

A black and white photograph of a woman with long dark hair, seen from the side, sitting in a meditative pose (Padmasana) on a dark mat. She is wearing a light-colored, long-sleeved top and pants. Her hands are resting on her knees in a mudra. The background is a light, textured surface with a faint, large-scale illustration of a tree with many leaves and a bird in flight. The overall image has a halftone or dithered appearance.

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## PREFACE

Sports being the socio-cultural phenomenon have its own significance in the country in general and the immediate social environment in particular. The high achiever in sports will get greater importance in the society and hence, the social status a sportsman gets in the society is very high compared with a no sportsman. The achievement in sports depends on the needs, desires and intrinsic and extrinsic motives of sports person. Achievement motivation in sports is "an athlete's disposition to - approach or avoid a competitive situation" (Cox, 1990). Generally, a remarkable difference can be identified between casual and competitive sports performance. The performance in a competitive situation could often be troubled by personality characteristics of an individual.

**Prof. N.B. Shukla**

Editor

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## YOGA — WHY AND HOW?

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### ABSTRACT:

In the present time if you want to enjoy your life, it is very important to keep him healthy. Presently lot of activities is there which help to keep him healthy but it is not necessary that all these activity are beneficial for us and we perform these activities in correct manner. Every type of activity has there merit and demerit and its necessary to know completely about the benefit and drawback of selected activity. After knowing all the things then we select the activity for our fitness. Only Yoga has an activity which has really beneficial for us and perform it easily. Regular practice of yogaic activity helps to awaken our inner strength, improves the general health by improving the working efficiency of different body systems. Yogaic activity also helps to keep mind in calm position. For getting the maximum benefit from yogic activity, you need to learn from trained person and fallow his instruction and suggestion.

### INTRODUCTION:

In the present time if you want to enjoy your life, it is very important to keep him healthy. We have lot of activities by which we keep him healthy but we need to select a good and correct activity which helps to achieve our goal. Every type of activity has there merit and demerit and its necessary to know completely about the benefit and drawback of selected activity. After knowing all the things then we select the activity for our fitness.

In the present time Yoga is the best activity which keeps us healthy. The continuous and systematic practices of yoga will control several diseases and keep the mind perfect, clean and peaceful. Yoga is not a single process it is the combination of different activities. Different types of physical postures are there which is called as Asanas. Different type of breathing activities which help in controlling the breath, called as Pranayam. Some cleaning activities are there which helps to clean our internal organs are called as Kriya, and most important thing is Meditation it helps to keep our mind in calm position. No other activity has mediation and kriya only Yoga has this activity.

Yoga is not a new activity for present time it was very old method to keep him healthy. According to the scriptures, Lord Shiva is the founder of yoga. He creates all the asanas and according to the available literature there are eighty four lakh asanas and no one knows all the asanas in the present time. It was about 2500 years ago when

Patanjali wrote the traditional text on yoga which is popularly known as Patanjali's Yoga Shastra and this is the first authoritative text on yoga. He propounded it in a systematic form which consists of eight components: restraint, observance of austerity, physical posture, breathing practices, restraining of sense organs, contemplation, meditation and Samadhi. According to Patanjali Yoga is "Yogaschit Vriti Nirodhah" means Yoga is the total cessation of the modalities. Yoga is the oldest known science of self — development. It is mental, physical and spiritual control.

Lord Shiva creates all the asanas and these asanas are nothing but the pattern of sitting of different species, means the different species using the different postures for their comfortable sitting is known as asanas. According to Patanjali, "Sthir — Sukham — Asanam" means a steady and comfortable sitting position is an asana.

Yoga is the only exercise which affects the inmost parts of the body — the heart, lungs, digestive system, glands, the nervous system, etc and awakens the inner strength of the body whereas other activities fail to improve inner strength of the body. There are few more reasons why prefer yoga instead of other activities as running, walking, playing game

1. Other exercises affect only the muscles outwardly therefore, the body appears quite strong and healthy and these exercises don't have much impact on the internal organ of the body as the yoga.
2. We usually have an unnatural and wrong way of living in the modern times. We also eat unnatural food (fast food) so they spoil our digestive system. The digestive organs cannot function properly due to this unnatural mode of living and eating. Yoga helps to keep the digestive system in proper functioning order.
3. In yoga practice the number of cells breaks down is less in comparison to physical exercise, so less nutrition is required for the repair of these damaged cells and formation of new cells.
4. Other exercises have very little impact on the mind and sense organ, while the yoga improves mental power and helps in controlling the sense organs.
5. Yoga improves our resistance power against disease and does not allow any external matter to accumulate in the body. In this way, they keep the body free from the diseases.
6. For games and other exercises, we need considerable space and several people. On the other hand yoga can be performed in relatively little space and by oneself. For that we need a carpet or bed sheet.
7. Our lungs are responsible for purification of our blood. By yoga we increase the expansion and contraction of our lungs so that they become capable of purifying

- more and more blood. In other exercises breathing was very fast. So the oxygen does not reach to the innermost parts of lungs and time for diffusion is very less.
8. Yoga increases the elasticity of our body and makes the body more active and supple. The blood circulation takes place more smoothly & properly and body becomes capable of more work. We look young in spite of our age. Other exercises, on the other hand, make the muscle stiff and hard. The body becomes stiff and the old age comes sooner.
  9. Other exercise causes tiredness to the body, while yoga makes us fresh. In other exercises, the body has to spend a lot of energy, but in yoga it is not so, because these are done slowly by stretching the body limbs and then relaxing them. These exercises do not cause any violence to the body.
  10. Our youth depends upon our spine which controls the entire nervous system and blood circulatory organs. The greater the elasticity in the vertebral column, the greater the vigour and longer the life. By yogic practices we increase the flexibility and proper functioning of vertebral column as well as the different parts of the body.
  11. Other exercises have little impact on the character of a person. But yoga not only improves body health, they also have a sobering effect on the mind. They build up mental and ethical powers. The mind becomes balanced and peaceful.
  12. There are several glands in our body which keep us healthy and free from diseases if they function properly. Yoga keeps the functioning of these glands in normal condition.
  13. Yoga is very effective in throwing out all our body waste and in activating our glands.

Daily practice of yogic activity we turn and twist the body, stretch it tightly and then release it, which help to improve the contracting and expanding power of lungs, elasticity of muscles, purify the blood vessels, open up capillaries & alveoli and activate the excretory mechanism viz nose, skin, urinary and excreta tract. Ultimately these help to absorb more oxygen in the blood, improve the metabolism and eject the toxin and waste product from the body in different forms. Due to the activation of excretory mechanism the toxin and waste products are not accumulate in the body which gives the feeling of well being, activeness and mental relaxation.

Yogic exercise activate digestive system and produce sufficient quantity of digestive juices, improving appetite better functioning of colon gland, completely digesting the food resulting in vigor and improving immune system and provide energy for performing different activity. Yogic exercises also improve flexibility of body. The

body is bent in all four directions as well as given twisting movements to achieve the flexibility of the body as well as vertebral column.

In the sitting and standing position, the heart pumps the blood into the brain and other part of the body above the heart against the force of gravity. This slows down the arterial blood flow and reduces the blood supply to the upper regions. In inverted poses asanas; the brain receives a richer supply of blood, it also dilates the capillaries which help to opens capillaries that has been closed. During inverted poses the return flow of blood to heart from the legs abdomen etc. is assisted by the force of gravity. Consequently the heart can pump as much blood as it receives. The increase venous return allows to pump a greater arterial volume throughout the body. This greater quality of blood flows through the lungs and produces an improved exchange of oxygen for carbon dioxide.

Practice of yoga is open for all, for a child of 10 years to old men of 80 — 85 years. Men and women are equal in this respect. Asanas are as useful for women as they are for men. For getting maximum benefit from yoga we need to keep these suggestions in mind while practicing the yoga.

1. Remember that yoga is a scientific system. It has its relation with the internal organs of the body. Therefore, doing yoga without understanding the proper technique may sometime cause harm instead of good. Before practicing the yogic activity proper technique must be learnt from a guru or a person who has thorough knowledge of yoga.
2. Whether in the morning and in the evening, the yogic exercise should be practiced in the following order. First takes Asanas with Yoga — Mucfra, than bandlias and Kriyas, and lastly the pranayama. Kapalabhati should be considered as a part of pranayama.
3. The place of practice must be clean and peaceful. A darr or blanket should be spread on the ground while practicing yoga. Preference should always be given to a place which is open from all side with adequate inlet for fresh air.
4. Yoga activity should be done in the morning after going to the latrine. However, asanas can be done in the evening also, if the stomach is empty.
5. Do not eat anything (solid food! meal) at least four to five hours before and half an hour after yoga practice. In case of liquid item it is two hours before and half hour after yoga practice.
6. A yoga practice is required to pay due attention to his food also. The food should be light, easily digestible, natural as for as possible and sattvic. Light food keeps the body light and fresh, giving more working power to the body.

