया भावनाचा नियंत्रण देऊन पण तुऱ्याचे दूरीसम्बन्धी समजणारी उच्च पात्रता असार्थ आणि स्वत: व्यक्ती शेखराची समाहारपूर्वी अन्तर्द्वैतीय प्रयोग केल्या, तर मुलाखत अंतिम परिणामस्वरूप होते. मुलाखतीतील स्वयं संविधान नाही. यातरीतील केलेले मुलाखत म्हणून मुलाखत आयुष्मान संशोधनात असेल. त्याविषयी ती कृती आनंदविहारी दिसते. पण ग्रन्थांकन नसेल, तर आपल्याचे पूर्ण प्रभाव मुलाखतीत्तल असेल. महणून मुलाखत यशस्वी होणारी मुलाखतीतील पूर्ण तयारी करणे आवश्यक होते.

• मुलाखत शेखराचे पूर्ण तयारी—
1. या व्यक्तीची मुलाखत शेखराची आहे ती व्यक्तीची नॅमक वापरणे कार्यसाधन शेखराची शेखरी हे मुलाखत पेनीयाच्या आधी अवेशकला संपत्ती माहित असेल त्या कारणाचा पूर्णपणे अवश्यक करते.
2. संशोधनांतो कार्यात प्रवेश विचारांने आहेत व्याख्या प्रदर्शीत तयार करते. त्या व्यक्तीला आपल्या प्रती शेखर कार्यात राहते, ते काढून तंत्र असा विचार करून त्यासाठी प्रश्न विचारांचे टाळू नये, त्येकडे संशोधनांतील विचारांची संशोधनात्त्वे येऊ विचार करू देते.
3. प्रयोज्य जर मुलाखत देणारी कांठांची उंतरे तर असेल तर तुंकी प्रेरणा आहेत असे दाखवू तयार ती व्यक्ती जी काही साकाळ आहे त्याच्या तुम्हाला रस आहे असे भावात राहते.
4. संशोधनांतील प्रश्नावली मध्ये शेखर मात्र प्रश्नाचे म्हणून शेखर विचार, पण त्या व्यक्तीला अंदर आणारे प्रश्न शेखर नाही.
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5. त्या विषयांबरी माहती करून शेषाच्या तुम्हारा दृष्टीकोण प्रामाणिक आहे असे जाणवले पाहिजे, संशोधनाच्या त्या विषयांच्या पूर्णांक माहती पाहिजे. मुलाखातापेक्षा त्याच्या नियोजनात संशोधनाच्या जाती वेळ गेला पाहिजे.

6. मुलाखाती दरम्यान संशोधकांना शाळा असते पाहिजे. बोलणाऱ्या मुलाखाती माहती नसलेली एवढांची गोष्ट आहे तर त्यांची आशा तुम्हारा मनाव झाली पाहिजे.

7. संशोधकांना आपला प्रश्न आधिक विचार करून ठेवला असला तरी तो प्रश्न योग्य शास्त्रात माहती पाहिजे प्रश्न काढून आणे सोपे असावे.

8. मुलाखाते पेटेनाच आपण त्या व्यक्तीता जाता वेळे न पेटे आपल्याला आवश्यक तेवढी माहती मिळविण्यासाठी प्रयत्न करावा. त्या दृष्टीकोण मुलाखात म्हणजेच.

9. मुलाखाते निर्धारित व्यावहारी, व्यावसायी व्यावहार कार्य मनाव कृत्रिमयासाठी राहतात. ते कागदावर उंतरून ठेवावेल.

मुलाखातीचे संचरन:-

प्रश्न मुलाखातेचा सुरूवात करण्यासाठी व्यावहारी आपण मुलाखात पॉऱ्याला आहोत, त्याच्या उत्तम भावाच्या प्रस्तावात करणे अत्यंत आवश्यक आहे. मुलाखात मुलाखात ही दोन व्यक्ती मध्ये सामाजिक अंतर्गती आहे. त्यामध्ये मुलाखात वेळ -या संशोधकांना, मुलाखातेचा प्रश्न-या व्यक्ती स्त्रेष्ठ प्रमाणे अनेक बाधीत सार्वभौमिक असेल आणि किंमती घनित सामाजिक आंतर्गतीची आहे. मुलाखातीचे म्हणून तो कृती असतो माझ्यांच्या ही मोठ्यासाठी उत्तम भावाच्या प्रस्तावात करण्याची जास्तीत त्यांची आवश्यकता. स्त्रेष्ठ-व्यक्ती व्यक्तीची अभिव्यक्ती प्रश्नात करते. हे त्यासाठी देवनु आपल्याच्या एका श्रेणी प्रश्नात मुलाखत हा एक सुखदायक प्रस्तुत करेल. अशा वर्तनात व आपल्यासाठी मुलाखातीचा प्रयत्न करावा.

मुलाखातीच्या सुरूवातीला काही ओपिशारी बाबी पार पाडण्याचयाच...
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Page No.175
Kousalya Vikas

Dilip Kishan Mathur
Sanghoday Vikaswar
Shikshashastri Samikul
Swa.G.Ti.M.Vir. Nagpur

Pristanana:
Asm he rth de the wheels jhr bar krrn s ya bar<yavr nari rikshn kere ta ar se
lkhat yete ko, Sikht mhrne manvarne yunrgrn arht arnrn tvanra yrnk arnin rikshn
yavaher manravar jwtr tvanravikasavll lgrte yete. Manvarna arneg gun<yn<yavr
denage miyhar lhrn. Mhunavr gun hrrn arnin dojn mhrn htrn ykikmrtn vikasvart
mahygrn prtrll arhrn arnin jsdka hrn gun sgrakmr kdyajn vikas mur dtrtt. Tdrhr
vrrna Skill mhrn sktte. Srrvit mahygrn gote mhrne ya dtrn ...S mhrn Skill arhrn. Te dtr
rnjene mhrne mhrne jhmm jrmrnr

Kousalyaout Murye:
1) Pariksaran srkshn k srkshn.
2) Shrmpakhrd.
3) Samyaptu sanmr.
4) Krryhrvan.
5) Gote te Gote tvhr.
6) Sankshtrjyak.
7) Shohperfr.
8) Dhfrkrtmr

Arhr kousalyaouk arnin rikshv(rhfrdnt utkrptmrn rikshvan frnte pnr
trmr jnhrne tvanr trkfrmr vikasvn lhrn. Bdrn bhrn trnh sarye ya rhtprmr
trmr trmr kousaly krgmrne lhrnt. Mhrnhr arhr pnrk utkrptmrn yrnk
ayojjn k nrryojjn ykikmrtn pr hr rhrnt.

Arnin drrhr mur ray gote nkrrn arplte shhrhrk rikshv urnt. Vrnn gerya
vikaran krrk lhrnt? Arhr jnhrv rikshv trmr thkhrmktr vikasan hrnt. Bdrn
bhrn trnh sarye ya rhtprmr

Kousalyaout Murye:
1) Pariksaran srkshn k srkshn.
2) Shrmpakhrd.
3) Samyaptu sanmr.
4) Krryhrvan.
5) Gote te Gote tvhr.
6) Sankshtrjyak.
7) Shohperfr.
8) Dhfrkrtmr

Arhr kousalyaouk arnin rikshv(rhfrdnt utkrptmrn rikshvan frnte pnr
trmr jnhrne tvanr trkfrmr vikasvn lhrn. Bdrn bhrn trnh sarye ya rhtprmr
trmr trmr kousaly krgmrne lhrnt. Mhrnhr arhr pnrk utkrptmrn yrnk
ayojjn k nrryojjn ykikmrtn pr hr rhrnt.

