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Value Education: Role of Family, School and Society

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Value Education

Value education can be understood as the process which helps in the emergence of new value and ethics, which is essentially a spiritual phenomenon and awakening. It inculcates such values that activate and regulate human actions for the quality improvement of the workplace, the home and Society and the environment in which one lives. It provides awareness of actions that direct human endeavour to be a valuable person. It helps to decide legitimate goals which give rise to social actions. It indicates truth, goodness, beauty, and freedom.

Value education is all about teaching children to make good choices with empathy and cognition. It encourages the students to use their brain to be kind, to gather the process, information assessment and acts in a way that adds values to the society. It trains the students to think rationally and logically about the consequences before committing any action. It makes students able to decide and choose the fair path and thus reduces dissonance and adds good in the world. It is not confined only to the right and wrong. It teaches the students to move forward in life by shrugging off failures with positive intent.

Value education is a process of learning about self and wisdom of self in a self-exploratory, systematic and scientific way through formal education. As per the views of **CV Good**, "Value education is the aggregate of all the

process by means of which a person develops ability and other form of behaviour of the positive value in the society in which he lives".

Value education keeps the thoughts, feeling and actions of students in the right direction, **John C Maxwell** opines that "When values, thoughts, feelings and actions are alignment, a person becomes focused and character is strengthened". The values which emerges through value education motivate and regulate human actions and develop important self-concept and serve as supervisory principles for a person. It provides a clear vision regarding the essential values in life and **Roy E Disney** believes that "when your values are clear to you, making decisions become easier".

Life without value education is like ship without rudder. It works as a guidance system that helps one to reach the destination. Education without values or edification will fall short of achieving the goal. Mere teaching, learning, improving knowledge and skills without building character and mind may not contribute to holistic development of a child. In spite of the increasing literacy rate the rise in crimes, violence and other destructive activities in the society can be ascribed to poor inculcation of values. What the generation lacks is edification. Students are not taught the human values, so the need of the hour is to import the value based education and to teach the student never to compromise with their values and develop positive attitudes as the attitude is an expression of one's values and Expectations. **Einstein** remarked try not to become a man of success rather a man of values".

Role of Family in Value Education

Literature remains an evidence which proves the notion that the Family, School and Society plays a significant role in shaping the moral values of a child. There is a strong bonding among the parents, other family members and child which determines his personality. It becomes the responsibility of the

family to pass on to the children the righteousness, values and competencies to accomplish their place in life whatever the society, whatever the culture or times. The eternal values like honesty, Peace, love and non-violence are transmitted firstly to the child from the family itself. Mothers are the first teacher for blooming buds of the family. it develops the viewpoint of a child towards the people and Society and helps in broadening their mental faculties. All the good values in a child are encouraged and undesirable values are suppressed and thus personality is being shaped. Delightful and joyful atmosphere in the family develops love, affection, tolerance and generosity. A child learns his behaviour by having a close observation of family. He learns what he sees around him. Family greatly contributes in the socialization of a child. Joint family is more responsible for the social and moral development of a child. Family becomes the first social organisation for him that provides manifold activities and experiences. Philosophies are passed down from generation to generation to build up certain values. Customs and traditions followed and taught by the family, leads a disciplined and organised life, thus the family becomes the basis on which values are built. The value system practiced in the family automatically gets inherited in the young members of the family.

Societal Contribution in Value Education

Next to family, it is society that teaches a child about social values. When a child steps into the outer world it becomes the responsibility of society to teach moral and ethical values to the child. Society injects values by discarding the values which are false and by appreciating the values which is good for the welfare of an individual and the society as well. The ideal society is that which gives equal opportunity to every individual for the intellectual and moral development. From Society itself child learns social values like cooperation, tolerance, helping and respecting others. Man is a social animal

and without society, it is difficult to imagine his existence outside the society. Values like empathy and compassion get developed in child during the socialization of him. It is society where an individual gets greater opportunity to practice his potentialities and does get saved his attitude, beliefs, morals and ideals developed. The society fulfils not only the physical needs but also determine the mental condition. A society thrives best when it is composed of men and women who are intelligent, hardworking, honest and dutiful.

Educational Institutions & Value Education

Just like family and Society schools also contributes heavily in the all-round development of the students. Teachers become the role model for the younger generation. Punctuality, dutifulness, patience, love, care, helpfulness, acceptance, all these are learnt by students by following their teachers. Through education they bring refinement in senses. Education is one of the best means of preparing consciousness for higher development through School system. It plays crucial role to supplement will and energies of students to achieve higher spiritual goal of life. It helps the student to realise their abilities and encourage to determine higher and spiritual goal and helps them to utilise their competencies to achieve it. In an institution students are provided with an energetic and peaceful environment which develops extreme faith in self and in the word of **Arsino V. Manalo Jr.** "Good moral values are mostly moulded from a place where love faith and hope exists."

So, schools are such place which develops optimism and hopefulness among students, with this students are taught the lesson of unity in diversity, strength in teamwork, universal brotherhood, and craze for justice. Thus schools are seen as more responsible organisations for the moral, ethical and intellectual development of students. It is through educational institution, society seeks to promote and preserve its cherished values.

In this way values sprouted from value education are like rail that keeps the train on the right track and helps it to move smoothly and quickly in the

direction towards destiny. Thus it can be said that family, society and schools play a crucial role in Building worthwhile personality of the student with immense positiveness. Gandhiji says "keep your thought positive because your thought becomes your words, Keep your words positive because your words become your behaviour, Keep your behaviour positive because your behaviour becomes your habits, Keep your habits positive because your habits becomes your values, keep your values positive because your values becomes your destiny."

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Relationship of mood Regulation strategies te Performance satisfaction among male and female athletes.

- **Dr Rajesh Tripathi and Minakshi Pathak**

Introduction

A quest for sport psychologists working with individuals and teams is to identify constructs that relate with performance and manipulate these constructs to improve performance. Sports psychologists are faced with a plethora of possible constructs that could relate with performance, and thus, selection of ones to work with is difficult (Murphy & Tammen, 1998). One variable that has been found to predict performance is mood. There is a vast amount of anecdotal evidence suggesting that poor performance is associated with a failure to get into an appropriate mood. Thus, investigations of relationships between mood and performance have been a major focus of research in sports psychology (LeUnes & Burger, 1998; LeUnes, 2000).

Behavioural scientists have been interested for some time in the tendency of people to monitor their mood states and to act in such a way as to self-regulate these moods to comfortable levels. Analysis of the self-regulation of mood in particular seems to be gaining increasing momentum within the past couple of years. This is perhaps because mood is now recognized as a central element of human behaviour, and mood management is basic to many of our common daily activities.

A focus of mood research in sports psychology is the relationship between scores on The Profile of Mood States (POMS; McNair, Lorr, & Droppleman, 1971) and performance (Beedie, Terry, & Lane, 2000; Renger, 1993; Rowley, Landers, Kyllö, & Etnier, 1995; Terry, 1995). By contrast, there has been very little research investigating the antecedents of mood and how athletes deal with intense mood states that might impair performance. The results of mood-performance research would suggest a need for researchers

to direct their efforts to understanding how athletes control mood. Meta-analysis results show that mood predicts performance when certain conditions are met (Beedie et al., 2000). Mood is proposed to be a more effective predictor of performance in sports of a short duration, when the sport involves open skills, and when performance is assessed through a self-reference criterion (Beedie et al., 2000).

One method of mood-management is self-regulation. It is suggested that individuals tend to actively monitor their mood and develop self-regulating strategies to reduce negative mood and increase positive mood (Thayer, Newman, & McClain, 1994). Rusting and Nolen Hoeksema (1998) defined self-regulating strategies as "thoughts and behaviours intended to eliminate, maintain, or change emotional states" (p. 790). Conscious recognition of the intensity of mood and the anticipated impact of that mood on behaviour is proposed to underlie the self-regulatory process (Mandler, 1984). An important aspect of mood regulation is the notion that it does not necessarily involve mood changes. Regulation is concerned with the cognitive evaluation of the mood and its anticipated impact on behavior. Thus, if the individual is in the appropriate mood, regulation strategies might involve mood maintenance.

Statement of the problem

Since mood is an important predictor of performance, the ability to control mood would be a useful psychological tool for any athlete. Further, it is suggested that the experience of competition teaches athletes to develop methods to manage mood. Teaching athletes strategies to control mood states that threaten performance represents one of the most compelling challenges for applied sport psychologists.

The purpose of the present study was to investigate the strategies that athletes use to regulate mood. Knowledge of the strategies that athletes use

to regulate mood can help sport psychologists develop interventions designed to improve performance through controlling mood. Thus, the present study will examine the relationship of strategies used to self-regulate mood to the performance satisfaction of male and female sportspersons. In line of the work of Thayer et al. (1994) present study is proposed to examine the frequency and effectiveness of strategies to self-regulate mood used by male and female sportspersons. Thus, the frequency and effectiveness of strategies to self-regulate mood used by sportspersons will be examined. As previous research has typically used the POMS, the present study will investigate the strategies that athletes use to regulate the mood dimensions of anger, confusion, depression, fatigue, tension, and vigor. Thus, the purpose of the present study will be to investigate whether athletes use strategies common to all mood dimensions. In view of the above it is proposed to study the "relationship of mood regulation strategies to performance satisfaction among male and female college athletes".

Hypotheses

The following major hypotheses are proposed to be tested in the present study:

1. Mood states of male and female college athletes would be significantly different.
2. Male and female college athletes would employ different mood regulation strategies.
3. Mood regulation strategies of athletes of different sports would be significantly different.
4. Performance satisfaction would be significantly different between male and female college athletes.

5. Mood regulation will be significantly related to sport performance of college athletes.
6. Demographic and general characteristics of athletes will be significantly related to their mood states and performance satisfaction.