7. While doing asanas breathing should be done through nose, keep the mouth and eyes shut. Only in Singhasana, breathing is done through mouth.
8. Never talk while doing asanas. Your attention should be on your breath and the organ being affected by the asanas.
9. Yogasanas are a non — violent activity, no jerks should be given to the body while doing asana, stretch your limbs very slowly to the fullest extent as possible and maintain the final position according to your capacity. Quickness for coming in the final position from the initial position and it's vice versa should be avoided.
10. Asanas should be done with the minimum of clothes on the body this depends on the climate and environmental temperature. Underwear or langot is a must during the practice of asana. Always wear loose cloth when you practicing asanas. Tight wearing cloth may be restricting the body movement.
11. The number of asanas and the duration for each of them should be increased gradually. Practicing many asanas on the first day should be avoided.
12. Yogic practice must be beginning with easy asanas and place the difficult or hard asanas at the end of session. Do every asanas according to your capacity and don't follow the others.
13. The order of the asanas should be such that upasana or counterpose of a particular asanas comes after it. For example do matsyasana after sarvangasana.
14. Before starting the asanas, bring your body, breath and mind to completely normal and restful state. If necessary, perform a Shavasana. Do not start the next asana until your breath has become normal after an asana.
15. Practice of yogic asanas must be begin and end with Shavasana, so that body comes in normal condition. At the end of every asana do Shavasana for some time so that you get full advantage of that asana and prepare him for next asana.
16. If you take rest or sleep for an hour after doing the asanas, their effect will be more beneficial. During practice you have put load on your inner system and by taking rest the inner system comes in normal condition and this gives strength and power to your body and mind.
17. You can yourself judge the advantages of asanas. You can as well see if you are doing them properly or not. If your body becomes fresh, free from tiredness, light and active and if you feel your working power increased, you should conclude that the asanas are having the desired effect on your body.



18. There is no harm in undergoing the yogic exercises and strenuous muscular exercise side by side. These two should never be practiced immediately before one another. At least a period of thirty minutes rest should be given in between the yoga practice and strenuous muscular exercise.
19. If one is suffering from complicated diseases, chronic disease, or severe fever, one should not practice asanas. Women should not practice asanas four months after conception, for three months after delivery and during menstruation.
20. Avoid yogic practice in illness, weakness and physical tiredness.
21. After severe illness the yogic exercises should be undertaken only when the patient recovers and have a sufficient energy for yoga practice. It would always be desirable (as a cautious measure) to prefix the yoga practice by a moderately long walk everyday for a week or more depend on body strength.
22. Avoid inverted asanas as Shirshasana, Sarvangasana, Viparitha Karni and other asanas. in case of running ear, weak eye capillaries, weak heart muscles, during high or low blood pressure, heart problem, and chronic glaucoma
23. Weakness of lungs: Avoid bellow, fast breathing and Ujjayi pranayama with kumbhaka. However Bhastrika and Ujjayi can be practiced.
24. Also avoid the yogaic practice in case of organically defective pituitary or thyroid glands, arteriosclerosis, excessively impure blood, severe asthma or tuberculosis, pregnancy, menstruation, slipped disc and weak spine.
25. Tenderness in the abdominal viscera enlarged spleen: Avoid Bhujangasana (cobra pose), Locust pose and Bow pose. In case of constipation avoid Yoga madras (yoga stance) and forward bend asanas.
26. Hernia, Uicer patient always avoids Bhujangasana (cobra pose) and Shalabhasana (locust pose). Varicose vein and sciatica patient avoid Padmasana and Siddhasana. And spondylosis patient avoid Suptha — Vajrasana, and Matsyasana.

### **BENEFITS OF YOGA:**

Regular practice of yoga helps to improve the contracting and expanding power of lungs, elasticity of muscles, purify the blood vessels, open up capillaries & alveoli and activate the excretory mechanism. Due to the activation of excretory mechanism the toxin and waste products are not accumulate in the body. It also activates the digestive system and produces sufficient quantity of digestive juices, improve the functioning of colon gland, lever, intestine and improving immune system of the body. In asanas, the bent and twisting movements to of body help in achieve the flexibility of the body. In

inverted asanas; the brain receives a richer supply of blood. Regular practice of yoga increase the resistance power of the body and keep it free from disease.

### CONCLUSION:

Regular practice of yogaic activity helps to improve the general health by improving the working efficiency of different body systems. Yogaic activity also helps to keep mind in calm position which help to control your angriness and blood pressure. You will get maximum benefit from yogic activity if you learn from trained person and fallow his instruction and suggestion.

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# CONSTRUCTION OF KNOWLEDGE TEST ON HISTORY AND RULES OF JUDO FOR PHYSICAL EDUCATION STUDENTS

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## **Introduction:**

The various processes of measurement and evaluation more easily and objectively enable the physical educator to make decisions about students and their performances. Tests must be administered, measures must be assigned and every teacher must make evaluations regularly.

The objective knowledge test requires brief response to questions encompassing smaller pieces of information. They have certain characteristics as they are quickly, efficiently and objectively graded. They are reliable. They cover intensive amount of subject content. They clearly define the work to be done.

Judo provides excitement, satisfaction and also a superb method of keeping fit for all ages. It was a derivative of jujitsu used by Samurai (warriors) in Japan's violent feudal past, which was later distilled into the sport of Judo by Prot Jigaro Kano and promoting it by opening a legendary Kodokan Club in 1882. The word 'Kodokan' meant a school for studying the way: the "way" being the concept of Judo.

The purpose of this study was to construct a standardized test on History and Rules of Judo to measure the knowledge of the students of School of Physical Education, Dcvi Ahilya University, Indore.

## **METHODOLOGY:**

Main objective of this study was to construct knowledge test on history and rules of Judo. For this purpose fifty students of Master of Physical Education from the School of Physical Education, Dcvi Ahilya University. Indore in 2005-06 sessions, were selected to serve as subjects. The age of subjects ranged from 17 to 25 years. All the

subjects had regular theoretical classes during which different aspects of the game were theoretically explained together with practical implications.

Keeping in view, the learning level of the subjects and the utility of the test, the following objectives were set: -

1. To see the knowledge pertaining to the history and development of judo.
2. To develop an understanding of the basic rules of judo and their interpretations.
3. New rules and their interpretations as adopted by International Judo Federation.

The test consisted of 100 objective type questions from different aspects of the game in a definite proportion. Questions were selected covering various aspects of game i.e. history and development of game, new rules and their interpretations as adopted by International Judo Federations and the terminologies.

Before administering the test intensive instructional classes were conducted for the subjects to cover various aspects of the history and rules of Judo. This was to make the subjects well acquainted with the subject matter. Each explanation was taught with due explanation with the help of diagrams (wherever necessary).

A 100 items objective test was first administered to ten students in order to determine clarity of question items and on that basis the question items were refined and subjected to careful analysis. Then a second trial run of the question items was administered to 50 students, which they answered in the allotted time of 60 minutes. These sheets were then evaluated.

### **FINDINGS:**

There were 100 objective type questions in the initial test. All the students were given ample directions before administering the test. The answers to be written in the blanks were provided with each question. All questions carried equal marks and maximum marks were 100. One point was awarded for each correct response. The sum of the total number of correct responses was the final score of each subject. The range of scores for fifty examinees was 20 to 91 the means score was 55.18.

Item analysis was used to make decisions about individual items within the test as well as the worthiness of the test as a whole. For analyzing this Difficulty Rating and Index of Discrimination were employed.

The reliability of the test was established by using split halves method, correlating between the correct odd and correct even number of items. Spearman Brown prophecy formula was used.

The value of coefficient of correlation of odd and even number question with 100 test items was 0.335, which yielded a reliability coefficient of 0.502 for the entire test. [he coefficient of correlation by test-retest method with selected test items was 0.99.

**DISCUSSION OF FINDINGS:**

The finding of the study indicated that the degree of difficulty rating for the knowledge test questions ranged from 0.12 to 0.86. The mean of dificulty rating was 0.559. those questions which were answered correctly by more than 80 percent of subjects were judged to be too easy and answered correctly by less than 120 percent were considered too difficult. A total of six test items were eliminated from the test for this reason.

Index of discrimination indicated those questions in which poor students did well or better than the subjects of the upper group and the value in less than 0.30. Such items were also excluded from the test because such items failed to discriminate the abilities of good and poor subjects. A total of 29 questions were eliminated for this reason.

Thus a total of 30 items were discarded. items discarded for various reasons are presented in Table-1.

**TABLE-1**  
**ITEMS DISCARDED AFTER ITEM ANALYSIS**

S.No.	Q.No.	D.R.	I.D.	Total	S.No.	Q.No.	D.R.	I.D.	Total
1	1				51	51			
2	2				52	52			
3	3				53	53		X	X
4	4				54	54		X	X
5	5				55	55			
6	6				56	56		X	X
7	7				57	57			
8	8	X	X	X	58	58			
9	9				59	59			
10	10	X	X	X	60	60		X	X
11	11				61	61			
12	12				62	62			
13	13				63	63			
14	14				64	64	X	X	X
15	15		X	X	65	65		X	X
16	16				66	66			
17	17				67	67			
18	18				68	68		X	X
19	19				69	69			
20	20				70	70			

21	21		X	X	71	71			
22	22				72	72		X	X
23	23				73	73			
24	24				74	74			
25	25				75	75		X	X
26	26				76	76			
27	27				77	77	X		X
28	28		X	X	78	78			
29	29				79	79			
30	30				80	80		X	X
31	31		X	X	81	81			
32	32	X	X	X	82	82			
33	33		X	X	83	83			
34	34				84	84			
35	35		X	X	85	85			
36	36				86	86			
37	37				87	87			
38	38				88	88			
39	39				89	89			
40	40		X	X	90	90			
41	41				91	91			
42	42				92	92			
43	43		X	X	93	93			
44	44		X	X	94	94			
45	45				95	95			
46	46		X	X	96	96			
47	47		X	X	97	97			
48	48		X	X	98	98			
49	49		X	X	99	99			
50	50	X	X	X	100	100			

The final test therefore contained seventy questions.