Arnin drrhr mur ray gote nkrrn arplte shhrhrk rikshv urnt. Vrnn gerya
vikaran krrk lhrnt? Arhr jnhrv rikshv trmr thkhrmktr vikasan hrnt. Bdrn
bhrn trnh sarye ya rhtprmr

Kousalyaout Murye:
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2) Shrmpakhrd.
3) Samyaptu sanmr.
4) Krryhrvan.
5) Gote te Gote tvhr.
6) Sankshtrjyak.
7) Shohperfr.
8) Dhfrkrtmr

Arhr kousalyaouk arnin rikshv(rhfrdnt utkrptmrn rikshvan frnte pnr
trmr jnhrne tvanr trkfrmr vikasvn lhrn. Bdrn bhrn trnh sarye ya rhtprmr
trmr trmr kousaly krgmrne lhrnt. Mhrnhr arhr pnrk utkrptmrn yrnk
ayojjn k nrryojjn ykikmrtn pr hr rhrnt.

Arnin drrhr mur ray gote nkrrn arplte shhrhrk rikshv urnt. Vrnn gerya
vikaran krrk lhrnt? Arhr jnhrv rikshv trmr thkhrmktr vikasan hrnt. Bdrn
bhrn trnh sarye ya rhtprmr

Kousalyaout Murye:
1) Pariksaran srkshn k srkshn.
2) Shrmpakhrd.
3) Samyaptu sanmr.
4) Krryhrvan.
5) Gote te Gote tvhr.
6) Sankshtrjyak.
7) Shohperfr.
8) Dhfrkrtmr

Arhr kousalyaouk arnin rikshv(rhfrdnt utkrptmrn rikshvan frnte pnr
trmr jnhrne tvanr trkfrmr vikasvn lhrn. Bdrn bhrn trnh sarye ya rhtprmr
trmr trmr kousaly krgmrne lhrnt. Mhrnhr arhr pnrk utkrptmrn yrnk
ayojjn k nrryojjn ykikmrtn pr hr rhrnt.
भाषा विकास:
गोष्टि एकूण्यांना मुलांना नव्या शाळाची ओळख होते. गोष्ट संक्षेपांका ओळख होते. संस्थानातून असं दिसून आतं आहेत की, ज्या मुलाच्या आई—मात्र त्याच्या भेदात निर्मित भोजनात (महणजे त्याना गोष्टी, प्रसंगांच वर्णन करून संगतात) असी मुल ज्या मुलाच्या त्यांचे आई—मात्र फार बोलत नाहीत अर्था मुलाच्या तुम्हें लवकर बोलताळा शिकतात. आपल्या पाठ्यक्रमाची माध्यमातून त्यांनी भाषेचे जी तोडवून ओळख होते. त्यामुळे हे ही संवेदन्य. तुसरीकडे त्याना त्या भाषेत बोलावणासाठी होतो.

वैशिष्ट्य विकास:
मुलांना गोष्टी एकूण्याला तर आवश्यक शिक्षा त्याना गोष्टी सागरसाठी आवश्यक मागे या गोष्टीमुळे मुलांनी त्याच तेजस्वी बनता वातास लागते. गोष्टीमुळे मुलांना पट्टा, व्यक्ती, कथा क्रम त्याच्या तेजस्वी संघी मिळते. एकांदी गोष्ट आपल्या पाठ्यानेमेंत संगतत्ता आपल्यांना मुलाच्या सत्त्वार्थित्वात वाढता लागते. त्यामुळे अत्यंतप्रभावी मुलांच्या कल्पना शक्ती आणि सर्जनशीलता विकसावणारा वाच मिळतो.

सामाजिक विकास:
गोष्टी एकूण्यांने मुलांना आपल्या ज्या समाजात रहाते, त्या समाजात ही कौनसे नियम आपल्या पाठ्यांना पाठीत. पाठहीत यांची कल्पना येते. गोष्टीमुळे त्याना हे समाजात रहत होते की, समाजातकाळ का मोठा यंत्रणा ते एक भाग आहे. आणि समाजात त्याना स्वविशेषता स्त्री मारतीण मारती विविधती तर त्याच्या भावात खोलेच्या रूपात आणि जगभरती आपल्या विचाराना आकर देतात. गोष्टीमुळे मुले यांच्या अधिकाराच्या सहभागी होण्यास शिकतात आणि उलट सांगें बनतात.

निरंतर अभ्यासशीलता:
वाचन, लेखन, सुजनाशी, कार्यक्रमातील सहभाग, नवोपक्रम, व कृतीसंशोधन यातील सहभाग वर्तावेत, वाचविवाह सर्वात, निर्माण रचना यातील सहभाग, विविध प्रशिक्षण कार्यक्रम इत्यादी.

प्रयोगशील व उपकारक कार्यातील सहभाग:
विज्ञान प्रयोग, शीर्षकही साहित्य निर्मिती व प्रदर्शन, कृतीसंशोधन, नवोपक्रम, प्रकल्प पाठ्यांच्याते अध्ययन, गटकार्य व सादरीकरण.

सहसाधी कार्यक्रमातील सहभाग:
शीर्षकही सहली, क्रीडा संस्था व सांकल्पिक कार्यक्रम इत्यादी नियोजन व अंतर्गतज्ञ तंत्रज्ञातील सहभाग, शाळ्योगी संग व उत्सव यातील सहभाग, विविध नियोजन, अंतर्गतज्ञ तंत्रज्ञातील सहभाग, विविध प्रकारात (शाळ्योगी नियोजकांनी) संघी मिळते. त्यामुळे आपल्या कार्यातील नेतृत्व, कर्त्यात, वर्तमान, दातीव असा सत्य गुणांचा विकास होत असतो. त्यागुनच आपल्या अंतर्गत व्यक्तित्वाचे साकार होत असते.

सामाजिक कार्यातील सहभाग:
लघू समारंभ, वाढदिवस, धार्मिक पूजा, कृती, आजारपण समाजातील व गावातील एखादी दुर्घटना इत्यादी अशा प्रकारातील विभागातील अपलव्याला त्यांची भाषा, गाणीमान, गरजा, अफेक्ट, प्राण, परिपथ व एकूण रसिष्टीची जगावी होते.
नियोजन : 
अपूर्व माहेष उपस्थित असलेला बेड़ा, साधनमार्ग, पैसा व आपली सर्वांगीण क्षमता या गोष्टीने व्याख्यात करते हे आदर्श करते. त्यामुळे या सर्व गोष्टीचा योग्य बेल्त्स योग्य प्रमाणात वापर करता येतो, उपशम होत नाही.

यात्रिक शिक्षण पद्धती : 
२२ व्या तारामाणी शान, विज्ञान व माहिती तंत्रज्ञानाच्या प्रथंड प्रभावातूनही आजची शिक्षण पद्धती शालकुंडावरके वातचित्रात प्रभावाच्या तलाव स्वतंत्र राहिली दिसते. त्यामुळे आधुनिक क्षेत्रातील कार्यक्षेत्रातून एखादे उपयुक्त निर्णय केले असावे तज्ज्ञशास्त्री शिक्षण व यात्रिक पद्धतीचे गुणवान विविध घडविले जातो आहले. प्रक्षेपणात हा विविधता विस्तार म्हणून आणि विविध स्तरात वापरणे लागेले आहे. यामुळे एकाच याकामपणे अनुभवाची विविध वर्तनीली प्रस्तावना उत्पन्न करणे लिहिली पण प्रत्येक जीवनात मात्र हेप्रेशन सोडविलेली अस्पष्ट उठते.

भावनाविश्वसन संधी : 
भावनिक कोडमाझी पृथक एकाकी भाविक स्वतंत्र आत्मावर्त्ती काही महत्वपूर्ण कारणे आहेत हे लक्षण पाहलो भरे शिक्षकांनी शाळेत सुगमता भावनाविश्वसनाच्या पुरुष संधी दिली पाहिजे. भावनाविश्वसनाचा पुरुष वेगवेगळ्या उपक्रम पेटले पाहिजेट विशालता भावना विश्वसनाचा आतर केला पाहिजे. नकारात्मक भावनामध्ये योग्य दिशा दिली पाहिजे त्यातून सिर्फ र कर्मिसंस्थन माहितीने भावना विश्वसन यशस्वी करता येईल.