Delimitations

1. The present study will be delimited to college athletes only.
2. The sample will be drawn from colleges located in city areas of Bhopal.
3. Since in many of the professional courses there are students of higher age range, the present study will use sample of students of 18 to 30 years age range.

Limitations

The present study will be limited to the following:

1. The study will be limited to the college athletes only.
2. The study will include athletes of only 18-30 years of age.
3. Sample will be drawn from the urban areas of Bhopal only.

Definition and Explanation of Terms

Mood: A mood is relatively lasting affective state. Mood differ from emotions in that they are less specific, often less intense, likely to be triggered by a particular stimulus or event, however longer lasting. Moods generally have either a positive or negative valence. A mood, while relatively pervasive, is typically neither highly intense nor sustained over an extended period of time. Examples of mood include happiness, sadness, contemplativeness, and irritability.

Self-regulation. Self-regulation includes the cognitive processes and behaviors that support the pursuit of personal goals within a changing external environment.

Self-regulation of mood. Self-regulation of mood is the tendency of people to monitor their mood states and to act in such a way as to self-regulate these moods to comfortable levels. According to Thayer's (1989) theory, self-regulation of mood involves behaviours that modulate energy and tension to optimal levels.

College athletes. College athletes are students studying in institutions of higher education and are in the age range of 18-30 years.

Satisfaction. Satisfaction is the sense of achievement and the fulfillment of need. It is generally accepted that sport can render the expression of satisfaction of many desires: for example, the desire for recreation, social contact, play, and self assuredness.

Significance of the study

The findings of the present study are expected to yield valuable data regarding mood regulation of college athletes. It is hoped that findings of the present study will have important theoretical and practical implications. According to Lane and Terry (2000), tension and anger are mood states that feel unpleasant but athletes can use these mood states positively. It is expected that through identification of strategies that athletes use to manage mood can lead to developing intervention strategies designed to improve performance through managing mood.

Review of Related Literature

There has been a great a deal of research investigating mood in sports (LeUnes, 2000; LeUnes & Berger, 1998). Morgan (1980) popularized mood research in sport with findings showing successful performance was associated with above average vigor coupled with below average anger, confusion, depression, fatigue, and tension, a profile that when plotted graphically resembled an iceberg. Several studies have provided contrasting views on the predictive effectiveness of mood (Beedie, Terry, & Lane, 2000; Renger, 1993; Rowley, Landers, Kyllö, & Etnier, 1995; Terry, 1995). Despite the vast amount of research, findings are unclear.

Although investigation of strategies to self-regulate mood has received little attention in the sport psychology literature, there has been research in general psychology. Much of the research has focused on mood repair, where the aim is to reduce negative mood or increase positive mood. Research has shown that it is possible to alleviate negative mood using a number of different strategies. These strategies include: (i) accessing positive information about the self, such as thinking about the past successes; (ii) re-appraising the cause of the negative mood. This is achieved by focusing on the cause of the problem; (iii) listening to music, which can be used to reduce tension; (iv) using relaxation techniques; and (v) anticipating social situations, for example, thinking about meeting with friends which is expected to be a positive experience.

The most comprehensive research on self-regulation of mood was that of Thayer et al. (1994) who conducted a series of studies to investigate the frequency and effectiveness of mood-regulating strategies used by the general population. The purpose of their first study was to develop a tool to assess mood-regulating strategies through open-ended questions. The second study was an investigation of the self regulating strategies used to

eliminate bad moods, to increase energy', and to decrease 'tension'. Thus, Thayer conceptualized mood on two continua; energy and tension. The authors found that the most common self-regulating strategies used to eliminate "bad-moods' were call, talk to, or be with someone, control as thoughts, listen to music, avoid the thing causing the bad mood, and try to be alone. The authors found that the most effective self-regulating strategy was exercise, although this was only used by 37% of the sample. In terms of regulating feelings of energy, Thayer et al. (1994) indicated that the most common strategies used were; rest, take a nap, close eyes, or sleep, take a shower, bath or splash water on face, go outside and get some fresh air, do something to keep busy, drink coffee or other caffeinated beverage, and listen to music. Listening music was judged the most effective of these, followed by take a shower, bath, or splash water on face and exercise. The most commonly cited strategies to reduce tension were call, talk to, or be with someone, control thoughts, listen to music, exercise, use relaxation techniques, and rest, take a nap, close eyes, or sleep. The most effective self regulating strategies for reducing tension were to engage in religious activity, listen to music, and exercise. Thayer (1996, in reviewing his work, suggested that exercise was probably the most effective strategy for improving mood states. Thayer (1996) suggested that exercise is proposed to increase energy (by increasing arousal and activation), and reduce tension (by reducing skeletal-muscular tension).

Recent research has suggested that mood is an effective predictor of performance when certain conditions are met (Beedie et al., 2000; Terry, 1995). Importantly, researchers should be aware that mood states could predict performance in some conditions, but not in others. Research in sport psychology has proposed that discrete mood states influence performance differently (see Lane & Terry, 2000 for detailed discussion).

For example Lane and Terry (2000) proposed that tension can have a motivating effect when it is experienced independently of depression. Tension can act as a warning signal, informing the individual that unless a great deal of effort is made, performance would not match expectation. By contrast, when tension and depression are experienced simultaneously, the negative nature of depression can lead to symptoms of tension being interpreted as inability to cope, and thus tension can debilitate performance.

Method and Procedure

Sample

Sample of the present study will comprise of 200 athletes representing a range of different sports (e.g., badminton, hockey, karate, cricket, gymnastic, restyling, basketball etc:). These participants will be selected from different local colleges, universities and other institutions of higher education. All participants who have completed at national or state levels will be included in the sample. However, attempt will be made to include equal number of male and female participants in the present sample. However, participants with physical or mental disability will not be included and also those diagnosed with any psychological and psychiatric problems will be excluded from the study.

Tools

1. Mood. Brunel Mood Scale (Terry et al., 1999) will be used to measure the mood of the participants. The Brunel Mood Scale is a 24-item scale which assesses anger, confusion, depression, fatigue, tension, and vigor. Anger items include "bad-tempered" and "angry", confusion items include "mixed-up" and "uncertain", depression items include "depressed" and "downhearted", fatigue items include "worn out" and "tired", tension items include "worried" and

"anxious", and vigor items include "lively" and "energetic". Items are rated on a 5-point scale anchored by 0 ("not at all") to 4 ("extremely").

2. Self-regulating Strategies of Mood Questionnaire. The Self-Regulating Strategies of Mood Questionnaire is the 29-strategies identified by Thayer et al. (1994). Participants are first asked if they thought it possible to change a mood state. If they believed it was possible to change mood, they are asked to nominate a strategy (ies) from the list of 29 items. These items include: 'analyze the situation', 'avoid the cause', 'call, talk to, or be with someone', 'change location', 'control thoughts', 'drink alcohol', 'drink coffee or other caffeinated beverage', 'eat something', 'engage in emotional activity', 'engage in a hobby', 'engage in pleasant activities', 'engage in self-gratification', 'engage in stress management', 'exercise', 'go shopping', 'listen to music', 'put feelings in perspective', 'rest', 'take a nap, sleep', 'take a shower, bath, or splash water on face', 'try to be alone', 'use humor', 'use relaxation techniques', and 'watch TV'. In the present study participants will be asked to describe the extent to which these strategies are directed to changing a bad mood and the mood and the mood dimensions used in the mood scale. For example participants will be asked: "Indicate what strategies you adopt if you are angry, and you try to change that feeling" (anger). Participant will also be allowed to add any strategy not included on the list. In addition to nominating strategies, participants will also rate the relative effectiveness of the strategy used to regulate mood. Perception of strategy effectiveness will be recorded on a 5-point Likert scale ranging from 1 (not at all effective) to 5 (extremely effective).

3. Performance satisfaction. Performance satisfaction will be assessed using the self reference measure of performance used by Lane and Chappell (2001). On this measure, participants rate perceptions of performance on two items. First, "How do you feel about your performance in the last game?", and second, "To what extent did your performance relate to your pre-game

expectations?' Items will be rated on a 5-point scale ranging from 1 (extremely dissatisfied) to 5 (extremely pleased).

4. Demographic and general information questionnaire. The detailed information about participants of the present study will be collected with the help of questionnaire. These will include gender, age, residential background, family type, education and occupation of parents, religion etc.

Procedure

The Self-Regulating Strategies of Mood Questionnaire will be administered on the participants of the present study. They will be asked to read the strategies, nominate strategies they use to change each mood dimension, and to rate the effectiveness of the method(s). They will also be asked to describe any strategies that are not listed, but they use, by writing on space provided to them in the questionnaire. This procedure will be conducted for strategies to regulate anger, confusion, depression, fatigue, tension, and vigor. Owing to the nature of some of the strategies, participant will be assured about the confidentiality of their responses which will ensure the honest responses.

Data will be collected by the researcher. The researcher will inform the participants of the purpose of the study and explain that the long-term aim of the present study will be to develop individually tailored interventions designed to improve psychological states and performance. Participants will be encouraged to give information honestly. The participation will be entirely voluntary and the participants will be free to withdraw at any part or point of time in the study.

Statistical Analysis

Ratings of the effectiveness will be used as a mechanism of identifying strategies which have the most value to the athletes. Themes of the type and

effectiveness of self regulating strategies will be examined by considering the percentage number of participants who used the strategy and the mean rating for its effectiveness. Thus, consistent with the methodology used by Thayer et al. (1994), data will be analyzed by conducting frequency counts to show the percentage of participants who use each self-regulating strategy. This will be repeated for each mood dimensions. Differences in strategy use between male and female participants will be analyzed with the help of descriptive and inferential statistics such as mean, standard deviation, t-test, ANOVA, and Chi-square. Greater attention will be given to frequency counts as using a strategy implies effectiveness. A MANOVA will be used to compare the effectiveness of strategies.