### CONCLUSIONS:

From the findings of the study it was concluded that:

1. Six items were eliminated on the basis of difficulty rating which contained items answered correctly by the students below 20 percent and above 80 percent.
2. Twenty-nine items were discarded on the basis of index of discrimination in which poor students did well or better than the upper group.
3. The revised test contained 70 objective type questions in Judo for students of School of Physical Education Devi Ahilya University, Indore.

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## ESTIMATION OF STRESS VULNERABILITY ON THE BASIS OF SELF CARE

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The study was conducted on 30 subjects belonging to Colleges of Bhopal, INDIA with age ranging from 17-25 to find out relationship between Stress Vulnerability (SV) and Self Care (SC) and to estimate SV on the basis of SC. SV was selected as a Dependent Variable and SC was considered as Independent Variable. Stress Vulnerability was measured by Stress Vulnerability Scale developed by two psychologists at Boston University Medical Center, L. I-I. Miller and A.D. Smith and Self Care was measured by using Self Care Inventory developed by David J. Anspaugh, Michael H, Hamrick and Frank D. Rosato. Estimation of SV on the basis of SC was done by using Product Moment Method of Correlation and Regression Analysis. It was concluded that there exist a significant relationship between Dependent Variable { SV} and Independent Variables {SC} as the correlation coefficient values were found greater than the tabulated value at .05 level of significance(-0.795,  $p < .05$ ). To estimate SV on the basis of SC, regression equation was established( $Y = 88.189 - 0.64X1$ ). Standard error of Estimate was found 6.32. Standard error of Intercept and Self care was found 4.94 and 0.09 respectively.

**Key-words:** - Stress Vulnerability (SV), Self Care (SC)

### Introduction

Vulnerability and vulnerable populations are significant concepts in today's health care system. Vulnerable populations are social groups who experience health disparities as a result of a lack of resources and increased exposure to risk (Anderson, Fullilove, Scrimshaw, Fielding, Norman, & Zaza, 1999). Diverse, vulnerable groups are most often comprised of people of color, people living in poverty, and people marginalized by sexual preference, immigrant status, religion, or creed (Flaskerud, et. al., 2002). Vulnerable groups also include high-risk mothers and children, non-English speaking individuals, people with AIDS, and homeless families (Aday, 1997; Shi, 2000).

According to Zubin and Spring (1977) individuals vary in their ability to withstand stressful events. They postulate that in sufficiently stressful circumstances each and every one of us would be at risk of psychotic episodes and that the frequency, duration and intensity of these episodes are functions of our individual degree of vulnerability. They suggest that this vulnerability is both genetically and developmentally



determined which explains why people respond differently to similar stressors. It is the twin approach of environmental stressors and genetics, of nature and nurture, which makes the stress vulnerability model so compelling. Since the early nineteenth century the hereditary aspect of disorders such as schizophrenia has been recognised (Gottesman I. 1991). However the hereditary or genetic model alone is clearly insufficient. "Such familial clustering of schizophrenia, while supporting a genetic basis for the disease, does not rule out a shared environmental aetiology." (Scourfield J.E. & McGuffin P. 1999) The concept of stress vulnerability is further supported by the finding that the objective level of stress is less important than the subjective ability of schizophrenia sufferers to deal with it (Norman R.M.G. & Malla A.K. 1993).

Today the stress vulnerability model is widely accepted (Goldberg D. 2001) (Barker p. 1993) (Kerwin R. & Owen M. 1999) (Royston M.C. & Lewis S.W. 1993). However, it must be acknowledged that so far the theoretical basis for the model has not been clearly established. Clinical observation provides extremely strong grounds for accepting the concept of Stress- Vulnerability but to date research has not established any definitive proof of the existence of a genetic component (Bradley S.J. 2000) (Norman R.M.G. & Malla A.K. 1993a). Indeed, should such a link be proven this will not, in itself, necessarily provide us with a definite cause for schizophrenia.

## **EXPERIMENTATION:**

### **OBJECTIVE OF THE STUDY:**

1. To find out relationship between Stress Vulnerability (SV) and Self Care (SC).
2. To estimate SV on the basis of SC (To establish regression equation)

### **Subjects-**

The study was conducted on 30 subjects belonging to Colleges of Bhopal, INDIA with age ranging from 17-25.

### **Variables-**

Following variables were selected for the purpose of study:

- Dependent Variable: Stress Vulnerability (SV)
- Independent Variables: Self Care (SC)

### **Tools-**

1. Stress Vulnerability was measured by Stress Vulnerability Scale developed by two psychologists at Boston University Medical Center, L. H. Miller and A.D. Smith.
2. Self Care was measured by using Self Care Inventory developed by David J. Anspaugh, Michael I. Hamrick and Frank D. Rosato

**Statistical Analysis-**

1. To find out relationship between Stress Vulnerability (SV) and Self Care (SC), Product Moment Method of Correlation was used.
2. To estimate SV on the basis of SC (To establish regression equation), Linear Regression was used.

**RESULTS:**

To find out relationship between Stress Vulnerability (SV) and Self Care (SC), Product Moment Method of Correlation was used and analysis has been presented in table -1.

**Table-1****Correlation between Stress Vulnerability (SV) and Correlatio**

Independent Variables	correlation coefficient
Self Care (SC)	-0.795

Self Care (SC)

Significant at .05 level

$$r_{.05(28)} = .361$$

Table -1 clearly indicates that there exists a significant relationship between Stress Vulnerability (SV) and Self Care (SC) as the correlation coefficient values were found greater than the tabulated value, at .05 level of significance.

To establish regression equation for predicting Dependent Variable ( Stress Vulnerability) on the basis of Independent Variable ( Self Care) Linear Regression was used and analysis has been presented in table -2.

**Table -2****Multiple Regression Analysis**

	Coefficients
Intercept	88.189
Vertical Jump (cm)	0.64

$$Y = 88.189 + 0.64X_1$$

Where,

Y = Stress Vulnerability (SV)

X1 = Self Care (SC)

Standard error of Estimate was found 6.32. Standard error of intercept and Self care was found 4.94 and 0.09 respectively.

### **DISCUSSIONS:**

Yueh-Feng Yvonne Lu (2007) Conducted a study with specific aims of this study were to (a) identify relationships among care-giving stress, caregivers' functional ability, and number of self-care behavior responses to physical and psychological symptoms in caregivers of persons with dementia and (b) examine the mediating function of functional ability in the relationship between caregiving stress and self-care behavior response to symptoms. A correlational, cross-sectional design was used, and a survey was mailed to 99 caregivers. The survey questionnaire contained items about demographics, caregiving stress, functional ability, and self-care behavior. The results indicate that caregivers who reported higher levels of caregiving stress had poorer self-rated health, poorer physical function, more symptoms, high levels of depressed mood, and more self-care behaviors. Caregiving stress was indirectly related to self-care behavior response to symptoms through functional ability, which suggests a need for developing early interventions to enhance the functional ability and self-care behaviors in response to some caregivers' symptoms.

The Regression equation will be beneficial to estimate stress on the basis of self care.

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# COMPARISON OF EMOTIONAL INTELLIGENCE AMONG BEGINNER SOCCER PLAYERS AND ADVANCE SOCCER PLAYERS

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## **ABSTRACT:**

The present study was an attempt to find out difference between beginner and advance soccer players in their emotional intelligence. To accomplish the objective of the study 100 soccer players having equal number of beginner and advance were randomly drawn from the L.N.I.P.E, Gwalior. Emotional intelligence scale developed by Thimgujam and Ram (1999) was applied to collect the data. 't' test was applied to found out mean difference between beginner and advance soccer players. The results indicated that there is higher level of emotional intelligence among the Advance and Beginners Soccer players

**Keywords-** Emotional Intelligence, Beginner soccer players and Advance soccer players

## **INTRODUCTION:**

The human psychology is very complex phenomena. Emotional intelligence of athletes has drawn more attention and emerged very interesting variable of sports psychology, scientifically understanding emotional intelligence might help to lead a productive life. Golman, 1995 has claimed it to be very important in achieving success in life that to more in an organized group. People having higher level of emotional intelligence are better placed to manage their affair with wisdom. According to Mathews et.al, (2004), "emotional intelligence has generated wide spread interest owing to the increasing personal importance attributed to the emotional management for people in modern society" Golman, (1995) and Sarani, (1999) claimed that EI is positively related to academic achievements, occupational success and satisfaction, emotional health and adjustment. Mayer, John D (2001) Examines the relation between concepts of emotional giftedness and emotional intelligence and attempts to related a person's level of emotion intelligence to the actual ways they cope with challenging social situation, Emotional intelligence to the actual ways they cope with challenging social situations. Emotional intelligence and social behaviour were explained in a pilot study with adolescents, emotional intelligence was measured with the Multifactor emotional Intelligence scale, an ability-based measure of emotion perception, facilitations, understanding, and management. General intelligence was