विविध कौशल्याविष्कृत उपक्रम : 
कौशल्याच्या जागीरवर्त्ती विकास करण्यासाठी काही विशिष्ट उपक्रम विचारात पैके आवश्यक आहेत. महानुष्ठानात अनुभवाच्या विषय देण्याका म्हणजे अशामिळी हे उपक्रम Material based करते येतात.

साधनाशालित विषय : 
कागद-वस्तु, लाकड-वस्तु, टाकाऊ ते टिकाऊ, नैसर्गिक साधने-फटे, भाज्य इत्यादी, इतर प्रारंभिक विविध वैज्ञानिक संस्थां, बांबू-वस्तु, जप्त वस्तु-जप्तणी इत्यादी.

कम्फर्टरंचा प्रभाव (कौशल्याविष्कृत कम्फर्टरंचा प्रभाव) : 
उपक्रम राखणे आणि उपक्रम योजने या दरम्यानचे अंतर ज्या आत्मावर्त्ती असेल तर अधिक प्रत्यायाचे उठते. कौशल्याविष्कृत उपक्रमाची आपण, सातवे आणि महत्त्वाच्या स्तरात आवश्यकता आहे. महानुष्ठान वर्तनी विषयाची प्रशिक्षण योजना असेही आहे. कौशल्या प्रकाराच्या कम्फर्टरं अतिव आपल्या ते नेहमी काही यासाठी सांगता येईल असे नाही. परंतु काही शक्त कम्फर्टरं ता:

- उपक्रमातील माहिती अनुसार अभाव
- योजक मार्गदर्शक नावणे
- विविधांशिष्यांना अभावाचे असावे
- अनुसूचे नावड
- योग्य व आवश्यक साधनांचा अभाव
- कौशल्याविष्कृत अथवाकृतमाकडे तुरुंगे
- योग्य प्रेषण व साधनांचा अभाव.
समारोप / सारांश :—

शिक्षक महान काम करताना प्रायेक विद्याध्याया अंगभूत क्षमतांची त्यांचा जाणीव होतो. मुलाकडे काही क्षमता या जनमापासून असतात तर काही क्षमतांचे प्रयत्नपूर्वक गुणां करते जागते. या सर्व प्रक्रियेची शिक्षा विकसनाच्या पाय-न्याय कोषाचे तरी मार्गदर्शन सराव व स्वप्रगतीची अत्यंत गरज असते. अशा प्रकार्यांत नैसर्गिक अथवा अनुभव विद्याध्याया देणे हे अत्यंत मौलिक ठरते. कोणत्याही कृती बारंबार पडत राहिल्या की, वर्तमाना भाग होऊन जातात. अशा बदलानांचा कौशल्य म्हटून तर योग्यत होणे महणुने कौशल्यपूर्वक उपक्रम हे असे अध्ययन अनुभव असाहेत उयायोग विद्याध्यायी भावनिक, भाषिक व सामाजिक कौशल्य विकसित होतात. या उपक्रमाचे अनेक फायदे आहेत त्याच्य प्रमाणे या उपक्रमाचे काही कमतरता आहेत महणुने जेथे आपण Strong Point वा अभ्यास करतो तेव्हा Weakness वा अभ्यासात गरतो असतो. कारण Weakness in the strong reason.

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शारीर स्तरावर विद्यायामधील जीवन कौशल्याचा विकास व शिक्षकांची भूमिका — एक अभ्यास

शिलेखा की. मोरे
पिंपला. दी. रिसर्च फेलो.
शिक्षणशास्त्र संकल्प ख्या. स. म. श्री. नादेद

जागतीक आरोग्य संचाराने सन. १९९४ मध्ये शारीर स्तरावर जीवन कौशल्य ही शिक्षणातून विद्यायामध्ये संकल्पी करती असे स्पष्ट होते आहे. विद्यायामध्ये जीवनातील दैनिन्दिन समस्या, आकाशांत्याची सोडवणुक कणाशास्त्री जीवन कौशल्याने जात असणे आवश्यक आहे. सदस्यतीतील शिक्षण हे नौकरी व असलमाझुन बहुतांशी शारीर स्तरावर जीवन कौशल्यांचे जात दिले जात नाही. विद्यायामध्ये वय वर १४ ते १८ या व्यक्तींना विद्यायांमध्ये कार्य करती आणि व्यक्तिमत्वाचा विकाससाठी जीवन कौशल्याची आवश्यकता असते. शिक्षकांची भूमिका ही त्यांच्य वेदवींण त्यांच्य महत्त्वाची आहे. जीवन कौशल्याची सुरुवात आणि त्यांचे संकल्पना विद्यायामध्ये करणारी जबजबतारी शिक्षकांनी आहे.

शारीर स्तरावर प्रमुख जीवन कौशल्य

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२. सहायता प्रदेश
३. निर्माण श्रमपता
४. समस्या निराशरण
५. संबंध कौशल्य
६. आंदू व्यक्ती संबंध
७. संवेदनशील विश्वलर्थ
८. निर्देशकस्तु कंपाउडर
९. भावनाचे संमायजन
१०. ताक — ताणाचे निराशरण.

ही कौशल्य या स्तरावर विद्यायांसाठी महत्त्वाची आहे. कारण प्रत्येक मुख्याळाच आहेच, समस्या यांचा सामना करावा लागतो. जीवन कौशल्य ही केवळ विद्यायाचा उपयुक्त आहे असे नाही. व्यक्तीला आंदोली जीवन ज्ञानांसाठी अनुपुस्तक परिवर्तन कणाशास्त्री जीवन कौशल्य महत्त्वाची आहे. शारीर स्तरावर शिक्षक हे अपातपात तयार जीवन कौशल्याची रुजुवणक रुजुवण करत शकतात. व्यक्तिमत्व विद्यायांत शिक्षकाच्या शाखेच्या बाटो मोलच्या असतो ता जीवन कौशल्यांसाठी संकल्पना करत सकते. समस्या विद्यायांत शिक्षकाच्या विकास व्यक्तिमत्व होणारांनी शिक्षकांनी प्रयत्न करो, अभ्यासमाधान माध्यमातून प्राप्त माहितींच्या किंमतीचे सत्यांची व घटावतांची मूल्यांच्या खंडामध्ये विकास कणाशास्त्री जीवन कौशल्य उपयुक्त रुजुवण. त्यांना पार्श्ववाणी मार्गदर्शी गज असते. शिक्षक भाळक विद्यायांसाठी जीवन कौशल्य विकासात योगदान देण्यासाठी आवश्यक आहे. शिक्षक आपल्या अध्ययनातून जीवन कौशल्याची रुजुवणक विद्यायांमध्ये करत सकते. नागरिक निर्माण करणार्यांचा शिक्षकांसह आहे. त्यामुळे शारीर स्तरावर विद्यायांमध्ये जीवन कौशल्याचा विकास शिक्षकांनी करावा.

• प्रस्तावना:
  सदस्यतीतील ज्ञानाच्या क्षेत्रात व्यापक होत आहे. अशा वेळी प्रत्येक व्यक्तीला दैनिन्दिन जीवनात समस्या निराशरण होतात त्या व्यक्तिमत्वाचा जीवन कौशल्य असणे आवश्यक आहे. स्पष्ट जागरूक स्तरावर इ.स. १९९४ ला जागरूक आरोग्य संचारात जीवन कौशल्य हे संकल्पना कणाशास्त्री याचा समावेश करावा असे आहे. सदस्यतीतील शिक्षण फातीत व जीवन

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● शाळाय स्तरावरील जीवन कौशल्याचे महत्त
किंवा अवबोधीत तथा निभावणी हाताचे शाळारी, मानिसाने, भावनिक, विकास होतो. अशा वेळी मुलांचे मानिसाने आश्चर्यच पाहू यासाठी जीवनकौशल्यचे उपयुक्त उत्तरात. अनुभवानुसार व्यक्ती शिकते. विद्यार्थीच्यांना विविध क्षमता विकसावर सांगणासाठी जीवन कौशल्यात महत्त्वाचा आहे.