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**"A Study of the Effects of the Intake of Asparagus
Racemosus and finger millet on the
sportspersons' Performance"**

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Guide

- **Dr. V. S. Wangwad**
- **Prof. N. B. Shukla, B.H U**

**"A Study of the Effects of the Intake of Asparagus Racemosus
and finger millet on the sportspersons'**

Performance

Introduction

The Stone Age man would live in the forests in the shelter of caves and caverns. He was required largely to do strenuous work like running, climbing hills as well as crossing rivers and brooks for his own survival.

With the passage of time, the invention of farming facilitated him a stable life followed by the urban lifestyle and development of joint family system.

The invention of wheel facilitated means of transportation, which eased many tasks of humanity with less efforts. The machine age arrived in the nineteenth Century. The physical activities of man reduced largely due to the use of machines. Means of providing comfort developed as the result of the material progress, which badly affected physical fitness of humanity.

Today's machine age has provided students a comfortable lifestyle. The overuse of machines has caused reduction in the physical activities of the masses. Previous researches reported an increase in mental disorders in students as a result of their comfortable lifestyle.

Centre for Disease Control and Prevention reported annual death toll of around 2,60,000 people in America due to the reduced physical activities as the result of mechanisation of their household and workplace jobs.

Considering the physical fitness of children, their active participation in sports would reduce their health-related problems like obesity and mental disorders. Therefore, it is necessary to inculcate likingfor exercises and sports in children from their childhood.

Physical activities like sports are inborn instincts of man. It requires for him to be physically fit for his own development and survival. Sports and sports-related physical activities assist him to be physically fit and increase his stamina, endurance power, mind orientation, flexibility and physical skills.

Growth in any discipline requires its base to be scientific. Like other arenas, physical education applies scientific knowledge for better standards and performance in sports arena. Through various researches it has been

possible to new skills, improved amenities and new techniques in the sports arena and thereby select sports activities as per the competence of the sportspersons.

Physical activities are the base of the educational life of human beings. A child gets its elementary education through physical activities. Therefore, the foundation of children's physical activities and their physical growth is laid in schools. Today's education sector, like other arenas, has become commercialized. Educational institutes implement various programmes to attract more students to get admission in them. They highlight various physical fitness activities like Yoge, karate and swimming to ensure intellectual and physical development, and thereby overall development of their students.

Modern Performance Improvement Techniques

International sportspersons, participating at various levels, use various training techniques, psychological techniques and high-tech sports amenities. Some of them also take steroids to enhance their performance instantly, however, overuse of these steroids result in long term physical and psychological disorders.

The India's sports arena is undergoing development process. However, it has to face challenges largely at the international level. It is a fact that our country, being a developing country, cannot afford expensive sports amenities used at the international level.

Anatomy

Anatomy is the scientific study of the functions of living systems, which is an important branch of biology. Hippocrates (420 BC) is believed to be the

father of this discipline of knowledge. It has played its significant role in easing human life. Through anatomy, we can understand how our body responses to the physical stimuli. Similarly, sports science studies how to enhance sports performance by applying scientific knowledge and techniques from various disciplines like dietetics, psychology, biomechanics and anatomy. It also studies effects of various training methods and medicines on sports performance through modern anatomical testings in laboratories. Therefore, this discipline is gaining importance in the sports arena.

Ayurveda

Ayurveda therapy includes use of herbal medicines, which especially include finger millet and asparagus racemosus. Many Ayurvedic Kalpa therapies use these herbs due to their medicinal properties.

Finger Millet

Ethiopia is the homeland of finger millet. This crop is mostly cultivated to eke out a living and make money. It is cultivated also in the irrigated or rainy areas of the countries like India, Sri Lanka, Malaya, China and Madagascar in Asia and Africa Continents. It is known as a traditional crop in the most parts of the world. It is known by various names like Ragi, Nagali and Mandua. It may be cultivated throughout the year in the areas of altitude of 3,000 meters where sufficient atmospheric humidity and temperature above 15°C is available. This crop is cultivated in various soils, however, red soil is more favourable for its growth. India is the largest producer of finger millet in the world. In India, it is cultivated in the area of nineteen lakh hectares with the annual production of around twenty five quintals. Traditionally, it is cultivated in India in the states Karnataka, Tamilnadu, Odisha, Maharashtra, Andhra Pradesh, Uttaranchal, Bihar, Gujarat, etc. Due to its endurance power, it can survive in arid areas also.

Finger millet is a major food crop in south India. It is a major part of diet of lower-class masses. It has high nutritional values compared to wheat and rice. Being rich in protein contents more than other cereals, it fills deficiency of sulphur amino acids. Finger millet is also rich in minerals like calcium, iron and phosphorus. Its seed contains one percentage fats, seventy-two percentage carbohydrates and four percentage fibres, and also include vitamins A and B. Besides, the greeny parts of finger millet are used as animal fodder.

Finger millet is generally known as a potential crop which not very prone to pests and diseases. However, it is greatly affected by the disease of Pyricularia.

Medicinal Properties of Finger Millet

1. Finger millet, being a rich source of calcium, is useful in the treatment of osteoporosis. Finger millet milk promotes growth of children.
2. Finger millet helps in keeping weight in control. It has low fat contents compared to other cereals. These fats are not stored in the body. It also contains an amino acid called Tryptophan which lowers appetite.
3. Finger millet contains higher fibres than rice, which improves digestion and prevents overeating and, thereby, gives a long-term feeling of satisfied stomach. It also contains Threonine, which helps to bring down cholesterol.
4. Finger millet is low glycaemic as well as rich in high Polyphenol and fibres. Therefore, its consumption reduces the risk of diabetes. Being a natural source of iron, regular intake of finger millet on daily basis helps prevent anaemia and lack of haemoglobin. Vitamin C increases iron absorption in blood.
5. Amino acids in finger millet are natural relaxants, which prevent mental diseases like tension, stress and headache.

6. Intake of green finger millet helps prevent high blood pressure and controls cholesterol level in the blood, thereby helps remove blocks in blood vessels, which reduces the risk of hypertension and heart diseases.

7. Those who have stopped eating wheat due to digestive issues may consume finger millet on daily basis. All cereals do not have such properties.

8. In south India, where finger millet is consumed largely, a twenty eight days old baby is fed with finger millet lassi during its naming ceremony. It is believed that finger millet improves digestion. Its contents iron and calcium are beneficial to the growth of bones and body of children. The breastfed baby is given processed finger millet powder.

9. Finger millet boosts breast milk production, and fills deficiency of amino acids, iron and calcium in breastfeeding mother.

However, despite its nutritional benefits, overeating of finger millet should be avoided as it may cause increase in oxalic acid. It is also harmful for kidney stone patients. Besides its other benefits, finger millet also prevents wrinkles on skin. Finger millet soup is known for its delicious taste.

Asparagus Racemosus (Shatavari)

Asparagus racemosus is the scientific name of Shatavari. It is beneficial in the treatment of indigestion, abdominal diseases and gynaecological disorders. In Ayurveda, it is known as bal and dhatu vardhak as well as energiser. It is small plant which is found everywhere and naturally grows in marshy areas in Asia.

It has high demand at home and abroad due to its numerous benefits. It is, nowadays, broadly cultivated to meet its increasing demand in the pharmaceutical companies.

Properties of asparagus racemosus vary as per the altitudes of regions of its cultivation. Altitude of 2,250 is supposed to be the best for its growth.

R.P.H.P.C.L Analysis

The ingredients of the roots of Asparagus racemosus are analysed by R.P.H.P.C.L. method. Ethyl acetate in methanol is used as a solvent in the optical analysis of asparagus racemosus I and IV. During this analysis, fructosaccharides and other enzymes were found.

Phytochemicals

Asparagus racemosus contains many elements including steroidal spooning, alkaloid, flavonoid, dihydrophenanthrene derivatives and furan derivatives. It is orally taken which stores antibodies in the body and, thereby, increases resistance power of the body.

Essential oil ingredients

The upper parts of the roots contains fifty-five types of oil ingredients in addition to some acids, alkalis, aldehydes, ester, hydrocarbons, ketones, etc. The major ingredients are borniol, myrtenol, pinocarvone, ethylhexanol, perillaldehyde, benzaldehyde, hexanol, Perfenol, decanoic acid, undecanoic acid, Pentadecane, hexadecane, etc. Ester is the minor ingredient. Borniol, myrtenol and perillaldehyde comprise around forty-five percent of total ingredients.

Medicinal Properties of Asparagus Racemosus

According to Galen, a prominent physician in the second century, asparagus racemosus is a purifier and therapeutic plant. In dietetics,

asparagus racemosus is believed to be the most praise-worthy plant in garden. It is used in sixty-four types of ayurvedic medicines and its benefits are tested experimentally.

Anti-Oxidant Properties

In a study, Antioxidant Properties of asparagus racemosus were tested in its natural as well as soluble state to test its effect on damage caused by free radicals in mitochondrial membrane of liver cells of rabbit.

Asparagus racemosus, in its natural state, was found to be more effectual.

Rosefuran and asparagine in asparagus racemosus were found to be anti oxidant against DPPH. Studies also indicated that consumption of asparagus racemosus increases anti-oxidant protection through superoxide dismutase catalase and ascorbic acid. It was also found that asparagus racemosus could remove DPPH free radicals. Asparagus racemosus acts as anti-oxidant due to phenolic ingredients in its roots,

Urine booster

Urination boosting properties of asparagus racemosus and similar standard medicines were experimentally tested by applying them on separate groups of respondents, which obtained similar results.