measured with the Peabody picture vocabulary scale, each of the 11 adolescents also answered questions about how he or she had handled a difficult social encounter. Those with higher emotional intelligence were better able to identify their own and others emotions in situations. Use that information to guide their actions. And resist peer pressure than others. Boyatzis Rechar, Golman, Daniel Kenneth briefly described a model of emotional intelligence based on the competencies that enable people to demonstrate intelligent use of their emotions in managing themselves and working effectively with others. The history and development as well as preliminary statistical results, of a new test based on this model are reported. The test is the emotional competence inventory. The implications for a theory of performance in work settings and an integrated personality theory are mentioned in emphasizing the importance of clusters of competencies in predicting performance and making links to all levels of the human psyche. Mc Crae-Rober- R (2000) Attempts to describe the personality profile of the hypothetical emotionally intelligent person from the perspective of the five factor model of personality and draw some implications about the emotional intelligence construct from established knowledge about personality traits. The author discusses mixed models of emotional intelligence and examines the ability model of emotional intelligence, the author then analyses the status of the emotional intelligence in relation to openness to experience. A Sport psychologist, Lawther (1972) discovered that most studies of male and female athletes reports them to rank high in such traits as self-confidence, extroversion, leadership dominance, emotional maturity, social poise, having high level of aspiration and consideration for others. Female athletes are more concerned with appearance and aesthetic aspects in sports in the review of literature it has been presented a resume of all the studies conducted in the psychology of sport in general, and its impact on psychological factors in particular. It is apparent that although a number of studies are available both in the field of socio-cultural status and sociopsychological correlation but there is no integrated picture of participation of sports activities and its impact on the personality dimension of soccer players. At the same time it also became clear that what is needed is a comprehensive picture of the relationship between physical and sports activities and its impact on the personality dimensions like emotional intelligence of the beginner soccer players and advance sports men. Many research studies in the psychology of sport men and women studied separately not shown much interest and has been not focused on the participation of sports and physical activities, which plays a major role in determining the personality factors of the soccer players, which could play an important role in their performance. In the face of more and more men and women belonging to different strata of sports profession are entering the sports arena every year and sharing the laurels with their counterparts it was felt necessary to study the a emotional intelligence of soccer players who are participating and non-participating in sports.

**METHODOLOGY:**

**Selection of Subjects-**

For the purpose of the study 100 subjects were selected from L.N.I.P.E, Gwalior from which 50 were beginner soccer players and 50 were advance soccer players. Samples mean age was 20 Years. Scoring pattern as indicated in below paragraph.

**Selection of Variables-**

For the purpose of study the following variables were selected.

- a. Independent Variable: - Soccer players & Non Soccer players.
- b. Dependent Variable: - Emotional intelligence.

**Collection of Data-**

The Emotional Intelligence Scale developed by Thimgujam and Ram (1999) has been applied in the present study. While scoring the emotional intelligence scale, the respondents feeling strongly agree would be awarded 1, for agreeing 2, for undecided 3, for disagree 4 and finally for strongly disagreeing 5 would be awarded to the respondents.

**Statistical Analysis-**

To assess the influence of physical activity on emotional intelligence “t” test is applied to compare the results of the two groups.

**RESULT AND DISCUSSION:**

The study was carried out to see the influence of physical activities on the development of emotional intelligence of the sportsperson and also attempt see the influence of demographical variable in moulding the emotional condition of the sportsperson.. Because various research studies reveals that participation of sports bring the tremendous changes and plays significant role in moulding the personality and emotional health of the sportsperson. Hence researcher made here an attempt to explore the relation and significant influence on physical activities and sports on emotional intelligence of the Advance and Beginner soccer players

**Table no.1 Mean and standard deviation of advance and beginner soccer players**

Emotional intelligence	Advance Soccer players	Beginner soccer players
Mean	93.0400	86.000
Sd	8.2385	13.127
t.value	2.257	

\*significant at 0.5 level

Fig no. 1. Mean of advance soccer players and beginner soccer players. The table 1 showing the Mean, SD and 't' value of the Advance and Beginner soccer players formulated hypothesis that there would be significant difference between

Advance and Beginner soccer players in their emotional intelligence. The calculated data was tested, and Mean score of the advance soccer players was 93.0400 and SD is 8.23 and beginner soccer players was 86.000 and 13.12 respectively and calculated 't' value is 2.25, it reveals that advance sportsperson mean score is higher than beginner sportsperson, and it also reveals that there is significant difference in emotional intelligence of Advance and Beginner soccer players. Because, The calculated' value is greater than table value and it is significant at 0.5 level. It may generalized that participation of soccer players provides ample opportunity to participate and express their emotion freely and cultivate emotional skills and to get mastery to produce, regulate, manipulate, and control emotion and stress among the students in respect of life and game situation frequently occur in the competition Whereas non soccer players get less opportunity to participate and control and manipulation of stress.

#### CONCLUSION:

The study reveals that participation in sports activities influence on developing and cultivating qualities and ability of controlling the sportsperson. So we should promote the children to participate in sports so that they can be more emotionally balanced and can be able to take the crucial decisions.

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## COMMUNICATION AS A TOOL FOR ORGANIZATIONAL DEVELOPMENT

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He has been teaching both under graduates and postgraduate courses for over a decade. Several of his research papers have been published in both national and international levels. He has conducted various tournaments at national and international levels officiating in various capacities. He has guided many students in research.

He has represented MP at nationals in Basketball & swimming and is on many boards and panels in different capacities. He is a member of the Board of study of Physical Education of Barkatullah University, Bhopal. At present he is the Principal of Vidya Niketan Samiti College of Physical Education. Bhopal.

### **INTRODUCTION:**

Everyone in modern society, including members of the general public, organizational behavior scholars, and management practitioners, freely uses the term communication. In fact, communication is a personal process that involves the exchange of behaviors. In addition to its being a personal process, a communication expert emphasizes the behavioral implications of communication by pointing out that "the only means by which one person can influence another is by the behaviors he performs- that is, the communicative exchanges between people provide the sole method by which influence or effects can be achieved." Although communication has application to all phases of managing, it is particularly important in the function of leading. Good

communication has been defined as the interchange of thought or information to bring about mutual understanding and confidence. In its broadest sense, the purpose of communication in enterprise is to effect change-to influence in the action in the direction of enterprise welfare. Small business mvners, for example, require considerable information flow from external sources that have knowledge. which they can utilize for the prosperity of their operation. They need the flow of knowledge about prices. competition, technology, and finance, as well as information about the business cycle. government activity, and the conditions of peace or war itself. This knowledge supplies the basis for decisions affecting product lines, production ratios, marketing strategy, quality, and the mix of productive factors. In the management literature, information systems were only associated with computer systems. Now, in the organizational behaviour field, information processing is seen as a way t explain the cognitive aspects of humans. Similar to a computer system. people's cognitive process attain information (input) from the environment, store it, retrieve and manipulate it, then respond to it overly (output). Today, it is recognized that there are different information processing mode's that can be used to explain human cognitions as well as organizational communication. With the common use of computers today, computers do almost all inkrmalion processing. MIS involves generating, processing, and transmitting information. The system itself involves not only computer hardware and software but also data and people both MIS personnel and users.

### Management Information Systems (MIS) and Felecommunication

The Organizational Communication ,Process Inter-personal Communication Non-Verbal Communication

#### Fig: Continuing Communication in Organizational Behavior

The major problems faced by modern industries are primarily human, not technical in nature. Since the advent of human relations theory, the concept of coordination between management and employees has gained tremendous momentum. This has led to the conclusion that effective communication is the only means to achieve effective coordination to achieve the common organizational objective. Communication involves transmission of information, ideas, emotions, and skills by the use of symbol words, pictures, and figures from one person to another. It is in the best interest of all, necessary to design an effective employee communication system in a organization to ensure [hat the purpose of communication is attained. Communication is affected by a variety of influences including attitudes, personalities and relationships. Hence, most of our communication can be understood in-terms of the following:

- a. Cognitive Communication: The basic purpose is to transmit content of information.
- b. Expressive Communication: Communicate to express attitudes and feelings.

- c. Persuasive Communication: Attempt to influence others.
- d. Social Communication: Most of our communications are related with knowing people or acknowledging their presence for maintaining human relations.
- e. Non-verbal Communication: Communication through facial features, especially our eyes and mouths, and also through our postures and gestures. Also there are some global non-verbal communication symbols, which are understood by peoples globally. Recently some research has been taken up on this topic.

### **COMMUNICATION PROCESS:**

Communication can be thought of as a process or flow, and problem arises when there are some deviations or blockages in that flow. Every communication process is made up in seven parts as below:

Message Source Encoding      Channel      Decoding      Receiver Feedback

### **DIRECTION OF COMMUNICATION FLOW:**

Communication system in an organization should be so designed as to meet the information requirement of downward, upward and horizontal levels in the same department or in different departments. These systems are called networks-regular patterns of person-to-person relationships through which information flows in an organization. Two kinds of networks exist in every system: formal and informal. Formal network systems are designed by management to dictate who should talk to whom to get a job done. Informal networks, on the other hand, emerge as a pattern of interactions, which follows neither the lines of authority nor their functions. The flow of communication in an organization could be as below:

### **LATERAL COMMUNICATION:**

Horizontal or lateral communication consists of between members of an organization with equal power. This kind of communication serves following five purposes: Task coordination; problem solving; Sharing Information; Conflict Resolution; and Sense of Belongingness. Despite the importance of above five functions, several forces work to discourage communication between peers. They are like rivalry, specialization, lack of motivation, information overload, physical barriers, etc.