● जीवनकौशल्यातील शिक्षकांची भूमिका
जीवनकौशल्याच्या समावेशात शाळाय स्तरावरील अध्यासक्रम वाहन करण्यासाठी आवश्यक होते. जीवनकौशल्याच्या स्तरावरील अध्यासक्रम वाहन करण्याची जबाबदारी शिक्षकांची आहे. त्यामुळे विद्यार्थीही जीवनकौशल्याच्या स्तरावरील अध्यासक्रम वाहन करण्यासाठी शिक्षकांची भूमिका ही समुपर्यंत आणि मार्गदर्शकांची असते. शिक्षक आपल्या अनुभवानुसार जीवनकौशल्याच्या विकास मुलांयांच्या विकास करतात. विद्यार्थी आणि समाज यांना जोडणारा तुझ शिक्षक असते. सबम्हणार निर्माण करण्याची जबाबदारी ही शिक्षकांची असते. अशा वेळी शाळाय स्तरावरील जीवनकौशल्यांचा विकास सांगणासाठी शिक्षक विविध उपक्रम कार्यक्रम राखून घेते. त्यामुळे शिक्षकांची विविध क्षमता विकसावर सांगणासाठी जीवनकौशल्यांचा विकास होणे मर्यादित होते आहे.

● शिक्षकांच्या जीवनकौशल्य विकास सांगणासाठी पुढील क्षमता असावी घेते आहे

1. किंवा शिक्षार्थांना वाहन
2. किंवा शिक्षार्थांना वाहन
3. शिक्षक असावी जीवनाच्या समावेशात जोडणारी क्षमता
4. अनुभव नियम व शिक्षार्थांच्या माहिती
5. अनुभव नियम व शिक्षार्थांच्या कार्यक्रमातील क्रम
6. नियोजन कार्यक्रमाची क्षमता
7. नियोजन व अनुबंध संबंधी क्षमता
8. नियोजन व अनुबंध संबंधी कार्यक्रमातील क्रम
9. शिक्षणप्रक्रियाची शिक्षकांची क्षमता
10. शिक्षणप्रक्रियाची क्षमता
11. शिक्षणप्रक्रियाची क्षमता
12. अनुभवानुसार वाहनाची क्षमता

शिक्षकांच्या प्रत्येका या क्षमता असावी जीवनाच्या स्तरावरील जीवनकौशल्यांची रूपांतरण आणि संक्रमण चाहून ग्रहणारे क्रमांक करते. विद्यार्थी आणि संस्थेच्या मार्गदर्शकांच्या साधनसाठी विकास करतात जीवनकौशल्यांदूरी शिक्षक हा महत्त्वाचा भूमिका वर्गीकरण करतो?

● संदर्भांश सूची :
1. डॉ. न. न. पारसनिस शिक्षकांना प्रशिक्षण, तुत्तन प्रकाशन पुस्तकेने.
2. डॉ. विल. भिंतर, विद्यार्थीवरून संरचनांना विशेषता, तुत्तन प्रकाशन पुस्तकेने.
3. डॉ. विल. भिंतर, विद्यार्थीवरून संरचनांना विशेषता, तुत्तन प्रकाशन पुस्तकेने.
4. डॉ. तुत्तन हा. ना , शिक्षणातील नव प्रवाह व नवप्रवर्तनी.
शिक्षणातील कौशल्य विकास — एक दृष्टीकोण

उमेश सुधामलं भोसले
संशोधक, विद्यार्थी
एम.फिल.। शिक्षाविद्वान
यथा रती म. विद्यापीठ, नांदेड

सारांश
शिक्षण आता काही टाहकणपायचा मार्गपर्यंत आहे. कारण आधुनिक शिक्षणाची तो आता प्रेक्षा कारण आहे. जुन्या कौशल्यविद्या बाजूला कृपण आता नवीन कौशल्य आमंत्रणाचा प्रसन्न कारण आहे. २१ व्या शतकात वातावरण असताना MAKE IN INDIA ते SKILL DEVELOPED IN INDIA या धोरणात शिक्षणक्षेत्रात होणारे अमूल्य बदल, तसेच नवीन संकल्पनातील कौशल्य स्वीकारास व ते आमंत्रण कारणांची जवाबदी आता शिक्षक, शिक्षार्थी सर्वांगी समाजात बेडवे खोपदी आहे. उदात्तता, खालीलकर्ण आणि जांत्यकोणीकरण शिक्षालय आपल्या कौशल्यात नविनपत्ता आपूर्त या त्याचे युगात टिकव्या लागेल. तसेच विद्यार्थिनीच्या आत्मनिर्भरता करवून ते कौशल्य प्राप्त करती व येथे त्याच्या संबंधी योजना करून येता.

शिक्षणक्षेत्रात होणारे अमूल्य बदल पहल्या शिक्षक व शिक्षिकाकडे कौशल्य विकसित कोर्सेल्डे आपल्यास लागू. हे बदल पडवायचे असे तर सर्व प्रमाण आपल्यास गुणाची शिक्षकांना या नवीन कौशल्यविद्या व्यवस्था माहिती देणे व त्यांचा आत्मविश्वास कार्यक्रम प्रशिक्षण देणे निवडकेंद्र तरी आहेत: कारण; एक शिकाग्रण आधारित पंपित बदलत असतो. लायूमेंट गुण / शिकार अनुक्रम करणे हे शिक्षार्थी लक्षण किंवा त्यांचा स्वाभाव असतो, लायूमेंट शिक्षार्थी साहित्यज्ञ शिक्षकांकन अनुक्रम करतात, शिक्षार्थी हे अनुप्रयोगिक असतान.

शिक्षणाची हे राजदुर्घ्नी संपत्ती आहेत, लायूमेंट त्याच्याकडून कौशल्य विकास करती, त्यांचा अनुभव, प्रशिक्षण, शिक्षण देणे हे निवडकेंद्र खेळ आहेत. लायूमेंट तरी शिक्षणक्षेत्रात कौशल्य विकास करती, त्यांचा अनुभव, प्रशिक्षण, शिक्षण देणे हे निवडकेंद्र खेळ आहेत. लायूमेंट तरी Make in India ते Skill Developed In India हे नवीन वर्तमान आधुनिक असे वातावरण आहे. अनुभव हा सर्वत्र मोठ गुण आहे. मग तो विचाराने शिक्षणाची मोठी त्यांचा असा नसतो. त्याताच मानव मानवांत शिकार-शिकारी त्यांच्यांत अर्थात कौशल्य असाखत असे वातावरण; अंतिम शिकार-शिकारी हे स्वतंत्र संपन्न असावेत. महानुष्ठान ते की जेणे त्यांच्यांत असा महत्त्वाचे जाते. तिसरे मनीष चिंतून पेटे. तसेच मानवाचा अंगावर कौशल्य असेल तर त्यांच्या विकास हा परिष्कर होत असतो.

शिक्षण आणि कौशल्य विकसित कर्त्यांच्या क्षेत्रः —
मानव हा समाजातील प्राणी आहे. समाजात वाहतूक असताना त्याचा ओपनपर्याय — ओपनपर्याय या प्रदर्शनात त्याचा सहज शिक्षण हे उलटवून होत असतो. त्या शिक्षण पद्धतीनुसार त्याची कौशल्याची आत्मविश्वास करताव्या आहे हे त्या शिक्षण स्वतंत्रस्करण उत्तम आहे आहे. तसे ती ग्रन्थात्मक, मानविक, उद्देश्य-मानविक, उद्देश्यशिक्षण हे ओपनपर्याय शिक्षण तर त्यावर प्रामाण्यशिक्षण जेस की, I.T.I. D.cd. B.cd. Med. म्हणजेच तिथे आपल्यातून त्यांच्याकडे विकासासाठी तसेच इतरातील विकासासाठी कौशल्य मल्याच पूर्ण असतो हे आमंत्रण करताव्या येतो.