Mental Stress Relaxant

Asparagus racemosus has appeared to be effective on mental stress during the tail suspension tests and forced swim tests carried out on rats. These tests indicated decrease in the period of motionlessness in rats and increase in their efficiency and decision making capacity. Asparagus racemosus has been experimentally proved as a good remedy for enthusiasm all day long, deep sleep at night, positive attitude and endurance power.

Moderate consumption of asparagus racemosus on daily basis has been proved to exert positive effects on mental strength.

Anti-Epilepsy

Epilepsy patients can have sudden seizures, therefore they cannot perform daily activities confidently and, despite their capacities, the society is not in a position to impose on them big responsibilities. Asparagus racemosus has been proved beneficial in curing epilepsy completely in its initial stage and reducing duration of loss of consciousness.

Anti-Cough Herb

It has been observed that asparagus racemosus, taken with honey, cures any type of cough.

Sports performance of Indian middle-range runners have not yet appeared satisfactorily. It requires improvements in training standards along with the use of advanced sports amenities for their better sports performance. Ayurvedic texts describe asparagus racemosus and finger millet as herbs which improve strength and endurance power required for physical fitness. This research was conducted.

Statement of the Research Problem

A Study of the Effects of the Intake of Asparagus Racemosus and finger millet on the sportspersons Performance.

Explanation of the Research Problem

Nowadays, the competitiveness in sports has reached its peak. To make own place in these competitions, it requires rigorous training and other

existing means which exert positive effects on the sportspersons' performance.

Ayurvedic therapy is traditionally used as the home remedy in India. The ayurvedic herbs like turmeric has become a part of our daily diet. Similarly, Safed Musli (*asparagus adscendens* Roxb) and *asparagus racemosus* have been proved beneficial for medical purposes.

Modern anatomical studies help to determine standards of body composition required to enhance sportspersons' performance. Indian athletes' performance has appeared unsatisfactory. For their better performance, it requires to make efforts by combining traditional and modern knowledge. Considering this, the study was aimed to review the effects of the intake of finger millet and *asparagus racemosus* on the physical fitness of middle-range runners.

Objectives of Research

1. To review the effects of the intake of finger millet on athletes' physical fitness and anatomical features.
2. To review the effects of the intake of *asparagus racemosus* on athletes' physical fitness and anatomical features.
3. To review the effects of the intake of both finger millet and *asparagus racemosus* on athletes' physical fitness and anatomical features.
4. To review the effects of the intake of similar diet on athletes' physical fitness and anatomical features. \

Significance of the Research

The better success in sports requires high sports performance which depends on various factors like strength, endurance and speed. The sports

performance determines accuracy and co-ordination. The fat percentage in body plays its major role to effect sports performance.

India has yet to make her place in competitions at international level due to the negligence to prepare competent sportspersons. The developed countries Japan, USA, Russia, France, China, United Kingdom, Germany and Italy, etc. have shown rapid progress in sports activities like athletics, football, tennis, hockey, swimming, gymnastics, wrestling, etc. at international and Olympic level due to research and use of scientific knowledge in this field.

Today, many international sportspersons are largely practising illegal means like doping to enhance their performance. Many ayurvedic herbs help to improve physical fitness and, thereby, improve sports performance. However, these herbs are not included into drugs prohibited by WADA (World Anti-Doping Agency). Therefore, it is necessary to search ayurvedic herbs which enhance sports performance and to review their effects on physical fitness and anatomical features. In this sense, this study throw light on the relation between Ayurveda and sports performance. Besides, it also highlights the significance of Ayurveda in Indian sports arena. The study also analyses the relation between anatomy and sports performance.

Hypotheses

Hypothesis is the statement of relation between different variables regarding the research theme. It is the statement of working solution of the research problem. There are various types of hypotheses, viz. directional and non-directional hypothesis as well as alternative and null hypothesis, etc.

Alternative Research Hypotheses (H1)

- There would be significant effect of the intake of finger millet on physical fitness and anatomical features regarding sportspersons' performance.
- There would be significant effect of the intake of asparagus racemosus on physical fitness and anatomical features regarding sportspersons' performance.
- There would be significant effect of the intake of both finger millet and asparagus racemosus on physical fitness and anatomical features regarding sportspersons' performance.
- There would be significant effect of the intake of similar diet contents on physical fitness and anatomical features regarding sportspersons' performance.

Null Hypotheses (HO)

- There would not be significant effect of the intake of finger millet on physical fitness and anatomical features regarding sportspersons' performance.
- There would not be significant effect of the intake of asparagus racemosus on physical fitness and anatomical features regarding sportspersons' performance.

Limitations of the research and Researcher

Limitations of the researcher

- He could not control the psychological and motivational factors during pre-tests and post-tests.
- He also could not control daily diet intake programme of players.

Limitations of the research

- The research was limited to the players in Dhule district.
- The research was limited to the male players of the age group between 18 to 22 years of old.
- The research was limited to physical fitness tests of long jump, haemoglobin, one minute sit ups, twelve minute run-walk, body fat percentage and BMI.

Working definitions

1. **Sportspersons in Dhule Districts:** Those male sports persons under the age group of 18 to 22 years of old, who live in Dhule district, participate in athletic games and have received training for more than six months duration for this purpose.
2. **Physical Fitness Features:** Those features determined by the data collected through tests on long jump, haemoglobin, one minute sit ups, twelve minute run-walk and BMI
3. **Anatomical Features:** Those features determined by the data collected through tests on haemoglobin and body fat percentage.
4. **Standing Long Jump:** A contest in which competitors stand without touching the starting marked line and jump horizontally using both feet, bending the knees and swinging the arms; and in which the farthest distance covered by the competitor is measured in centimetres.
5. **Haemoglobin test:** Haemoglobin test measures level of haemoglobin in red blood cells by testing blood samples in certified laboratories.
6. **One Minute Sit-Ups:** A contest in which the contestants try to perform as many correct sit-ups as possible in one minute duration, as measured by stopwatch.
7. **Twelve Minutes Run-Walk:** A contest in which the contesting try to cover the maximum distance by running or walking during twelve minutes (as measured on clock watch).

8. **Body Fat Percentage:** Total percentage of fat in the body of the sportsperson calculated by standing on the scale of the Tanita Body Composition analyser considering his or her age, height and weight.
9. **Body Mass Index (B. M. I.):** Body mass index is the ratio of mass to the height of the body.
10. **Finger Millet and Asparagus Racemosus Intake Programme:** This programme includes ninety days' daily consumption of 25gm finger millet with warm milk and 3gm asparagus racemosus with warm water in the morning with empty stomach and three hours after meal in the evening.
11. **Asparagus Racemosus Powder:** Refined powder of the roots of asparagus racemosus.
12. **Finger Millet Powder:** The powder of the seeds of finger millet.

Research Methods

Following methods were applied for this research.

Use of Secondary Sources

Secondary sources like various reference books, journal articles, manuals and online sources were used for the research. Various libraries were visited for the purpose of data collection.

Population

The population under study included 2,000 athletes in Dhule district between the age group of 18 to 22 years old.

Sample and Sampling

Total one hundred and twenty student-athlete volunteers, fourth from each of three schools in Dhule district were selected with simple random technique for the purpose of the study.

Classification of the athletes

These one hundred and twenty volunteers were divided into four groups with thirty volunteers in each group. Pretest-posttest randomised group design was applied for this purpose. These four groups and the treatment they were given may be explained as follows:

1. Finger millet intake group

Thirty students in this group were given 25gm finger millet powder with warm milk in the morning with empty stomach and three hours after meal in the evening.

2. Asparagus Racemosus Intake Group

Thirty students in this group were given 3gm asparagus racemosus powder with warm water in the morning with empty stomach and three hours after meal in the evening.

3. Finger Millet and Asparagus Racemosus intake group

Thirty students in this group were given 25gm finger millet powder with warm milk and 3gm asparagus racemosus powder with warm water in the morning with empty stomach and three hours after meal in the evening.

4. Normal Diet Intake Group (Group of Athletes wWho Were not Given Treatment of Finger Millet or Asparagus Racemosus)

Thirty students in this group were given none of the above treatment of finger millet powder or asparagus racemosus powder during ninety days of the experiment.

Variables

Both independent and dependent variables were applied for the study.

1. Independent Variable

Finger millet and asparagus racemosus intake programme

2. Dependent Variables

Physical fitness tests like standing long jump, one minute sit-ups, twelve minutes run-walk and B. M. I. as well as anatomical tests like haemoglobin level and body fat percentage.

Means of Data Collection

1. Standing long jump
2. Haemoglobin level
3. One minute sit-ups
4. Twelve minutes run-walk
5. Body fat percentage
6. Body mass index (B.M.I.)

Statistical techniques

Statistics plays its significant role in research for the scientific analysis of data. Data was analysed in this study using statistical tools like mean, standard deviation and Paired Sample T-Test.

Pretest-Posttest Experimental Method

After selection of the student-athletes volunteers randomly and their classification in the four groups, both the experimental and control group were given physical fitness pre-tests mentioned above. These pre-tests were conducted within six days. Their haemoglobin level and body fat percentage was also checked in the certified laboratories. Various tests regarding standing long jump, one minute sit-ups, twelve minutes run walk, medicine ball through and body mass index. Total six sessions were conducted of all these tests.

The experimental groups were given treatment of finger millet powder and asparagus racemosus powder as per the mentioned above, but the control group was given none of these treatments. Both experimental and control groups were given post-tests similar to the pre-tests.

There was no any significant difference found in the results of the pre-tests and posts-tests given to those athletes who group were given none of the above treatments of finger millet powder or asparagus racemosus powder.

Those athletes in the finger millet intake group were found to have positive effect on the explosive power of their legs, body fat percentage, retention power of their body, blood circulation and stamina.