### **DOWNWARD COMMUNICATION:**

Whenever a manager or a supervisor sends a message to one or more subordinates, it is known as downward communication generally, two methods are adopted for facilitating downward communication-written and oral. These may include specific task directives, instructions concerning job performance, information about organization procedures and policies, feedback to the subordinate regarding his/her job

performance. The problems occur due to several reasons: lack of awareness, insufficient or unclear message, message overload, serial transmission, and over-consciousness of power and position.

### **UPWARD COMMUNICATION:**

Upward communication occurs when messages flow from subordinates to superiors. While such communication can take many forms they can be reduced to four types: What to person says (1) about himself his performance, and his problems, (2) about others and their problems, (3) about organizational policies and practices, and (4) about what needs to be done and how it can be done.

### **COMMUNICATION OF THIS TYPE IS CRUCIAL TO ORGANIZATION SUCCESS:**

It provides several necessary functions for both subordinates and superiors. Subordinates gain from it a sense of personal worth, a release of emotional tensions and pressures and a feeling of belongingness to the organization. For superiors, upward communication provides a measure of their subordinates' receptiveness to downward communication. However, there are a few factors, which create problems with upward communication. They are like risk, distortion, and status differential. Some of the methods for improving upward communication are: suggestions boxes, quality circles, joint participative for a like shop council, attitude surveys, grievance handling, formal progress reports, and meetings.

### **BARRIERS TO EFFECTIVE COMMUNICATION:**

There are many things, which may hinder our communication with other besides non-verbal messages or inappropriate distances. Some of the more common barriers are as follows:

1. **Passing Judgment:** The biggest barrier to communication is our natural tendency to judge, to approve or disapprove of what is said.
2. **Stereotypes:** There are widespread generalizations that have little or no basis in fact and which distort our communication with others.
3. **Anxiety and Self-centeredness:** When we are anxious, aroused, or riled up in ourselves, we don't communicate well.
4. **Overreacting to emotional words:** People who are emotionally aroused or highly prejudiced often distort communication by using emotionally loaded words.
5. **Interrupting Needlessly:** This is usually done by people in positions of power, like executives, supervisors, teachers, and parents. Also, men tend to interrupt more than women, especially in man-woman communication.

6. Hidden Agenda: This has proved to be a serious one even in case of the present NDA Government. When people enter a conversation of meeting with special interests or needs not evident on the surface, the resulting communication is distorted by "hidden agendas".

### **COMMUNICATION & CAMPUS RECRUITMENT:**

Communication is a spontaneous flow or inner feeling of individual about something/someone in a systematic process. Sound knowledge in the concerned field also enable the person to have a good command, which helps him communicate his ideas better to others. From the experience of Campus Recruitment programmes conducted by reputed organizations at MACT, it has been observed that the students are yet to improve their communication skills a lot. In many cases, the encoding and decoding- both the processes becomes standstill. For improving communication skills of the students, the following areas are to be taken care of:

- a. Improvement in vocabulary;
- b. Use of common language understood by all;
- c. Be aware about the responsibility involved in the position for which you are interviewed.
- d. Theoretical & practical concepts in the subject should be clear. No ambiguity should be there.
- e. Listen to the interviewer carefully. and try to answer only to the point.
- f. Be submissive, polite, acceptable, and try to avoid any type of conflict.
- g. Show your willingness to join the organization.
- h. Be positive and don't ask any negative questions.

### **IMPROVING COMMUNICATION:**

Anytime one can remove one of the barriers to communication, well and good. Withholding judgment and avoiding needless interruptions are especially helpful. Here are some further guidelines for effective communication. The better you observe them. the more you will do your part to foster good communication.

1. Adopt an accepting attitude: Acceptance refers to a basic attitude of trust and positive regard towards others, regardless of whether of not you agrees with what they are saying. In contrast, negative attitudes such as distrust and suspicion put others on the defensive, making for guarded communication.
2. Be Physical Attentive: Face your partner. Maintain appropriate eye contact. Make certain that your posture and gestures reinforce your words. Sit or stand at

an appropriate distance to put your partner at his/her ease. Remember, whether you are speaking or listening, you must concentrate to communication.

3. Listen for the total meaning: Remember, people communicate for a variety of purposes, such as to express their attitudes and emotions, Listen for the feelings as well as the factual information.
4. Share responsibility for communication: Whether you are listening or speaking, is an active participant. Whenever you are unclear about something that has been said let the speaker know by providing active feedback.
5. Observe Non-verbal Communication: Pay attention to the other person's body language as well as their words. Watch facial expressions. How much does that person look at you? Listen to his or her tone of voice, inflection, and rate of speech. Does the person's body language confirm or contradict his/her words'?
6. Express yourself clearly: Think about what you want to say. Choose your word carefully. Also learn to speak in a way that makes people want to listen to you.

In short, it can be said that effective communication is an art of expressing oneself in a clear and assertive way and listening others in a non-reflective manner. One should have a good tongue and two big ears.

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# PHYSIOLOGICAL RESPONSES OF DISTANCE RUNNERS UNDER SIMULATED COMPETITION DEMANDS

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## ABSTRACT:

Physiological study in relation to exercise and actual physical demand during event is very important to critically understand physiological basis of performance. The fatigue causing factors workload, recovery pattern from fatigue etc. should be very specifically understood in real terms. Understanding this background, the research scholar took up research project to investigate in- depth and detailed Physiological responses of two Long distance running events 5000mts and 10,000mts. For the purpose of this study Lactate response, Blood Glucose, V<sub>O2</sub> max., Respiratory rate, Heart rate and Lactate Dehydrogenase (LDH) were chosen as the Indicators of physiological responses and fatigue of long distance runners. To assess Physiological responses of Long distance runners under simulated competition demands.

The modernization and establishment of LNUPE, Human Performance laboratory with most state of art equipments and instrument facilitated conception of this research and selection of variables for this study. The availability of instruments like Lactate scout analyzer and Accu - check analyzer offered data collection and experimentation feasible on field in actual conditions. The fact is that the selected physiological parameters provides basis for performance as well as are significant indicators of performance capacity. In order to analyze the data descriptive statistics and t- test was applied and level of significance was set at 0.05 level. The long distance running events like 5000mts and 10,000mts are not absolutely aerobic event. The anaerobic proportion of Long distance running 5000mts and 10,000mts is of significant level and fatigue caused in these events are due to anaerobic glycolysis and lactate accumulation is also in significant proportion along with aerobic part of the activity. The anaerobic lactate threshold of 5000mts and 10,000mts runners normally starts at 75-80% of V<sub>O2</sub> max. Lactate response in terms of recovery from the effect of 5000mts and 10,000mts event is directly proportional to duration of rest and recovery period. This signifies more the duration of rest period better will be the lactate recovery. Heart rate assessment is one of the most effective and comprehensive method to examine load intensity, load factor or fatigue evaluation.

## INTRODUCTION:

Physiological study in relation to exercise and actual physical demand during event is very important to critically understand physiological basis of performance. The fatigue causing factors workload, recovery pattern from fatigue etc. should be very specifically understood in real terms. Understanding this background, the research scholar took up research project to investigate in- depth and detailed Physiological responses of two Long distance running events 5000mts and 10.000mts.

In this context an in depth investigations on Physiological basis of long distance runners is crucially important for high performance training implications. Research Scholar having gone through the critical literature in this respect identified two groups of parameters that were considered significant indicator and basis of aerobic as well as anaerobic capacity. For the purpose of this study lactate response, Blood Glucose,  $\dot{V}O_2$  max. , Respiratory rate, Heart rate and Lactate Dehydrogenase (LDH) were chosen as the Indicators of physiological responses and fatigue of long distance runners. The parameter groups were cardio-respiratory and biochemical blood constituents. The cardio-respiratory parameters were indicators as well as basis of aerobic and anaerobic performance capacity. Similarly the biochemical blood variables were indicator of energy source and fatigue accumulation. To assess Physiological responses of Long distance runners under actual competition demands.

## METHOD:

The modernization and establishment of LNUPE, Human Performance laboratory with most state of art equipments and instrument facilitated conception of this research and selection of variables for this study. The availability of instruments like Lactate scout analyzer and Accu- check analyzer offered data collection and experimentation feasible on field in actual conditions.

For the purpose of this study lactate response, Blood glucose,  $\dot{V}O_2$  max.

Respiratory rate, Heart rate and Lactate Dehydrogenase (LDH) were chosen as the indicators of Physiological responses and fatigue of long distance runners. An understanding of various physiological responses and recovery pattern is utmost necessity for understanding in depth about training as well as performance implications for long distance runners. The fact is that the selected physiological parameters provides basis for performance as well as are significant indicators of performance capacity. In order to analyze the data descriptive statistics and t- test was applied and level of significance was set at 0.05 level.



RESULTS:

Table-1

DESCRIPTIVE ANALYSIS OF PHYSIOLOGICAL RESPONSES OF LONG 5000m RUNNERS

Variables	Experimental Conditions	Mean	S.D.	Minimum	Maximum	Range
Heart Rate	Pre-test	64.60	8.28	54.0	78.0	24.0
	Post-test	175.80	11.68	162.0	192.0	30.0
Respiratory Rate	Pre-test	15.10	2.38	11.0	18.0	7.0
	Post-test	35.30	4.69	28.0	42.0	14.0
Blood glucose	Pre-test	99.40	9.38	85.0	112.0	27.0
	Post-test	196.0	44.46	144.0	281.0	137.0
Blood Lactate	Pre-test	6.07	2.51	2.10	11.20	9.10
	Post-test	15.05	2.97	9.60	19.10	9.50
Lactate Dehydrogenase	Pre-test	383.00	20.74	349.0	412.0	63.0
	Post-test	432.00	41.80	392.0	534.0	142.0
VO <sub>2</sub> max.	Cooper's 12	74.22	2.04	71.56	77.67	6.11
minutes Run/ Walk test						

The mean and standard deviation of long distance runners pertaining to selected variables i.e. Heart rate, Respiratory rate, Blood glucose, Blood lactate, Lactate Dehydrogenase and V02 max are presented in Table-1.