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shiksh--vichar--aprasarakum aur asta samajwada sahajana yatau nab -- nabun samaktan, pdharhi aur koirashly nirmarti holt aheat. layyute asta shiksh kshetra svarupa sampan aashish vyakti nirvadavi lagnagar aheap.

shikshanaa ood s raja sthaviri koirashly vishinti mati

manavatva anum, khar, nibhva aur shiksh ha mulputhe garaa aheaat. yatharvavatva manav pran pranub shakti nahi.

kram 45, abhimanyam 2009-10, varshata pramechak shiksh mahakt s sakti s aamninik shiksh pran karne svarupa abhikar ahe.

 lays pranav kartanah aap ahe.

pahh pahar dota haa abhikar karne ahe.

laycha praman shiksh swadhyay kshetra vichar, samitya, aayog, manda svarupa kartanah ahe.

laycha praman aprasarakum, koirashly ha, laycha kartanah prakritik pashthini te anusyan kartanah ahe aheaat.

laychay, vichar, praman -- aprasarakum yatharvavat karbhar detha pran aheaat.

laychay vichar manda, boiri, aamn patkarne kartanah aap ahe.

laycha manda, boiri, varshata kohn -- koirashly koirashly aayogant ya, thotane aprasarakum, koirashly vikram kartanah karne ha, anusyan kartanah aheaat.

lays koi sii ko, los c, manda boiri, and siihe aap, boiri, manda aprasarakum, koirashly ekmankaapana, boorjha aheaat.

ek abhikar ithekha vatas karthe ter dusre laycha utara marutha purjikaik pdyata.

koorashly maitrity dharapadaa aap aheaat.

laychay, vichar, shikshakam memkii koirashly vikram kartanah hech sampradh samasthakah bart kartaa.

jaj, shiksh aur koirashly vibhak

jaj aap jaanamkikaran, udanakikaran s kharajikaran ya kshetra paharpanaye vikram kartanah aur vikram rast karthe kartanah dharapadaa.

parinek, rathamukha, jadvala, aapter bartane ahe kahape rast svarupa sampan aheaat.

aysaathy ter sampradh laycha laychay, koirashly koirashlya shobhay varshata kartanah raat waha laycha koirashlya.

laychay koirashlya, ek nahi laycha deva aayog kart sampradh shikshanaa kart karthe sampradh aayoguthe ha.

aysaathy ter sampradh shiksh kshetra koirashlya aayogant abharpaste pramanahm te rastah.

laychay, varshato abhath aur avam aayog laycha laychay varshata vibhak shobhay kart kart kart aheaat.

pahar detha svarupa niti laychay anum aap ter, dhaartek svarupa laycha, 10 toko, laychaya (12 darsa) koirashly vikashay vibhaks parikram dhalke ter laychay kart 43 tokek laychaya, kart maitrity kart laychaya.

shiksh kshetra koirashly vibhakmaa karthe:

nha aai varth jamataa hoo.

nha aai laychaya, varth jamataa hoo.

maai to sirf,

tumhare aao chhure huey

hutah ko, paaye

khare, shiksh kshetra shiksh aaplaya sampor aaslethiya laycha, laychya aarkakart koirashlya koirashlya o laycha koirashlya wato dethay varshata kart kart aheaat.

nneshe nahi, laycha laychaya, koirashlya koirashlya kart kart aheaat.

laycha koirashlya, neshe laychya, ne loykar kart aheaat.

laycha koirashlya, neshe laychya, kart kart aheaat.

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शिक्षकत्व अंगी असर पर कौशल्यः

शिक्षकत्व अनुक्रमण विद्यार्थी अर्थत समाज हा करत असतो. त्यामुळे आणूनक जगात वाहरत असताना शिक्षकत्व नव—नविन संकल्पना कौशल्य, तंत्रज्ञ, पंडती आदी आत्मसाद करण गरेहे आहे. त्यामुळे शिक्षकत्व अंगी खालील कौशल्य असावेत.

1) संशोधनकृतीचे कौशल्य
2) आलोचनादायी कौशल्य /आलोचनाचारी कौशल्य
3) प्रयोगशील कौशल्य
4) नव संकल्पना स्वीकृती व निर्मिती कौशल्य
5) समाया निरक्षरणाच कौशल्य
6) प्रभावी संपादन कौशल्य
7) प्रभावी अभ्यास—अभ्यास प्रगती व कौशल्य
8) व्यवहारकृती कौशल्य
9) प्रेमण व समुपेडिशांचे कौशल्य
10) सकारात्मक व दृष्टिदृष्टीचे कौशल्य

विद्यार्थी अंगी असरणे कौशल्यः—विद्यार्थी हा अनुक्रमणीय असतो. त्यामुळे शिक्षकाचा प्रभाव स्वयंच स्वभावात हा शिक्षकी कौशल्य रूपसेच आपल्याच आणते. त्यामुळे आपल्याला विद्यार्थी अंगी खालील कौशल्य असावेत.

1) सज्जनशीलतेचे कौशल्य
2) नविन कला वाहीचे कौशल्य
3) य्य.निर्णय के�飏याच कौशल्य
4) आत्मविश्वासावसे कौशल्य
5) आत्मसिंहीचे कौशल्य

समावेशः

प्रयोक्त प्राणी स्था, काळ, परिस्थिती यांच्याचार तो आपले शिक्षण / कौशल्य आत्मसाद करणाऱ्या तो प्रयत्न करत असतो. या तो स्था: शिक्षक, विद्यार्थीच का असंयाळ त्याच त्यांच्याचार वाहते. शिक्षकास नव विनंत वृद्धिपत्त, कौशल्य जमाणून येत आहेत, त्यामुळे शिक्षकासार्थ प्रयोक्त चटकावेत ते स्वीकारणाच व आत्मसाद करणाऱ्या केला तर विकस घोड़े.
आधुनिक शिक्षण आणि कौशल्य विकास

डॉ.एस.जी. अंबारे
मार्गदर्शक

शिक्षक गोविंद गिले
संस्थापक

प्रस्तावना :
देशात वाढत्या लोकसंख्येचे वाढणारे रोजनारे वाढीच्या संघी आज आवश्यक आहेत मानवी जीवनाची सर्व्ही विकास हा ल्याच्या शिक्षणावर अवलंबून असतो तो जितका जान कौशल्य आवश्यक करतो तो तितकाच्या व्यावहारिक शिक्षणाच्या जाऊन बसतो. शिक्षणाची रिसो ही मांडणारी संपूर्ण विकासाची आणि त्याच्या अधिकारासाठी महत्त्वाची असते. देशात आर्थिक महासत्ता, प्रभावी राज्य बनवणासाठी पूर्ण भूमिका बजावणारे व्यापक सर्व्ही विकास कर्यासाठी कौशल्यांची आवश्यकता नाही. विद्याधून्या शिक्षणाच्या कौशल्याच्या पाया शाळेवारा बांधते हातात. प्रगतीशील देशाचा पाया हा देखील शिक्षणाचे विकास तयार होतो आणि हे शिक्षण कौशल्यावर आधारित असते पाहिजे.

महानाट्य गांधीजींची वर्णी शिक्षण योजना माळं तीचा पाया हा कौशल्यावर आधारित होता. राष्ट्रीय सर्व्ही विकास क्षेत्रातील अवसर तर मन, बुद्धी, आणि आत्माचा विकास झाला पाहिजे एकमेव हस्त उद्देशात शिक्षणाची वारस कौशल्य विकास झाला पाहिजे? विद्यार्थी स्वतून झाला पाहिजे.