Those athletes in the asparagus racemosus intake group were found to have positive effect on the explosive power of their legs, abdominal muscles power, stamina, blood circulation and body fat percentage.

Those in the Finger Millet and Asparagus Racemosus intake group were found to have positive effect on all body fitness features excluding retention power of their body.

Conclusions

The study examined the effects of the intake of finger millet and asparagus racemosus on the sports performance of the athletes in Dhule district, which resulted into the following conclusions.

Finger Millet Intake Group

1. Athletes in this group were found to have significant difference in the explosive strength of their legs.
2. Athletes in this group were found to have no any significant difference in the haemoglobin level in their blood.
3. Athletes in this group were found to have no any significant difference in their abdominal muscles power and stamina.
4. Athletes in this group were found to have no any significant difference in their blood circulation.
5. Athletes in this group were found to have significant difference in their body fat percentage.
6. Athletes in this group were found to have significant difference in their body retention power.

Asparagus racemosus intake group

1. Athletes in this group were found to have significant difference in the explosive power of their legs.
2. Athletes in this group were found to have no any significant difference in haemoglobin level in their blood.
3. Athletes in this group were found to have significant difference in their abdominal muscles power and stamina.
4. Athletes in this group were found to have significant difference in their blood circulation.
5. Athletes in this group were found to have significant difference in their body fat percentage.

6. Athletes in this group were found to have no any significant difference in their body fat retention power.

Finger Millet and Asparagus Racemosus intake group

1. Athletes in this group were found to have significant difference in the explosive strength of their legs.
2. Athletes in this group were found to have significant difference in the haemoglobin in their blood.
3. Athletes in this group were found to have significant difference in their abdominal muscles power and stamina.
4. Athletes in this group were found to have significant difference in their blood circulation.
5. Athletes in this group were found to have significant difference in their body fat percentage.
6. Athletes in this group were found to have significant difference in their body retention power.

Normal Diet Intake Group (Group of Athletes who were not Given Treatment of finger millet or asparagus racemosus)

1. Athletes in this group were found to have no significant difference in the explosive power in their legs.
2. Athletes in this group were found to have no significant difference in the haemoglobin level in their blood.
3. Athletes in this group were found to have no significant difference in their abdominal muscles power and stamina.
4. Athletes in this group were found to have no significant difference in their blood circulation,
5. Athletes in this group were found to have no significant difference in their body fat percentage.

6. Athletes in this group were found to have no significant difference in their body retention power.

In essence, it was found during the study that the consumption of finger millet and asparagus racemosus definitely exerts positive effects on physical fitness and anatomical features, and thereby increases sports performance of the athletes.

Recommendations

1. The researcher wish to recommend to study the effect of other herbs on the sports performance just like finger millet or asparagus racemosus does.
2. The scope of the study should be extended to examine effects of the consumption of finger millet or asparagus racemosus on sports other than athletics.

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Recommendations

1. The researcher wish to recommend to study the effect of other herbs on the sports performance just like finger millet or asparagus racemosus does.
2. The scope of the study should be extended to examine effects of the consumption of finger millet or asparagus racemosus on sports other than athletics.

3. The researcher feels it necessary to study the effects of finger millet and asparagus racemosus on the sports performance during the period less than three months.
4. The researcher recommends to conduct further research find out the ingredients in finger millet and asparagus racemosus, which are beneficial for the improvements of the sports performance.
5. The scope of the research should be extended to study the effects of finger millet and asparagus racemosus on the sports performance of the athletes who live in the adverse geographical conditions like hilly areas, seashores or high altitude areas.

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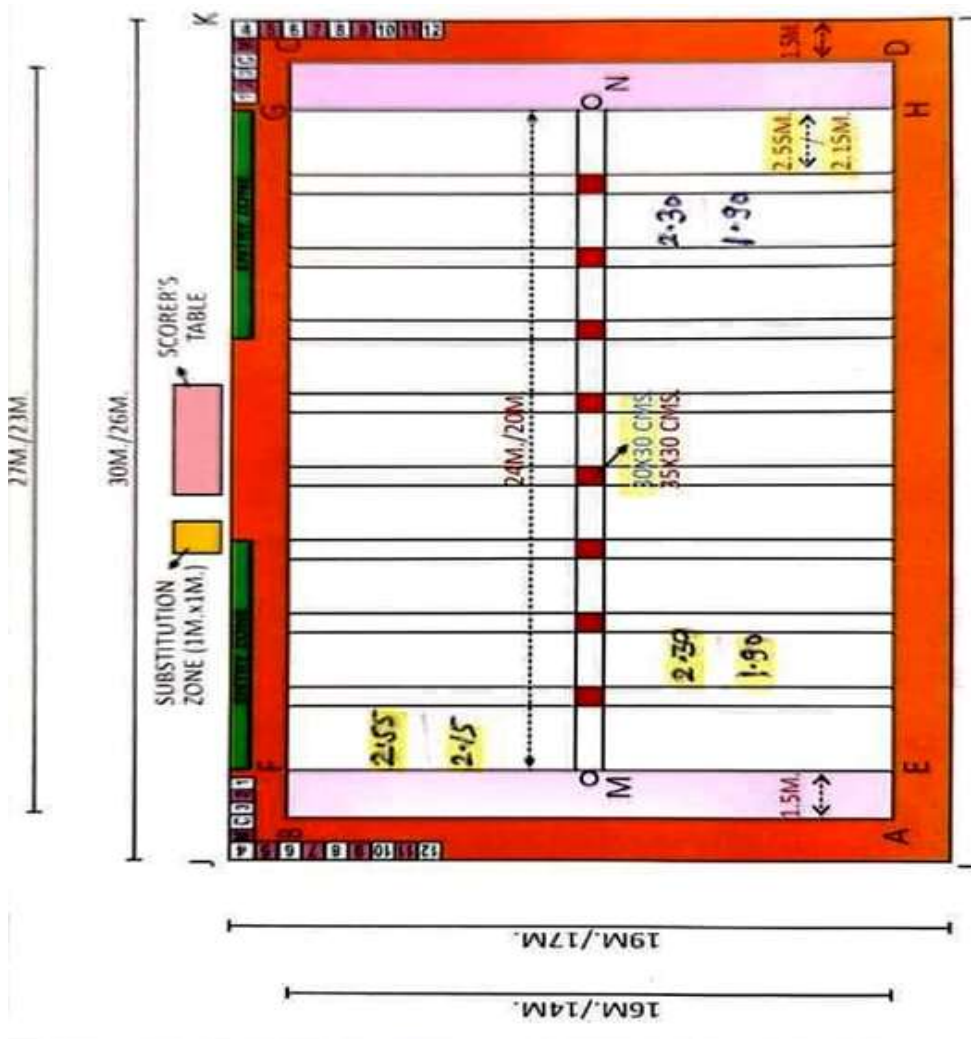
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Lay out of Kho Kho Ground with all Measurements

Editor

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- (Dr.) Tushar Dhar Shukla



KHO KHO FEDERATION OF INDIA



EQUIPMENT		STYLE			
BASE	TEAM	COURT NO.	MONTH/ YEAR	STANDARD	STANDARD DOTS
		NO. TEAM A			
		NO. TEAM B			

PLAYER NO.	NAME OF PLAYERS	DEFENSE - TURNS				CHASE - TURNS				DEFFENSE - TURNS				CHASE - TURNS					
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV		
1																			
2																			
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11																			
12																			

MANAGER	COACH	SCORING STATE	DATE TIME: I	DATE TIME: II	DATE TIME: III	DATE TIME: IV

POINTS SCORED BY TEAM - A											
PLAYER NO.	PLAYER'S NAME	POINTS	POINTS	POINTS	POINTS	POINTS	POINTS	POINTS	POINTS	POINTS	POINTS
1	2	3	4	5	6	7	8	9	10	11	12
TOTAL POINTS											

POINTS SCORED BY TEAM - B											
PLAYER NO.	PLAYER'S NAME	POINTS	POINTS	POINTS	POINTS	POINTS	POINTS	POINTS	POINTS	POINTS	POINTS
1	2	3	4	5	6	7	8	9	10	11	12
TOTAL POINTS											

TOTAL POINTS		REMARKS			
TEAM - A	TEAM - B	I	II	III	IV

TEAM A	TEAM B	SCORED	SCORED	SCORED
TEAM A	TEAM B	SCORED	SCORED	SCORED

PART-IX SIGNS IN KHO-KHO



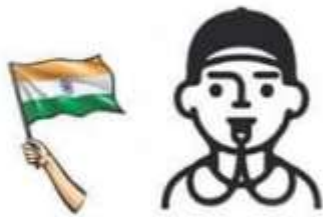
- 1) Starting the turn. 2) Closing the turn. 3) Out. 4) Crossing the Central Lane by the Attacker. 5) Uttering 'Kho' before touching the chaser. 6) improper uttering of 'Kho'. 7) 'Kho' or other similar word uttered by Chaser. 8) 'Kho' not given after touching the Chaser nearest to the Post. 9) Getting up early. 10) Indicate proper direction. 11) Shoulder Line foul. 12) Going beyond Cross Lane. 13) Receding. 14) Change the direction. 15) Closing turn before scheduled time. 16) For not sitting in the Chaser Block/improper sitting by a Chaser. 17) Obstruction to a Defender by the Chaser. 18) Defender is not out. 19) Defender Going out of field/Retired. 20) Indication for defender touching sitting chasers.