The mean and standard deviation for Heart rate for different experimental conditions are as follows: Pre-test (64.60 ± 8.28), Post-test (175.80 ± 11.68),; for Respiratory rate, Pre-test (15.10 ± 2.38), Post-test ( 35.30 ± 4.69),; for Blood Glucose Pre-test ( 99.40 ± 9.38), Post-test (196.0 ± 44.46),; for Blood lactate Pre-test ( 6.07 ± 2.51), Post-test (15.05 ± 2.97),; for Lactate Dehydrogenase (LDH) Pre-test (383.00 ± 20.74), Post-test ( 432.30 ± 41.80); for V02 max mean and standard deviation is 74.22 ± 2.04.

Table - 2

DESCRIPTIVE ANALYSIS OF PHYSIOLOGICAL RESPONSES OF 10,000MTS RUNNERS

Variables	Experimental Conditions	Mean	S.D.	Minimum	Maximum	Range
Heart Rate	Pre-test	70.80	5.90	60.0	80.0	20.0
	Post-test	177.50	11.97	156.0	192.0	36.0
Respiratory Rate	Pre-test	15.80	2.10	13.0	19.0	6.0
	Post-test	38.10	3.35	34.0	44.0	10.0
Blood glucose	Pre-test	106.0	9.67	92.0	124.0	32.0

	Post-test	229.70	29.58	184.0	286.0	102.0
Blood Lactate	Pre-test	3.62	1.07	2.20	5.30	3.10
	Post-test	12.87	3.16	7.90	17.90	10.0
Lactate	Pre-test	371.10	13.05	350.0	392.0	42.0
Dehydrogenase	Post-test	407.20	24.79	372.0	446.0	74.0
VO <sub>2</sub> max.	Cooper's 12 minutes Run/ Walk test	75.56	2.47	72.11	80.44	8.33

The descriptive statistics of Physiological responses and recovery pattern of 10,000 mts runners and the mean and standard deviation of all variables are presented below in Table- 2.

The mean and standard deviation for heart rate for different experimental conditions are Pre-test ( $70.80 \pm 5.90$ ), Post-test ( $177.50 \pm 11.97$ ); for respiratory rate, Pre-test ( $15.80 \pm 2.10$ ), Post-test ( $38.10 \pm 3.35$ ); for Blood Glucose Pre-test ( $106.0 \pm 9.67$ ), Post-test ( $229.70 \pm 29.58$ ); for Blood lactate Pre-test ( $3.62 \pm 1.07$ ), Post-test ( $12.87 \pm 3.16$ ); for Lactate Dehydrogenase (LDH) Pre-test ( $371.10 \pm 13.05$ ), Post-test ( $407.20 \pm 24.79$ ); for V02 max mean and standard deviation is  $75.56 \pm 2.47$ .

**Table -3**

**GROUPWISE MEAN, STANDARD DEVIATION AND t-VALUE FOR  
MAXIMUM OXYGEN CONSUMPTION (VO<sub>2</sub> max)**

Long Distance Runners	Number	Mean	Standard Deviation	df	t-value
5,000 mts.	10	74.22	2.04	18	1.32
10,000 mts.	10	75.56	2.47		

\* Significant at 0.05 level.

Tab to.05 (18) =2.10 From Table-3, it is evident that t-value is 1.32 which is not significant at 0.05 level with 18 degree of freedom. It indicates that mean scores of maximum oxygen consumption (V02 max) of 5000 mts and 10,000 mts runners do not differ significantly. Thus, it implies statistically the difference between the mean scores of

V02 max of both the groups 74.22 and 75.56 were insignificant.

The graphical representation of mean of V0<sub>2</sub> max. is shown in Figure1

Fig 1. Mean of V02 max among 5,000mts and 10,000mts runners

Table - 4

**SIGNIFICANCE OF DIFFERENCE BETWEEN PRE-TEST AND POST TEST MEANS OF LACTATE DEHYDROGENASE OF 5000M RUNNERS**

Test	Mean	Number	Standard Deviation	df	t-value
Pre-test	383.00	10	20.74	9	5.025*
Post-test	432.00	10	41.80		

\* Significant at 0.05 level.

Tab to.05 (9) =2.26

From Table — 4, it is evident that there is significant difference in pre and post test mean value of Lactate dehydrogenase accumulation among 5000mts runners as the obtain t-value is 5.025 which is significant as it is greater than the criterion t value 2.26 required to be significant at .05 level of significance. It may therefore, be concluded that the post test mean scores of Lactate Dehydrogenase (LDH) (432.0) are significantly higher than the pre-test mean scores of LDH (383.0) after 5000mts distance running. This clearly implies Lactate Dehydrogenase accumulation significantly increases as result of 5000 mts.

The graphical representation of pretest and post test mean of LDH of 5000 mts is shown in Figure 2

Fig 2 Pre-Test and Post Test means of Lactate Dehydrogenase of 5,000 mts Runners

Table - 5

**SIGNIFICANCE OF DIFFERENCE BETWEEN PRE-TEST AND POST TEST MEANS OF LACTATE DEHYDROGENASE OF 10,000M RUNNERS**

Test	Mean	Number	Standard Deviation	df	t-value
Pre-test	371.10	10	13.05	9	6.75*
Post-test	407.20	10	24.79		

\* Significant at 0.05 level.

Tab too5 (9) 2.26

Table — 5 clearly indicates that the pre-test and post test means of Lactate Dehydrogenase of 10,000mts runners differ significantly. Since the obtain t value 6.75 was found to be significantly greater than the criterion t value 2.26 required to be significant at .05 level.

It may therefore, be concluded that the Post-test mean scores of LDH (407.20) are significantly higher than the Pre-test mean scores of LDH (371.10) after 10,000m

distance running. Hence it can be also infer categorically that 10000meter distance running event causes significant increase in Lactate Dehydrogenase accumulations.

The graphical representation of pretest and post test mean of LDH of 10,000 mts is shown in Figure 13

Fig 3 Pre-Test and Post Test means of Lactate Dehydrogenase of 10,000 m

## DISCUSSION/CONCLUSIONS:

### Runners-

1. The long distance running events like 5000mts and 10,000mts are not absolutely aerobic event.
2. The anaerobic proportion of Long distance running 5000mts and 10,000mts is of significant level and fatigue caused in these events are due to anaerobic glycolysis and lactate accumulation is also in significant proportion along with aerobic part of the activity.
3. The anaerobic lactate threshold of 5000mts and 10,000mts runners normally starts at 75-80% of  $\dot{V}O_2$  max.
4. Lactate response in terms of recovery from the effect of 5000mts and 10,000mts event is directly proportional to duration of rest and recovery period. This signifies more the duration of rest period better will be the lactate recovery.
5. Heart rate assessment is one of the most effective and comprehensive method to examine load intensity, load factor or fatigue evaluation.
6. A typical 5,000mts and 10,000mts events places workload demand intensity between 80-85% of maximum when observed in terms of heart rate at the end of the event.
7. Significant level of lactate accumulation was recorded for both the events, which seem to be contrary to the popular notion that these events are purely aerobic in nature.
8. Enzymatic and hormonal activity significantly raises Blood glucose level during 5000mts and 10,000 mts event to meet the intense energy demands.

The blood glucose level could raised to 120% immediately after the completion of the event from the normal stage.

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## WOMEN IN SPORTS

Dr. Minakshi pathak

### OVERVIEW

- Brief History of Women in Sports
- Psychological aspects
- Personality Development
- Personal Experience
- Questions

### HISTORY OF WOMEN IN SPORTS

- 776 B.C. — first Olympics: no women allowed
- 1896- first modern Olympics in Athens women not allowed, but compete anyway
- 1900- women in Olympics: tennis, golf, & croquet
- 1967- Katherine Switzer registers for Boston Marathon
- 1960/1972 — the IOC recognizes more women's sports including rowing
- 1970 — Billie Jean King made great strides for women in tennis

**"I AM STRONG. I AM INVINCIBLE. I AM WOMEN."**

### HELEN REDDY:

- 1973 — 1.3 million girls participating in high school sports vs. 294,000 in 1970
- 1996 — 2.4 million girls play high school sports
- 2000 — 16 new women's events in the Sydney Olympics & Equality
- Present — more athletic women in media seen as role models

### MYTHS/REALITY:

**COAKLEY-**

- Damage to reproductive organs
  - More fragile bone structure
  - Less attractive than other girls
  - Less time to focus on academics.
- 
- No damage to reproductive organs
  - Exercise is crucial to prevention of osteoporosis and prevention of breast cancer
  - Stronger self-images and Lower levels of depression
  - Less Likely to have unwanted pregnancy
  - More likely to graduate from high school and get better grades

**PSYCHOLOGY OF WOMEN IN SPORTS:**

- **Gender role orientation**
  - Role Conflict — inner conflict about taking on a “male” role
  - Psychological androgyny — mixture of the best of both gender roles and expectations
- **Homosexuality**
  - No relationship to sport and does not affect athletic performance
- **Eating Disorders**
  - Overall may provide protection
  - Prevalence is sport specific
- **Fear of Success**
  - explains female fear of succeeding

**PERSONALITY DEVELOPMENT:**

“The sum total of an individual’s characteristics which make him/her unique”  
Collection of traits; consistent Construct of personality.