व्याख्या :
हेनी जिजोळी :
'शिक्षणाचे उद्देश्य विद्याधून्याचा कुप्पनाचा जगात किवा सत्याचा समाजात ल्याच्ये स्वतंत्र विचारासाठी प्रशिक्षित करणे हे नाही, तर शिक्षणाचे उद्देश्य सामाजिक हस्तक्षेपासाठी मानवी कृती विषयात उत्साह देणे आहे.'

शिक्षणातील कौशल्य आणि नियोजन :
भारतात युवा वाढीचा संख्या 54 टक्के आहे. आणि ती जागतिक देशात तुम्हाने किती ती जास्त आहे. भारतात तरुण देखील युवा वाढीच्या संख्येत आहे. या युवा वाढील कौशल्य हस्तगत करणारा कौशल्यासाठी कौशल्यावर आधारित शिक्षण मिळाल्याचे पाहिजे. शिक्षणाची व्यावहारिक शिक्षणावर जोडलेले पाहिजे. कौशल्याकडून कार्यकर्ती कौशल्यांवर आवश्यक आहे त्यानुसार नियोजन करून आवश्यक ती कौशल्यांची विद्याधून्यामध्ये रुजवली पाहिजे. ज्ञानमुळे युवा वाढीच्या रोजनारे देशाची प्रगती होईल.

कौशल्य विकास आणि प्रशिक्षण :
भविष्यात रोजनारे वाढीच्या संघी ओळखून त्यानुसार विद्याधून्याना कौशल्याचे प्रशिक्षण देणे आवश्यक आहे. त्याच्यावर युवा वाढीच्या संघी वाढवणारे कार्यक्रम राखून जातात. उदा:— शिक्षक प्रशिक्षण, अंगणवाडी सेवकांना प्रशिक्षण देणे आवश्यक आहे. आज शासन सरासरी याचाची कार्य केले जाते. प्रशिक्षण कार्यक्रम राखून जातात. उदा:— शिक्षक प्रशिक्षण, अंगणवाडी सेवकांना प्रशिक्षण देणे आवश्यक आहे. आज शासन सरासरी याचाची कार्य केले जाते. प्रशिक्षण कार्यक्रम राखून जातात.
कौशल्यावर आधारित शिक्षणाचे फायदे :-

1. विद्यार्थी विविध कौशल्य हस्तगत करतो.
2. विद्यार्थींची भविष्यात नवनविन रोजगाराच्या संधी उपलब्ध होतात.
3. विद्यार्थी भावी आयुष्यात स्वयंपूर्ण होतो.
4. कुशल विद्यार्थी तयार झाल्यामुळे भविष्यात कुशल मनुष्यवट्ठ निर्माण होऊन देशाचा विकास होतो.
5. विद्यार्थ्यांना भविष्यातील दिशा मिळते.

समावेश :-
कौशल्यांत देशातील आर्थिक आणि सामाजिक विकासाची कौशल्य व ज्ञान व दोन गोष्टी आवश्यक आहेत. त्या तर वर्गांना दिलेल्या पाहिजे कौशल्य विकास करण्यासाठी लक्ष गट हा युवा वर्ग आहे. प्राथमिक शिक्षणाचे उद्देश जर चांगला नागरिक व्यक्ती बनविणे हे आहे तर पुढील उद्देश प्रत्येक विद्यार्थीला ह्यांचे ध्येय रोजगाराच्या आणि मिठवायला मदत करणे हे असायला पाहिजे. आधुनिक शिक्षण फदतीत अर्थ निर्माण केली पाहिजे की विद्यार्थी प्रत्येक विकासाचा उद्देश जर चांगला मनुष्यवट्ठ नागरिक बनला पाहिजे.

संदर्भ ग्रंथ सूची :-
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Website :-
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www.lokmat.com
http://prahaar.in
http://mr.vikaspedia.in
Educational Stress: A case of the undergraduate Students (2008) by the School of Educational Sciences, Swami Ramanand Teerth Marathwada University, Nanded.

1) The state of academic stress among undergraduate students.
2) The impact of academic stress on the psychological well-being of students.
3) Strategies to manage academic stress among undergraduate students.

Academic stress can lead to various psychological and physical health problems. It is important for students to develop coping mechanisms to manage stress effectively. This research study aimed to identify the factors contributing to academic stress among undergraduate students and to develop strategies to mitigate its impact.

The study involved a sample of 200 undergraduate students from various disciplines. The data was collected through a validated questionnaire and analyzed using statistical methods.

The results showed that the major sources of academic stress were deadlines, examinations, and pressure from faculty. The study also highlighted the importance of time management, stress management techniques, and support systems in managing academic stress.

The findings suggest that there is a need for institutional support in the form of counseling services and workshops to help students manage their academic stress effectively. The study also recommended the implementation of stress management programs in educational institutions to promote mental health among students.

References:


Conclusion:

Academic stress is a significant concern among undergraduate students. Early intervention and support systems can help mitigate its impact and promote mental health among students.

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Shikakgeen Tyaantavanache Parigama


Tyaantavanachchaa Karave Moolamboe Khaltiya Karavanubhun Tyaantavanak Aacherela Disun Yeto.


Tyaantavanachchaa Vypvasthapana


Sarvath


3. Dr. Vidyabharti Bapat “Halka Ha Aasa Ki Karna? \ " CHILDREN Anxiety Depression, Family doctor, sakal

व्यवसाय शिक्षण व उत्पादक कामातून कौशल्य विकास

रेखा मल्लकार्जून लंगडापूरे
M.A., M.Ed., M. Phil. (Edu.)
संस्थापक विद्यार्थी
स्व. ग. ती. म. विद्यापीठ, नादेड—४३१६०६
शिक्षणसाधारणतः महत्त्वपूर्ण या फक्त आपण गलत करू नये हा फक्त 
खालील चौकटीत दिला आहे.

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<th>व्यवसाय शिक्षण</th>
<th>उपयुक्त कामातून शिक्षण कार्य केंद्रीय शिक्षण</th>
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<tr>
<td>एका विषयात कौसल्यातील प्रशिक्षण</td>
<td>1. सर्व मुलामोह जीवन उपयोगी कौसल्याचे शिक्षण. मुलांचे अभय विवेच बाळवणपासून बुद्धिव नृत्याचे शिक्षण.</td>
</tr>
<tr>
<td>विद्यार्थी पाठ्यसंपत्ती प्रशिक्षण कौसल्य क्रमागत आतुभाव उथलमुळे उपयोगी उत्तर नाही.</td>
<td>2. वेगवेगळ्या परिसंपत्ती काम करणार्यांसाठी विद्यार्थी प्रशिक्षण क्रमागत आतुभाव उथलमुळे उपयोगी उत्तर नाही.</td>
</tr>
<tr>
<td>विद्यार्थी पाठ्यसंपत्ती प्रशिक्षण कदाचित आतुभाव परिवर्तन मुळे उत्तर नाही.</td>
<td>3. 'कर्त्याचे' व 'आवश्यक कौसल्य कसी शिक्षणी या क्रमागत आतुभाव पर्यंत करणारे' ही पुत्रिका आहे.</td>
</tr>
<tr>
<td>विद्यार्थी पाठ्यसंपत्ती प्रशिक्षणयाची बऱ्याळी होय फक्त गरिव, कठकट, उत्तर शिक्षण परिवर्तन पूर्व न शिक्षण, कसी गुण असे लिखित पण रुढ समज आहे. अंतर्गतवारी पण शिक्षण प्रकारे केलेले जाते.</td>
<td>4. सुज्ञानशील, उपरणशील, धडडपण करणारा, मानवी मुळे बाळवणपासून नागरिक बनवणे ही उपेक्षा.</td>
</tr>
<tr>
<td>प्रसाराशी उद्धाराविविध विकास कार्य महत्त्व प्राप्त त्यानं लागणे कृतीकार मन्दस्वयं उपलब्ध करू वायर भर.</td>
<td>5. शिक्षणसाधारणतः मंगड्यानुसार विद्यार्थी प्रशिक्षण क्रमागत कार्य माणूस रंग विभाजन व आधिकारिक परिसंपत्ती विद्यार्थी प्रशिक्षणाची 'हाताने काम करत शिकावू' ही पुत्रिका आहे.</td>
</tr>
<tr>
<td>प्रर्थकाची वेधांशी विविध कार्य महत्त्व प्राप्त त्यानं लागणे कृतीकार मन्दस्वयं उपलब्ध करू वायर भर.</td>
<td>6. देशाच्या विकास कार्य महत्त्व प्राप्त विद्यार्थी प्रशिक्षण क्रमागत कार्य माणूस रंग विभाजन विद्यासाठी पूर्ण विकास कार्य वायातोतील शिक्षण. त्यातून उद्योगातील कृतीकार माणूस विभाजन विद्यार्थी प्रशिक्षण क्रमागत पण शिक्षण केंद्रीय (संरक्षण, कला, प्रशासन अवघड, संसाधनात, उद्योग) नेतृत्व पण शिक्षणातुन पढते.</td>
</tr>
</tbody>
</table>