KHO-KHO OFFICIALS SIGN



**Crossing the Central Lane by
the Attacker**



KHO-KHO OFFICIALS SIGN



'OUT'



KHO-KHO OFFICIALS SIGN



**Indication for defender touching
sitting Chasers**



KHO-KHO OFFICIALS SIGN



**'KHO' or other similar word
uttered by chaser**



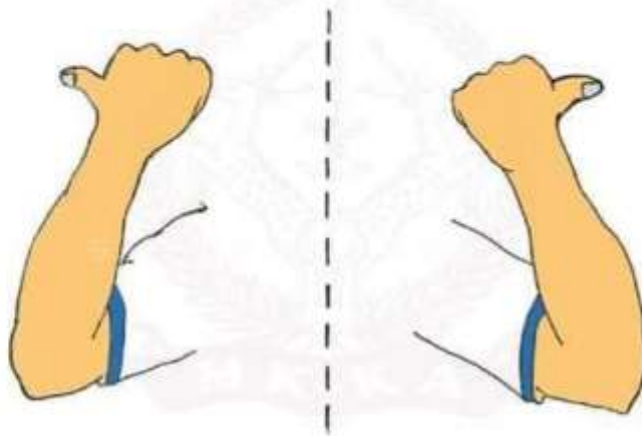
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Closing the turn



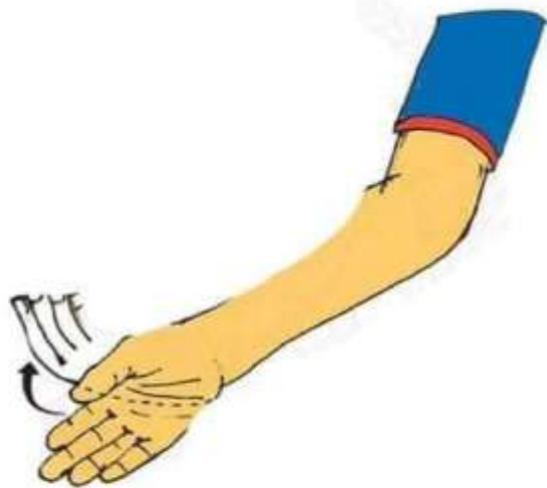
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Indicate proper direction



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Getting up early



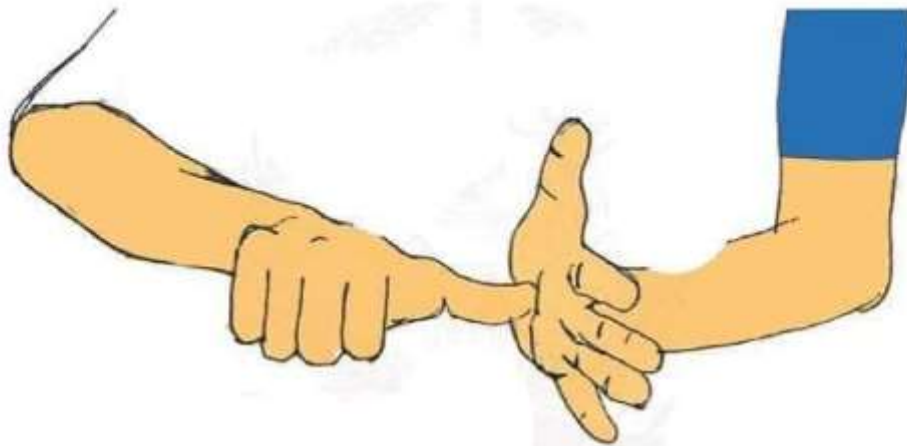
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Starting the turn



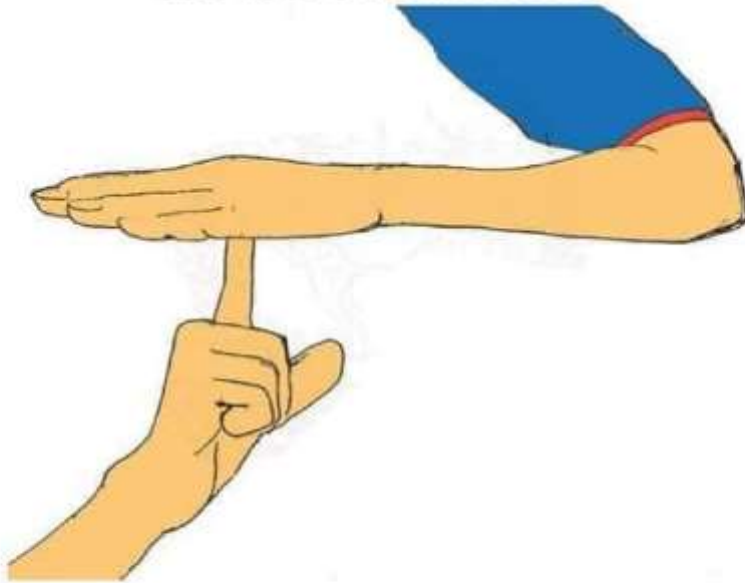
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Obstruction to a Defender by the Chaser



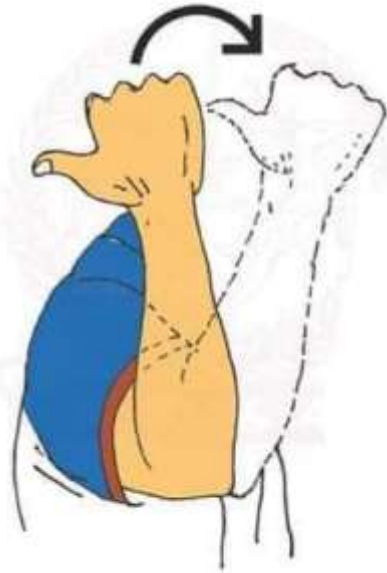
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**Closing turn before scheduled
time**



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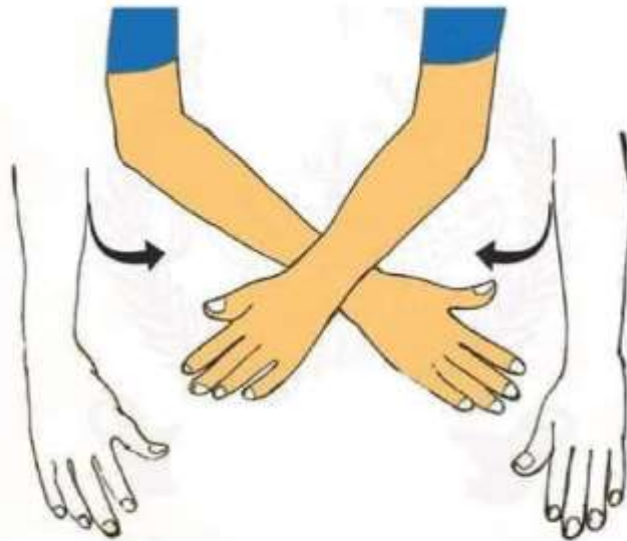
Receding



Going beyond Cross Lane



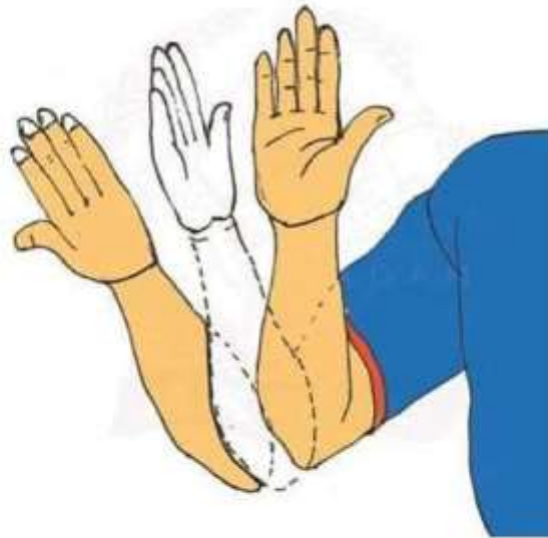
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'DEFENDER' is not out



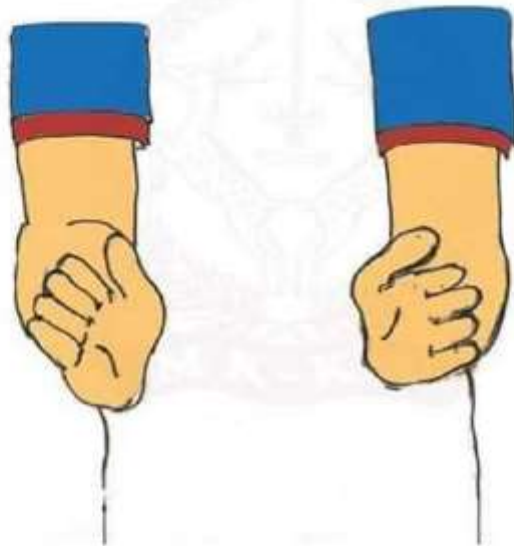
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Change the direction



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- 1) For not sitting in the Chaser Block**
- 2) Improper sitting by a Chaser**