**COMPONENTS OF PERSONALITY:**

- **Id**

- Irrational; operates from “pleasure principle”
- Usually sexual or aggressive instincts
- **Ego**
- Logical, reality-oriented
- **Superego**
- Conscience, internalized moral standards

**SOCIAL REINFORCEMENT:**

- Rewarded behaviors are more likely to be repeated
- Verbal/nonverbal communication may affect response
- Positive reinforcement (give a positive)
- Negative reinforcement (remove a negative)
- Punishment (apply a negative)
- Today more than 150,000 women participate in intercollegiate athletics — fourfold increase since 1971.
- Women won a record 19 Olympic medals in the 1996 Summer Olympic Games
- 1994 — Increase in doctoral degrees, Law degrees, and medical degrees earned by women, compared to 1972

**WHAT SPORTS HAVE DONE FOR ME**

- Teamwork
- Dedication — never quit
- Time management
- Work ethic - the body can achieve what the mind believes
- Attitude - I can do anything I put my mind to

“DREAM A LITTLE SWEAT A LOT

THANK YOU



# **CONSTRUCTION OF KNOWLEDGE TEST ON HISTORY AND RULES OF JUDO FOR PHYSICAL EDUCATION STUDENTS**

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## **INTRODUCTION:**

The various processes of measurement and evaluation more easily and objectively enable the physical educator to make decisions about students and their performances. Tests must be administered, measures must be assigned and every teacher must make evaluations regularly.

The objective knowledge test requires brief response to questions encompassing smaller pieces of information. They have certain characteristics as they are quickly, efficiently and objectively graded. They are reliable. They cover intensive amount of subject content. They clearly define the work to be done.

Judo provides excitement, satisfaction and also a superb method of keeping fit for all ages. It was a derivative of jujitsu used by Samurai (warriors) in Japan's violent-feudal past, which was later distilled into the sport of Judo by Prof. Jigoro Kano and promoting it by opening a legendary Kodokan Club in 1882. The word "Kodokan" meant a school for studying the way: the "way" being the concept of *do*.

The purpose of this study was to construct a standardized test on History and Rules of Judo to measure the knowledge of the students of School of Physical Education, Devi Ahilya University, Indore.

## **METHODOLOGY:**

Main objective of this study was to construct knowledge test on history and rules of Judo. For this purpose fifty students of Master of Physical Education from the School of Physical Education, Devi Ahilya University, Indore in 2005-06 sessions, were selected to serve as subjects. The age of subjects ranged from 17 to 25 years. All the

subjects had regular theoretical classes during which different aspects of the game were theoretically explained together with practical implications.

Keeping in view, the learning level of the subjects and the utility of the test, the following objectives were set: -

1. To see the knowledge pertaining to the history and development of judo.
2. To develop an understanding of the basic rules of judo and their interpretations.
3. New rules and their interpretations as adopted by International Judo Federation.

The test consisted of 100 objective type questions from different aspects of the game in a

Definite proportion. Questions were selected covering various aspects of game i.e. history and development of game, new rules and their interpretations as adopted by International Judo Federations and the terminologies.

Before administering the test intensive instructional classes were conducted for the subjects to cover various aspects of the history and rules of Judo. This was to make the subjects well acquainted with the subject matter. Each explanation was taught with due explanation with the help of diagrams (wherever necessary).

A 100 items objective test was first administered to ten students in order to determine clarity of question items and on that basis the question items were refined and subjected to careful analysis. Then a second trial run of the question items was administered to 50 students. which they answered in the allotted time of 60 minutes.

These sheets were then evaluated.

### **FINDINGS:**

There were 100 objective type questions in the initial test. All the students were given ample directions before administering the test. The answers to be written in the blanks were provided with each question. All questions carried equal marks and maximum marks were 100. One point was awarded for each correct response. The sum of the total number of correct responses was the final score of each subject. The range of scores for fifty examinees was 20 to 91 the means score was 55.18.

Item analysis was used to make decisions about individual items within the test as well as the worthiness of the test as a whole. For analyzing this Difficulty Rating and Index of Discrimination were employed.

The reliability of the test was established by using split halves method. correlating between the correct odd and correct even number of items. Spearman Brown prophecy formula was used.

The value of coefficient of correlation of odd and even number question with 100 test items was 0.335. which yielded a reliability coefficient of 0.502 for the entire test. The coefficient of correlation by test-retest method with selected test items was 0.99.

**DISCUSSION OF FINDINGS:**

The finding of the study indicated that the degree of difficulty rating for the knowledge test questions ranged from 0.12 to 0.86. The mean of difficulty rating was 0.559. those questions which were answered correctly by more than 80 percent of subjects were judged to be too easy and answered correctly by less than 120 percent were considered too difficult. A total of six test items were eliminated from the test for this reason.

Index of discrimination indicated those questions in which poor students did well or better than the subjects of the upper group and the value in less than 0.30. Such items were also excluded from the test because such items failed to discriminate the abilities of good and poor subjects. A total of 29 questions were eliminated for this reason.

Thus a total of 30 items were discarded. Items discarded for various reasons are presented in Table-i.

**TABLE-1**  
**ITEMS DISCARDED AFTER ITEM ANALYSIS**

S.No.	Q.No.	D.R.	I.D.	Total	S.No.	Q.No.	D.R.	I.D.	Total
1	1				51	51			
2	2				52	52			
3	3				53	53		X	X
4	4				54	54		X	X
5	5				55	55			
6	6				56	56		X	X
7	7				57	57			
8	8	X	X	X	58	58			
9	9				59	59			
10	10	X	X	X	60	60		X	X
11	11				61	61			
12	12				62	62			
13	13				63	63			
14	14				64	64	X	X	X
15	15		X	X	65	65		X	X
16	16				66	66			
17	17				67	67			
18	18				68	68		X	X
19	19				69	69			
20	20				70	70			

21	21		X	X	71	71			
22	22				72	72		X	X
23	23				73	73			
24	24				74	74			
25	25				75	75		X	X
26	26				76	76			
27	27				77	77	X		X
28	28		X	X	78	78			
29	29				79	79			
30	30				80	80		X	X
31	31		X	X	81	81			
32	32	X	X	X	82	82			
33	33		X	X	83	83			
34	34				84	84			
35	35		X	X	85	85			
36	36				86	86			
37	37				87	87			
38	38				88	88			
39	39				89	89			
40	40		X	X	90	90			
41	41				91	91			
42	42				92	92			
43	43		X	X	93	93			
44	44		X	X	94	94			
45	45				95	95			
46	46		X	X	96	96			
47	47		X	X	97	97			
48	48		X	X	98	98			
49	49		X	X	99	99			
50	50	X	X	X	100	100			

The final test therefore contained seventy questions.

### CONCLUSIONS:

From the findings of the study it was concluded that:

1. Six items were eliminated on the basis of difficulty rating which contained items answered correctly by the students below 20 percent and above 80 percent.
2. Twenty-nine items were discarded on the basis of index of discrimination in which poor students did well or better than the upper group.
3. The revised test contained 70 objective type questions in Judo for students of School of Physical Education Dcvi Ahilya University, Indore.

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## CARDIAC PROBLEMS - AN OVERVIEW

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### Abstract

The practice of yoga in a regular basis and adopting a method that is suitable to traditional, systematic would keep off heart attack. Yoga peace of mind in a irangulative of spirit and the balance of physique. It purifies the mind and body alike. The exercises called Asanas controls the physiological and psycho'logical disposition of a person. The emergence of mushroom hospitals is the consequence of increasing diseases and illness. To lead a healthy and yogic life.

The age old Indian tradition is considering the God given body as a means to practice dharma and attain moksha. The slogan of world cardiac healthy day is "Team up for cardiac health" "To ensure cardiac health one should follow a style of life that is centred on punctuality and self discipline "Sareeram Adyam Khalu Dharma Sadhanam" Without body nothing can be attained. It is the prime duty, therefore all people to keep their body in condition of perfect health. If we analyse the death rate a majority of people in the world die due to cardiac arrest and cerebro vascular accident. (CVA) A combined activity ensures the heart that is totally healthy. Every year 30<sup>th</sup> September is celebrated to be the world cardiac health day. The abundance of love is expressed to something that overflows from our heart. Even when one loves with all this heart how many people do realise the condition of heart. A controlled diet, regular exercise will definitely offer a heart that is intact.

Ignorance is the prime cause of all illness. Our Women knows everything about management of a Home, but know practically nothing about the management of their health.