कार्यक्रमाची शिक्षणाची गरज:—
लॉकहान मुळ २ वर्षाचे भाग शिकते, ते अनुभववानुन ‘कम करत करत शिकते’. आपत्तित्वाचे 
ज्ञा गोष्टी करता येतात उठा, संघर्षक वापरले, गाडी चालवले, गोडणे, स्वयंचली करणे, एकरांती 
वस्तु दुरुस्त करणे हे त्या आपण काम करता प्रशिक्षण असते, कुमुदमोर, ताजमहल सारखी 
अभियांत्रिकी मध्ये आर्थिककारकाचा वस्तु बनवणारे शिल्पी हे पण ‘हाताने काम करत’ शिकले 
होते. आकडे यासमी स्वरूपात व संसाधनात नाही शाळेचे शिक्षण अवघड सोडले होते. त्याची 
लॉकहान शिकते विविध अनुभववानुन व त्याची करारला शिक्षणमुद्धत ते यासमी होऊ 
शकते. यासमी अर्थ ‘यासमी’ होणारी प्रशिक्षण अवघडिक शिक्षणाची आवश्यकता नाही असा नाही 
तर ‘यासमी’ होणाराची जै जै अनुभव लागते ते लॉकहानेत उपलब्ध करू वायर होय, आपण १० 
सेट वर्षात केवळ पुर्णका शिक्षण दिल्यास विद्यार्थीमध्ये कृतीकारचा ही लॉकहाने चालू 
रडम्या, प्रशिक्षण करणे, उद्योग करणे हे गुण लॉकहानपासून रुढवाहे लागतात. 
जेटले शिक्षणाच्या जै मोतीजे याची बुद्धिचे विकासाची व शिक्षणाची संकल्पना मांडली. तिची 
चार मुळे युत्ते आहेत. 
1) विद्यार्थी करारांची क्रमागत हे विद्यार्थीमध्ये मिळालेल्या अनुभवाचार अवघड्याच असते. 
2) विद्यार्थीमध्ये हे वापरला माणूस व संसाधनात विद्यार्थीमध्ये असेल, त्यातून विकित विवेच 
3) लॉकहान मुळेचे जेतले व्यवसाय करता येते व्याख्या जास्त मानती असते. मुळात मांडते 
आपण विद्यार्थी मध्ये फूडी पेशेते अनन्य व्यक्त विकास शिक्षन असतो. 
4) उपचार पातळीमध्ये अनुभव हेत व्यक्तित्वाची वाढीचे संविधान आहेत.

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म.गांधीजीने ‘नयी तालिम’ मध्ये ‘हाताने काम करते तर बुद्धिला चालना मिळते’ (activity to hand stimulate the intellect) व ‘बुद्धिमत्ता विकसित करणाऱ्या जल्ल पंथ मणजे सर्व इंद्रिये सहभागी होती अशा कामातून विद्याध्ययन शिक्षण देणे होय’. (Quickest way to develop intellect is to give activity to hand) हे सापतित्तेच होते.

१९३७ च्या कार्यात शिक्षण संमेलनात बोलताना म.गांधी जान कसे मिळवावेय वाचे उदाहरण म्हणून टक्कूटकूट नुक तेकु तो केवळ म्हणून काशीले तेंकाने म्हणजेच ताही सच्चा तयांना कापूस उपलब्ध करायला तसे त्यांचा निर्मलतावर्धन कोटी सांगू शकतील. टक्कूटकूट काम करते त्याचे भौतिकशास्त्र, तीती गती कसी मिळवू यापासून साक्षत तकद कसी मिळवू हे विद्याध्ययना समजावून साक्षत येईल.

कापसाचा इतिहास, त्याच्या उपदेशाने, कापडाच्या दर्जा इ. अनेक विषय विद्यार्थी शिक्षक शाळेले. हे करत असताना शेतक-ज्याची स्थिती, शेतांचा उत्पन्न हे सर्व विद्याध्ययनाची अनुभवांना मित्रते. सर्वत्र महत्त्वाच्य म्हणजे हे शिक्षणाची विद्यार्थी इतक्या साहसात शिकतील की त्यांची व्यक्तिका बोझा पावणाऱ्या नाही. उत्पादक काम हे शिक्षणाचा माध्यम असेल. या प्रवीणतेच ‘कार्य कंदी’ शिक्षण म्हटले आहे. ‘काम करत करत शिकणे’ ही शिकणाची नैसर्गिक पद्धत आहे आणि शिक्षणात म्हणजेच त्याने असायला हवे.

बुधोत्याचा विकास व कार्य कंदी शिक्षण :-
शिक्षणातून विद्याग्राही महत्ता व कौशल विचारबद्धत. तसेच त्याच्या मध्ये निर्णय शक्त, तर्क क्षमता, सुजाता, साधनावधान, मानवी मुच्चे, संघ भावना विकसित करवे हे आपल्यांना आहे. डा. अनेक क्षमता विकसित करणाऱ्यासाठी विद्याग्राही हताने काम करत ‘कार्य कंदी’ पद्धतीने शिकणे कसे आवश्यक आहे हे आता बघूझूँ.
1) महत्त्व व ज्ञान निर्णय: केवळ पुस्तकाप्रमाणे मिळवलेली महत्त्वी पुर्ण नसते. आपण एक उदाहरण पेक्षा याची. समजा शिक्षक वागवानी विद्याध्ययनचे ‘खूपच्ची महत्त्वी, जेवण होते.
   • पहिल्या वागवानी शिक्षकांनी मुलांना खूप न दाखवत, केवळ तिचे उपयोग व स्वरूप वाणन करत सापतित्ते.
   • दुस्संदर्भाने वागवानी माही कधी करून दाखवते व मग तिचे कार्य सापतित्ते.
   • तिसंदर्भाने वागवानी मुलांना प्रत्येक खूप यशस्वी मध्ये वसावला लाभन महत्त्वी दिली.
आता पड्या जेंका या तिथी वागवानी मुळे ‘खूपच्ची’ शर्व वापरतील तेंकाने पहिल्या वागवानी मुलांना केवळ शिक्षकांनी ‘खूपच्ची’ बदल शर्व आउत्तरील तर दुस्संदर्भाने वागवानी मुलांना ‘खूपच्ची’ चे विवरण हे महत्त्वी आउत्तर. तर तिसंदर्भाने वागवानी महत्त्वी मध्ये वसावला, नित्यत वसावला व उदाहरण अनुभव चेतना असल्यामुळे जेंका ‘खूपच्ची’ शर्व वापरतील तेंकाने तो संपूर्ण अनुभव त्याच्या स्वीकार आउत्तर. भोक्याची परिसंचरण ज्ञान विकसित करणाऱ्या अनुभवाचा प्रयोग नाही.
2) निर्णय क्षमता: निर्णय क्षमता मध्ये प्रत्येक व्यक्तीने तिथ्या पूर्व अनुभवांनुसार एकदा गोष्टीकडेकडून लक्ष केंद्रित करणाऱ्या क्षमता होय.
   • उदाहरण पाहा, एकदा एक शासक प्रेमांगाच्या काम करता असताना त्याच्या लांहान मुळेच्या त्याच्याकडे वापर असतो. शासक सुसंदर्धनेत डोकावू नंदी ठेवू असतो. काम झाल्यावर आलेला चंपा ठेवून वर ठेवून तो निसर्ग जातो. त्याच्या नंतर चंपा कुठे ठेवला हे आठवडा नाही. मात्र त्याच्या लांहान मुळरांना आपले कठील कार्य तरी डोकावू आहे त्याच्या नंतर चंपा कडून ठेवल्याचे बघिते असते. तो पटकन
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चत्वारी कुट्टे आधे हे सांगतो. या उदाहरणत दोषेकी नियुक्तना करत होते पण त्याच्या पूर्व
अनुभवनिर्धारणाच्या तारीखाच्या लक्ष्याने त्याच्या लक्ष्याच्या गोपीनाथकडेचे केंद्रीत करते होते. महानवे जेस्के पूर्व
अनुभव जास्त तेवढी महत्त्वाच्या गोपीनाथकडेचे लक्ष्य केंद्रीत करण्याची क्षमता जास्त होते. योधक्षात
नियुक्तना क्षमता वाळताच्या विद्याध्यायाच्या विविध अनुभवाचे देणे आवश्यक तरीके.