KHO-KHO OFFICIALS SIGN



Defender going Out of field/Retired



KHO-KHO OFFICIALS SIGN



Improper uttering of KHO



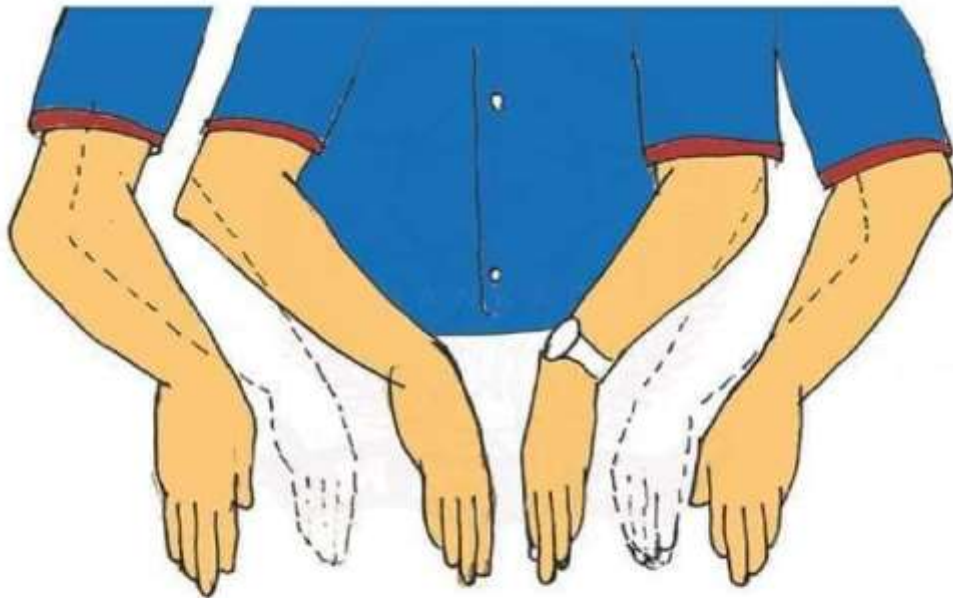
KHO-KHO OFFICIALS SIGN



**'KHO' not given after touching
the 'Chaser' nearest to the 'Post'**



KHO-KHO OFFICIALS SIGN



**Uttering 'KHO' before touching the
Chaser**



KHO-KHO OFFICIALS SIGN



Shoulder Line Foul

Equity and Inclusion in Education: We are a Part of a Whole

- **Dr. Monika Dewan**

We are a part of the whole!

I am in love with this statement. It has a way deeper meaning than it seems. When we look at the creations of nature, every particle seems to be in its correct place, completing the entire picture of this Universe. We are all parts of a whole, and we are connected!

This is what I keep in mind at all times as an educator for my students and as a trainer for educators. Nature provides us with lessons of discipline and organization.

Please take care of yourself!

I gently remind all the educator colleagues across the world to please take care of yourselves. Mental health is important, along with other domains. Hence, mindfulness and meditation are strategies that will help take care of the well-being of the teachers. Once we are feeling happy and healthy, we will be able to take care of our students much better.

Equity and inclusion opportunities in education

The focus of equity and inclusion in education is that we are able to cater to the needs of all our student learners. As we know, learning is a continuum, and we, as educators, must help all students develop themselves.

I ensure I reach all my students through a friendly approach. My strategies include connecting with my students and building a relationship of trust and understanding. We develop the class expectations with student input, so they have ownership and a feeling of belonging.

Our beliefs are exhibited through child-friendly posters used in classrooms that enhance their understanding of the concepts of being respectful and treating everyone equally.



Children are guided to understand that some students prefer competitive situations,



while others don't; and either preference is acceptable.



PRAISE PHRASES



Praise and encouragement are two ways we can all feel good.

Here are some ways to say "Very good" and make others feel happy.

- "Superb!"
- "You did that very well."
- "Terrific!"
- "You're doing fine."
- "You're really improving."
- "Now you've figured it out."
- "Outstanding."
- "Incredible!"
- "Good work."
- "I think you've got it now."
- "Tremendous!"
- "Perfect!"
- "Nice going."
- "Wonderful!"
- "You're getting better every day."
- "You're learning fast."
- "Super!"
- "Keep it up!"
- "Congratulations."
- "Exactly right!"
- "Nice job."
- "Excellent!"
- "That's really nice."
- "You really make this fun."
- "You are doing much better today."
- "Keep on trying."
- "You've just about got it."
- "You are very good at that."
- "That's great."
- "Way to go!"
- "That's the way to do it!"
- "That's quite an improvement."
- "Keep up the good work."
- "That's better."
- "You haven't missed a thing."
- "Fantastic!"
- "You're doing a good job."
- "Good try."
- "That's RIGHT!"
- "Great!"
- "You remembered!"
- "You're really working hard today."
- "I knew you could do it!"
- "One more time and you'll have it."
- "Fine!"
- "Good job."
- "You really make this fun."
- "You are doing much better today."
- "Keep on trying."
- "You've just about got it."
- "You are very good at that."
- "You're really working hard today."
- "I knew you could do it!"
- "One more time and you'll have it."
- "Fine!"
- "Good job."

Can you think of more Praise Phrases? List them here.

Here are two examples of child-friendly posters used in classrooms that enhance students' understanding of being respectful and treating everyone equally.

I provide all my students leadership opportunities with choices they feel comfortable executing, and hence promoting inclusion. This ensures there is a sense of positivity flowing in my classroom.

Ensuring that all students stay respectful and responsible at all times, helps them become compassionate human beings. I encourage them to respect themselves, their peers, the equipment and the teacher.

Using Feedback & Assessments

The students are given plenty of opportunities to work with partners and in groups. They are expected to work not only with their friends, but they are encouraged to come out of their comfort zone and interact with other class members as well. Towards the culmination of the unit, we execute a blind assessment or 360 degrees evaluation where everyone gives anonymous feedback about each other. There is a self-assessment, peer assessment and teacher assessment involved. The average scores achieved are so accurate. In my experience, every assessor is honest while giving the scores, and every class member usually agrees with the ratings.

In my experience and observation, it has been the most accurate depiction of the students' participation. They all have an equal opportunity to participate, be respectful to others, and in turn, they are developing

themselves to become tolerant. They learn that when there is a difference of opinion, they should accept it gracefully or try and reach a consensus.

Below are a few images showing the rubric students use to self and peer assess, as well as a writeup of an observation of the assessment process in the classroom. As you can see in the data tables, there was a significant student improvement in student Respect & Tolerance from test 1 to test 2.

Standard #6: A physically educated person demonstrates understanding and respect for differences among people in physical activity settings.

Respect and Tolerance Assessment Grade 3 – 5

Name _____

Date: _____

Benchmark #27 Appreciate differences and similarities in others' physical activity.

Do you show consideration and regard for others and their feelings? Do you accept others and are willing to accept differences? How does your behavior affect others?

Respect The student...

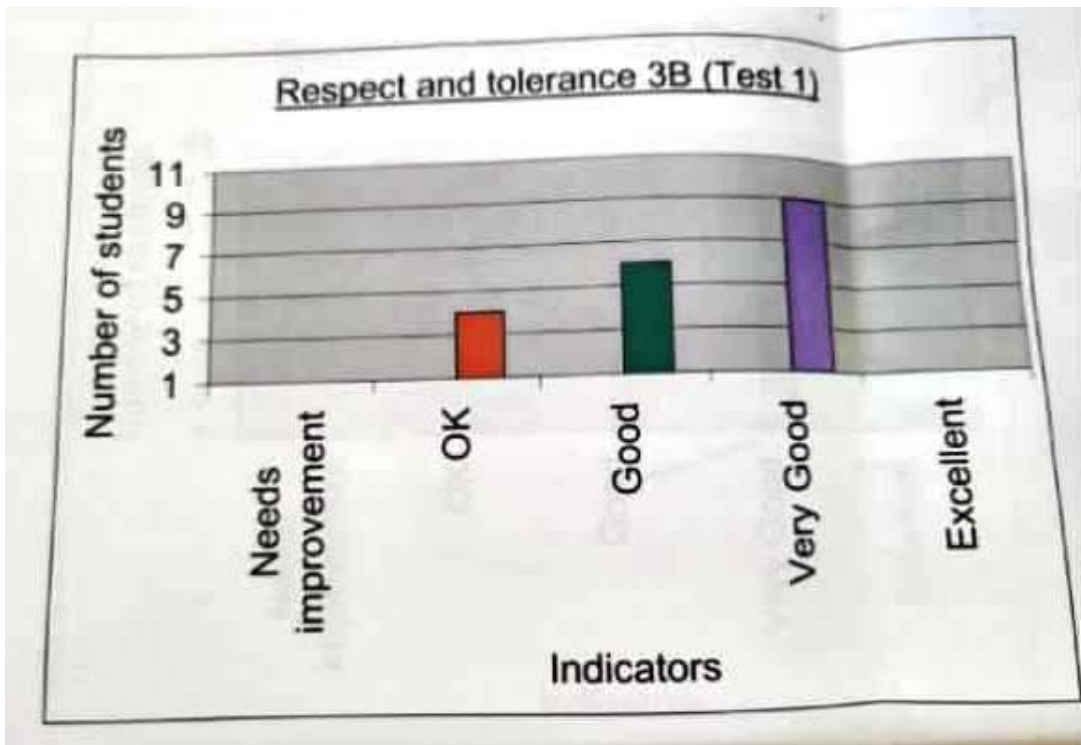
- _____ 4 is always respectful of the rights, property, and opinions of others.
- _____ 3 is usually respectful of the rights, property, and opinions of others.
- _____ 2 sometimes demonstrates consideration, regard, or esteem for the rights, property, or opinions of others.
- _____ 1 does not demonstrate consideration, regard, or esteem for the rights, property, or opinions of others.

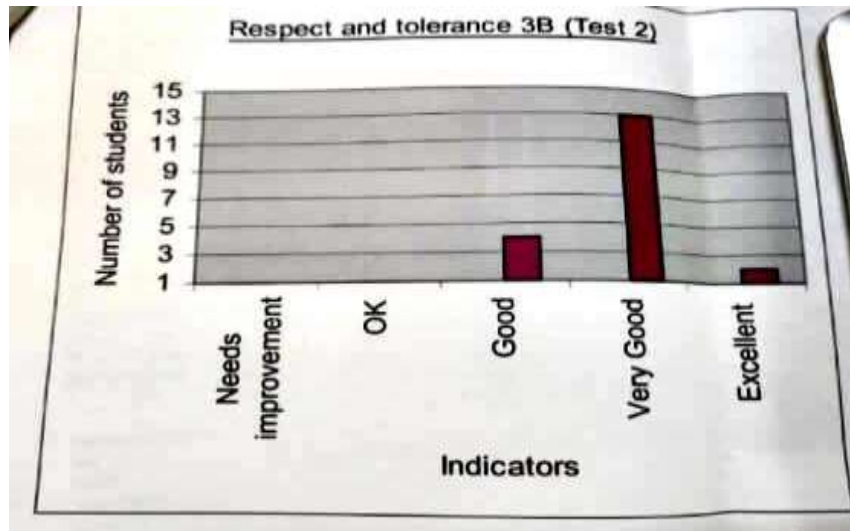
Tolerance the student...