Once heart element was more seen in men than women. The reason was their habits and the habit of controlling the emotion as against their counter parts who express their emotion through laughter and tears. But now a days the rate of heart elements is on the increase among women. As the time it is the heart complains among women would rise to 12% as against the report of statistics of 1990 it is recorded that the death due to cerebro vascular accident (CVA) and heart failure was reported to be 1.75 cores. Every year at the rate of 15 ladies per minute die of heart attack resulting in a total 86 lakhs. The chances of heart complains are more among women who have reached menopos. Unlike men there is a great unwillingness among women to do

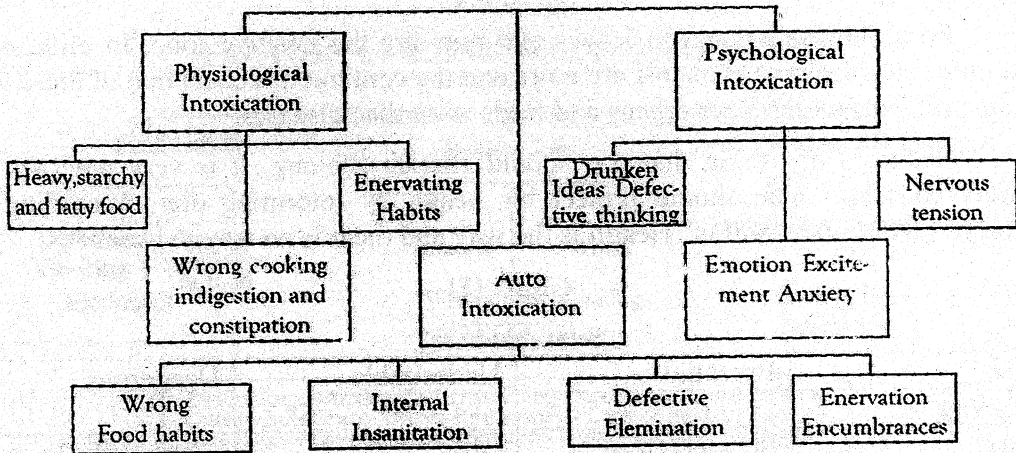
exercise, lack of interest in doing exercise, high blood pressure, high heart rate, etc all these leads to heart problem one of the reasons for high cardiac complaint among women is their tendency to eat all the leftover food, being a passive smoker of their partner, Usage of contraceptive tablets, the delay in diagnosing their illness, failure in continuing treatment, the lack of attention given to the illness of women in the developing countries. The symptoms of women suffering from heart problem are different from that of women that man. A pain the chest need not necessarily be a sign of heart attack. The pain that is experiences at the shoulder which slowly spreads to the hand, backm stomach, neck is the symptom of heart element among women. The feeling that they don't have proper digestion, vomiting, exhaustion, sweating, anxiety, etc. When these symptoms appear it is advisable to route the person to the doctor. Heart element of a women is more among women than men.

“An illness of the body is always the outer expression and translation of a disorder disharmony in the inner being. Unless this inner disorder i heald, the outer care cannot be total and permanent.

The miserable plight if the heart condition of infance is very pitiable. Nearly 25 crores of infants of the world are recorded to suffer from heart element. Nearly ;half the population of the children in the world that too between the age of 12 to 19 out of six one child is said to suffer from the cardiac block. The children who live with parents who are in the habit of smoking are more exposed to heart diseases. When such children reach the age of five they are considered to inhale at least 102 packets of cigarettes smoke. When this block is rated to rise above 70% . It results in a cardiac arrest. When these children reach adolescence they contract more or less 15% blocks in the hearts. Children above 2 years meet with disaster if their food habits are not controlled. The parents who overload their children with the view to make them to grow fast makes a big blunder in this regard. Statistics reveals; that 15 cores of the child population suffer from chastity. For the children up to the age of 14, 1800 Kalori of food is enough. After the age of 18, 2400 Kalori is required. In fact double of the requested Kalori is given to the children by parents.

*Modern man is addicted wiith scores of diseases most of the disease are manmade and mainly the product of ones own habits. On scientific Analysis it can be seen that the cause of disease are three fold. Viz. Physiological intoxication, psychological intoxication.*

**Chart (1)**  
**Cause of ill Health**



*As far as massive heart attacks or myocardial interactions are concerned the*

**Cholesterol :**

The increased amount of cholesterol rate in the body leads to heart attack.

**Usage of hormones:**

Smoking habits and tobacco chewing is equally harmful as the smoke of counterpart. Smoking at an early age increase the danger to heart attack.

**Diabetics**

If one fails to control diabetic whether be younger or old will raise the chances to heart disease.

**Alcohol**

Too much use of alcohol affect the heart on the other hand desired amount of alcoholic usage will protect the heart.

**Hereditary factors**

The sanjuink relation with a heart patient who expired before the age of 55 enhances the chance of cardiac arrest in his discentends.

**Use of Hormones:**



Use of hormones, steroids contraceptives, sexual stimulants increases the chances of heart problems.

**How to prevent heart attacks**

Fruit, Vegetables, green leaves and nuts are the positive food. In milk, egg, fish, meat etc. Negative elements are more and the continuous conception of these will create problems to our inner organs and leads to cardiac diseases.

Health is one thing that one should cherish lifelong. It is very precious. A healthy conscious man should project his health by reforming diet. According to Acharya Lakashmana Sarma" Health is the way and there is no way to health".

**Chart (2)**

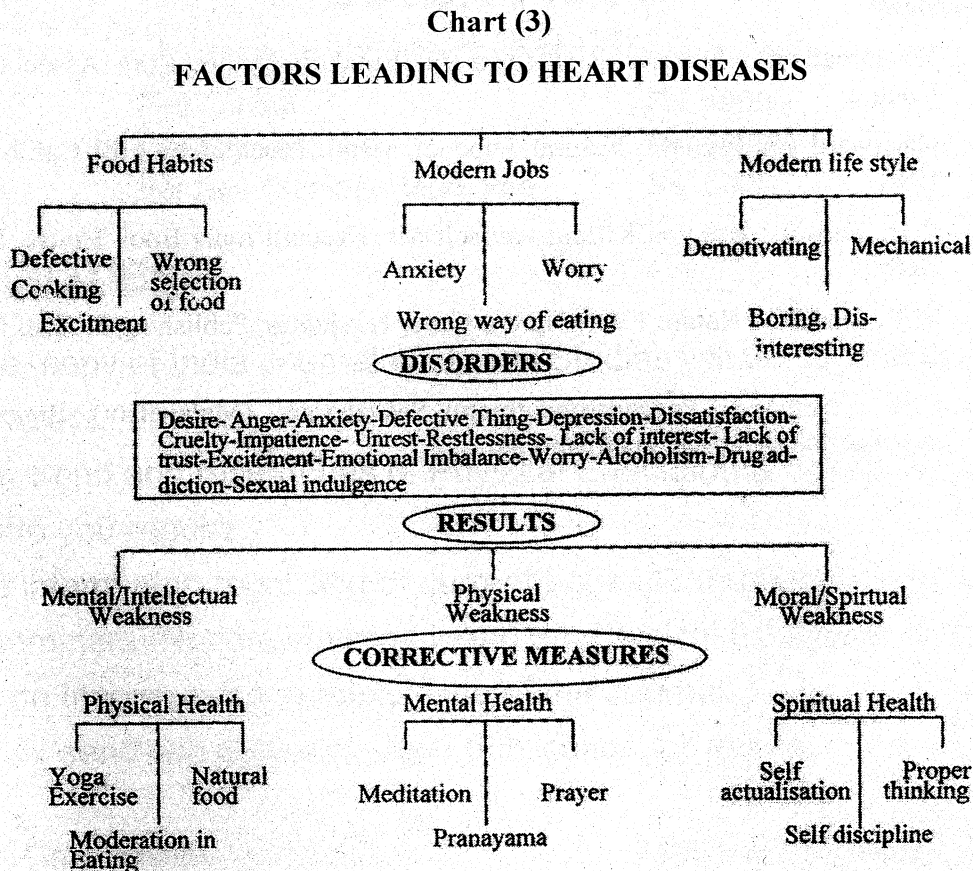
**Suitable Food**

Vital	Essential	Undesirable	Dangerous
Raw Veg.			
Salad	Steam cooked	Oily	Chemically Treated
Juices	Soup	Spicy	Preserved foods
Pudding	Stew	Deeply Fried	Fast food
Pudding	Stew	Deeply Fried	Packed food
Fruits	Rice	Milk	Tin food
Vegetables	Wheat	Egg	Dried and
Green Leaves	Pulses	Fish	Fried Food
Nuts	Grams	Meat	

**Yogic Practice**

The practice of yoga in a regular basis and adopting a method that is suitable to traditional, systematic would keep off heart attack. Yoga peace of mind in a tranquilative of spirit and the balance of physique. It purifies the mind and body alike. The exercises called Asanas controls the physiological and psychological disposition of a person. The emergence of mushroom hospitals is the consequence of increasing diseases and illness. To lead a healthy and yogic life.

The following chart shows the cause, disorder results and the corrective measures to be followed to lead a healthy life.



“As health is the foundation upon which all worthwhile things in life could be gained and as its is every human being’s birth right, it is the duty of every individual to learn the science of Nature cure in depth and to practice the principles in daily life”.

**Conclusion**

A civilised man should have sufficient knowledge as to lead a healthy life. The modern man unfortunately gathers little knowledge about health an health care. He is always deprived of the fundamentals of better living. To quote Acharya Lakshmana Sarma (Practical nature cure) “Modern man takes health for granted. If happens that most people do not know the value of health until it is lost”. Man needs food for his energy and continuous existence. Energy does not come from food alone. There are

several other sources of energy "Pranasakthi" or vital power is the real energy as far as man is concerned. Extra food does not give extra energy.

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