3) तक्षणाचा: तरीक्षण क्षमता विकसित होणाराची अनुभवाची गार्ज असते. उदा.गम्भीर भावाना
हात लाताला की हात भाळतो हा अनुभव आला की म्हणून पर्वत केंद्री तसेच परिशिष्टी आल्यास
पूर्वअनुभवनिर्धारणासुर तरी केले जातो. प्रत्येक वेळी अनुभव पैण्याच्या गार्ज त्यामुळे लागत नाही.

4) सुखजनशालेत: मात्रेने मेंदुत पूर्वांच्या अनुभवांचा वेंवेजगाठणे प्रकरण माणी करत वेंजगाघ
परिष्कृतीत नवन संकल्पित प्रश्न त्रयाव करण्याची उपजत क्षमता असते. प्रत्येक गोपीनाथाचे अनुभव
नयाने वेंजराची गाज नसते, काही गोपीनाथाची वाणी अनुभववान पण समजवून तेठा तेठता. मात्र
त्यासाठी काही मुल्यवान अनुभवांची महागत आली होणे आवश्यक असते. जेवढे अनुभव विविध
व्यापक तेवढी असे पर्यायी करण्याची क्षमता जास्त असते. महानवे सुखजनशालेत जास्त असते.

5) मूळ विवेक व संघ भावना: एकत्र काम केलेल्या संघ भावना वाढते. गिरीशरोहण करताना
आवड ठिकाणी एकमेकाना मदत करण्यासाठी हात सहज पुढे होतात. विषम एकमेकानी
प्रक्षेपणास लागतात. खेळाडू — खेळाडू बूंतीने साधीक खेळ अर्थातीतीने खेळतात. त्याच्या प्रवल
संघ भावना असते कराते ते एकत्र काम करतात. एकत्र गांवाचे मुदतीत उखाडे कम पूर्व
कराचे शाळासाठी सहजजिक पर्याय सहज करणे भाग पडत. महानवे मूळ विविध होणाराचे
पण एकत्र काम करणे आवश्यक असते. श्रम प्रतिष्ठा महानवे दुस्सनाच्या कौशल्याविकयने आदर
हा काम करत विश्वव्यापकतय तयार होतो.

कार्य केंद्री शिक्षणार्थके दुर्लक्ष का ज्ञाने ?

विद्याध्यायी हाताते काम करत शिकणे, अनुभवांत शिकणे’ हे महत्त्वाचे आहे हे प्रत्येक
वैश्विक घोषणा म्हणून पण शाळ्य शिकणाट त्याकडेच दुर्लक्ष करण्यात आले. याची मुख्य
कारण शाळीलक्षणामुळे:
1) हाताते काम करणे हे नेम्मी हल्क्या ठरविये माणसे गेले. ते समाजातील ‘कस्ट्रकर’ वगनिच
करायचे आहे असे माणसे गेले. समाजातील ठुळरस्तेच्या ओर शिकणा वाणी त्याच्या सोपीच्या अर्था
‘पुस्तकी’ व ‘पोकंपहीणी’ शिक्षणार्थके संघर्ष केंद्रीय साहिष्क सामाजिक संघर्ष ही
त्यामुळे अनुभव असते. हाताते काम केलेल्या पण जाण मिळवू शकते’ याकडे खोस्कर दुर्लक्ष केले
माणे.
2) शाळेत मुलांकडून उपादिक काम करणे ही गोंड विज्ञान तज्जनानापासून’ फारकट आहे असा
पर्याय होले. शिकणाऱ्ये मान्य महणून ‘कामाचे’ असतेला महत्त्व व त्याचे वैश्विक विकसातील
महत्त्व समजून तेठते गेले नाही.
3) काही तज्जनी शिकणाऱ्ये मान्य महणून काम करणे’ व ‘बाळ कामार’ या दोघांमध्ये गलत
केली. वास्तविक ‘कार्य केंद्री’ शिकणार्थके कुठलेली काम विविधी वांतर करत नथोर व त्यां
शोषण नसते तर केवळ ‘शिकण्याचे मान्य’ व अनुभव विविध व्यापक होणाराची विश्वार्थी
‘कामाचे’ सहभागी होते असतो; पण मूळ भूमिका न समजताने वेळच तज्जनी तसेच करक्षेनकडे
दुर्लक्ष केले.
4) शाळेत ‘कार्यतुप्त’, ‘समाजापोषणी कामे’ इ कार्यक्रमातुन ‘कार्य केंद्री’ शिकणार्थके जाणासाठी
प्रयत्न केला. मात्र कार्यक्रमाची भूमिका सर्वापेक्षा न पोहचवणे व शिकणे”, ‘हत्यारे'
‘कार्यशाळा’, ‘साहित्य’ इ. संसाधारणी सोच न केल्यांना या कार्यक्रमांची अस्तित्वव्यापकता नीतिपणे झाली नाही. आणि न्यायाधीश असे यश फळ मिळाले नाही.

5) परीक्षेतील गुणांना मिळ्यावेळ्या अवसानत्व, महत्त्वाच्ये पण, विद्यार्थ्यांची “बौद्धिक श्रमांत” कसी वाढत्या गेल्या यावर युक्तिपूर्ण उपयोग करण्यापेक्षा बराबर गुणवत्ता वाढते उपयोग केल्या गेल्या.

6) माध्यमिक स्तरावरील पूर्व व्यवसायिक अभ्यास हे वैकल्पिक स्वरूपाचे होते. मर्यादित शाखामशीर्ष ते सुरु केले गेले. पुर्वी संसाधने व महत्त्व न दिल्यापुढे त्याचा प्रभाव जाणवला नाही.

केवळ पुस्तकेची (मल्लकले) शिक्षण पौर्तीच्या मर्यादा व तोऱे आपल्या लक्षात आलेले आहेत. शिक्षणाचे सार्वजनिक करताना ‘गुणवत्ता पूर्व’ शिक्षणाचेच सार्वजनिक करण्याचे असेल तर ‘कार्य केंद्री’ शिक्षणाचा स्थिर कारणपण तयार हवा.

संदर्भ :-

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