- _____ 4 accepts individual differences regardless of their type and makes adjustments to accommodate when appropriate.
- _____ 3 is generally aware of individual differences and makes efforts to accommodate others.
- _____ 2 demonstrates little effort or understanding in dealing with individuals who are different.
- _____ 1 is intolerant of others and/or indiscriminately treats others poorly or with disdain.

R&T

Excellent → 7.6 - 8
 Very Good → 7.0 - 7.4
 Good → 6.2 - 6.8
 O.K → 5.2 - 6.0
 Needs Improvement → 4.2 - 5
 or below.





Dear Monika,
I was very pleased to see the peer assessment today. Here are some of my thoughts:

Plus

- students were **sitting quietly** in a line listening to teacher's directions
- teacher gave directions in a **clear, steady voice** with several repetitions
- teacher **modeled** movement, picking up sheets, replacing wrong sheet, etc
- teacher explained **purpose** of the exercise ("blind assessment so we can be completely honest and accurate in assessing each other")
- teacher indicated sequence and steps to be followed ("on the **signal**, walk to the sheets, pick one from each spot, get in your own space, etc and **when you are through** return to the black line")
- student questions were answered
- once students moved to spot, teacher **repeated directions** for writing name, putting T, S, P etc
- the room was very quiet throughout
- students completed self assessment and handed in sheets
- teacher repeated process for the next phase - peer assessment
- students quietly choose sheets and **moved in orderly way** to own space
- students completed peer assessment, handed in sheets, came to black line to sit
- teacher explains how tally will be done and results shared next week

Delta:
none

Monika, the strength of this exercise was in the exemplary way in which you gave directions to the students. This was a very complicated task with several components with which they may not have been familiar. You are to be commended on the way you spoke clearly, kept their attention, modelled the process and maintained control of the class. I would like to review the results of the assessment when you have finished tallying them. Do let me know when you are free next week so we can meet.

Thank you.
P Sood

Sometimes, students can get into a tussle over trivial matters like fighting for a spot, or the color of the ball and repeated reminders of statements like, “You get what you get and you don’t get upset” are very helpful. Primarily, the focus is on having them stay self-motivated to do the right things at all times. Every learner should be inspired to learn and grow. I encourage my students to create SMART Goals for themselves. This is applicable in Physical and Health Education classes as well. I provide my students’ opportunities to self reflect and grow in areas they identify for themselves. We have developed a culture of compassion, empathy and care in our classes. There is zero tolerance for discrimination and indiscipline. We value every class member and treat them equally irrespective of their skill level, fitness abilities, intelligence, ethnicity, financial status, color, disability or creed. Students are nurtured in a safe environment. They are free to share their opinions. They can discuss issues in a safe and supportive learning environment. Equality in the learning process and achievement by all children, regardless of their background, is our belief.

I am happy to see my responsible, compassionate learners trust and value each other. I believe that diversity enriches us. I share these tips of learning expectations so teachers may use the shared strategies to build their learning environment and have positivity flowing in all the classrooms. Education teaches us to be humble and treat each other with humanity.

Channelize energy positively

Teaching students that come from multiple nationalities, having a common language barrier, it becomes imperative to ensure we respect and

treat each other in a fair manner. Regular communication with parents and their support is very essential as well. We have problems that come up, but we problem solve together by brainstorming possible solutions. We reach a consensus for the best possible direction to move ahead, and we carry our learning forward in a joyful manner. My students have developed an understanding that we all have energies, and we use them positively to help, build and support. Even the peer feedback we provide is constructive! We are passionate about our learning, while we maintain the attributes such as resilience, empathy and respect for others.

Mindfulness

Mindfulness in both a virtual and in-person setting is equally important and a key aspect to be incorporated in all the lessons. It elevates the group focus and attention. Mindfulness practices are important for educators to take actions and act as a role model. We must maintain the hope, stay grounded for our young learners and always demonstrate what we expect from them. Treating all our colleagues in a justified, compassionate, empathetic and respectful manner.

There should be no factors that limit our journey of learning!

After all, we are all parts of a whole, and we are connected. Every part is important, has value and power to create a more peaceful world.

“Effect of Pranayama on General Endurance Capacity”

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Abstract

The aim of the present study was to study the “Effect of Pranayama on general endurance/cardiovascular fitness capacity. On regular practice of pranayama enables human being to have a control over his breathing pattern. Such practice certainly increases anaerobic capacity of human being and helps to understand his or her breathing pattern which can be implemented on the ground. The pranayama practice is very essential for general human being as well as sportsmen i.e.long distance runners and cyclists as it improves aerobic capacity. For the study was conducted on 60 male boys age between 16 to 18 years of Modinagar, (District Ghaziabad ,(U. P) data was analyzed with the help of Mean and Standard deviations and t-test to see the effect of Anulom Vilom Pranayam programme, the level of significant chosen to the test the hypothesis was at .05. The grouping of subjects into control and experimental were done with equaling their pre test performance the selected physical fitness variable (Endurance). It was observed that there was significant difference in relation experimental group and control group.

Key words:- Yoga, Capacity, Pranayama, Anulom-Vilom, Physical Fitness, Endurance,

Introduction:

The great Indian seer Patanjali (200 BC) has compiled and codified the knowledge regarding yoga. Yoga means the experience of oneness or unity with inner being. This unity comes after dissolving the quality of mind and matter into the supreme reality. It is a science by which the individual approaches truth, the aim of all yoga practice is to achieve truth where the individual soul identifies itself with the supreme soul of god.

Patanjali defined Pranayama:

Pranayama means control and regulation of breath. “prana” is a Sanskrit word which means ‘Vital force’. It also signifies ‘life’ or breath. Ayam means the control of the prana so pranayama means the control of the vital force (prana) by concentration and regulated breathing. The science of pranayama deals with the knowledge, control and enrichment of this vital force which results in rhythmic respiration, calm and alert state of mind. As a deep breathing technique, pranayama reduces dead space ventilation and decreases work of breathing. It also refreshes air throughout the lungs, in contrast with shallow breathing that refreshes air only at the base of the lungs. For fitness variable Endurance we can choose Anulom and Vilom Pranayam (**Anulom Vilom** Pranayam is an alternate breathing technique. Close your

eyes. Breathe in from left nostril closing right nostril with thumb and breathe out from right nostril closing left nostril with ring finger and middle finger.

Techniques Anulom Vilom :

Sit comfortably in any meditative posture. Sit erect keep the left hand on the left knee in gyan madras. Fold the index and middle fingers of the right hand to touch the palm. Close the right nostril with the right thumb. Exhale through the left nostril and immediately inhale forcefully. Quickly open the right nostril by closing the left nostril and repeat the procedure. Keep repeating this pattern quickly gradually increasing the speed of inhalation and exhalation. Simultaneously contract and export the abdominal muscles and slowly return to the initial.

Physical Fitness:

Different people have different opinion regarding physical fitness. Every person has a different level of physical fitness which may time, place of work and situation. In the field of game and sports, physical fitness varied from sportsperson to sportsperson.

Meaning of Endurance: Endurance is the ability of an organism to exert itself and remain active for a long period of time, as well as its ability to resist, withstand, recover from, and have immunity to trauma, wounds, or fatigue

Material and methodology

Methodology:

The study was conducted of 60 male boys age between 16 to 18 years of Modinagar, (District Ghaziabad ,(U. P) data was analyzed with the help of Mean and Standard deviations and t-test to see the effect of Anulom-vilom Pranayam programme, the level of significant chosen to the test the hypothesis was at .05. The grouping of subjects into control and experimental were done with equaling their pre test performance the selected physical fitness variable (Endurance).

Experimental design:

The subjects were selected for the studies were divided into experimental group and control group according to equaled group design. The experimental group was imparted thirty minutes of daily training of Anulom-Vilom Pranayama for 6 six under the proper supervision and guidance of the investigator while no training was imparted to control group. At the end of six weeks training, post test was conducted for the groups.

Analysis and Interpretation of Data

Table -1.1

Significance Difference Between Control and Experimental Group Before (Anulom-Vilom Pranayama) Training Programme

Variable	Group	N	Mean	S.D	S.Ed.	t-ratio	Level of significance
Endurance Capacity	Control	30	12.40	6.40			
					1.91	0.41	Not sig.

	Experimental	30	12.20	8.30			
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* Significant difference at .05 level of confidence.

TABLE 1.2

Significance Difference Between Control and Experimental Group After (Anulom-Vilom Pranayama) Six Weeks Training Programme

Variable	Groups	N	Mean	S.D	S.Ed.	t-ratio	Level of significance
Endurance Capacity	Control	30	67.47	8.25	2.12	0.09	Not Sig.
	Experimental	30	67.27	8.19			

* Significant at .05 level of confidence.

RESULTS AND DISCUSSION:

The t-test was used for finding the effect of Anulom-Vilom Pranayama on male students of college. It was observed that there was significant difference in relation experimental group and control group. More over the duration of training period was six weeks might be too short periods for bringing any significant change in Endurance capacity.

CONCLUSION:

It was observed that there is significant difference in Endurance capacity relation to experimental group and control group.

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