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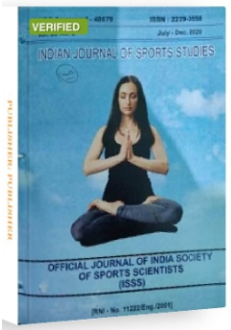

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CONTENTS

"Relation of Performance to Physical Measures of Indian Female University Kabaddi Players"

Dr. Sarojini
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Abstract:

The word "Fitness" means different thing to different people which may change with their time, place, work or situation. For fitness we also have to understand total fitness, optimal fitness, health related fitness, skill/performance related fitness. Maintenance of each type of fitness depends on efficiency, proper functioning of human body, skill, training, motivation and some otherfactors. Studies proven that male have greater work capacity than female but exposed to similar training no difference has been shown to their performance. Early maturation in boys and late maturation in girls is always a success factor.

For this study sixty nine (69) female kabaddi player aged 17-25 performed and recorded on nine performance related variables and three physical variables. Statistical analysis of data confirmed the fact that body strength

decreases with increase in age due to lack of strength actual performance in game also decreases with age. If the increase in age is supported by height and weight of body can be found advantageous for the game.

Keywords: Fitness, Performance, Physical Measures,female.

Introduction:

The word "Fitness" has been interpreted to meandifferent thing to

different people. Physically every person has a different level of fitness which may change with their time, place, work or situation. There is also an interaction between daily activities and fitness of an individual, the point is that where do we put the level of optimal fitness. (Hebbelink, 1984). Optimal fitness is the amount and kind of fitness best suited to one's interest, needs and abilities.(sharkey, 1984). Fitness implies the ability to function at an optimum level of efficiency in all daily living, Fitness then means Total Fitness. Physical Fitness is one aspect of total fitness. It also describe in two more ways.

One is Health Related Physical Fitness and another is Skill Related Physical Fitness (Borrow et. al, 1989).

Maintenance of physical fitness depends upon the efficiency and proper functioning of system of the body specially Skeletal, Muscular, Cardio- respiratory and Nervous system (Uppal, 1992). Performance of sports person in any game or event depends on skill, training, motivation and various other factors of Physiological and Biochemical nature. Age, Sex and Physical Growth have also been noticed to influence a person capacity for physical activities (Luthra & shaw, 1990). Male have greater physiological work capacity than females but when exposed to an equivalent training men and women do not show sex related differences in the rate or magnitude of their physiological adaptation to such training. (Butts et al, 1990).

Human performance is considerably affected by maturity status of an individual. Early maturation in boys and late maturation in girls usually associated with success. Age, Height and Weight play a vague role in the determination of human performance but these qualities does have some importance along with Physiological, Psychological and Social Aspects of Human Performance; so are not tobe ignored.

The objective of this study was to find out the actual relationship

of Age, Height and Weight with the selectedperformance related variables.

Materials and Methods:

Present study has been conducted on sixty nine

(69) female kabaddi players aged 17-25 who represented their University in **All India Inter University Kabaddi Tournament**. Including the measurement of their Age, height and weight in their peak performance level they performed on various test conducted to measure the nine performance related fitness variables naming Flexibility, Shoulder strength, Abdominal strength, Left grip strength, Right grip strength, Leg strength, Back strength, Body coordination and Static balance. The tests conducted to measure the above mentionad variables were: Modified sit and reach test for flexibility, Push up for Shoulder Strength, Bent knee sit up for Abdominal strength, Cable jump for body coordination and Stork stand for Static balance. Both the grip strength back and leg strength were measured by using the Dynamometer.

For statistical analysis Mean and Standard Deviation were computed for each variable. Correlation of all thesevariables were also computed with Age, Height and Weight separately.

Result and Discussion:

Table 1

Mean and Standard Deviation of all Performance Related Fitness Components including their Age, Height and Weight.

Sr No.	**Variables**	**Mean**	**SD**
1.	Age	20.703 yrs	2.002 yrs

2.	Height	159.725cm	5.646 cm
3.	Weight	116.841 lbs	12.756 lbs
4.	Flexibility	30.783 cm	6.748 cm
5.	Shoulder Strength	26.580 kg	12.318 kg
6.	Abdominal Strength	30.913 kg	9.130 kg
7.	RT Grip Strength	25.870 kg	4.625 kg
8.	LT Grip Strength	24.826 kg	4.946 kg
9.	Back Strength	67.638 kg	19.623 kg
10.	Leg Strength	70.391 kg	18.741 kg
11.	Coordination	4.565	0.691
12.	Static Balance	11.446 sec	7.788 sec

As presented in table (1) Average Age, Height and Weight of female university kabaddi players were 20.703 yrs +/- 2.002 yrs, 159.725 cm +/- 5.646 cm, 116.841 lbs +/-

12.756 lbs respectively. There average performance in alltests of all performance related fitness components werealso good enough to highlight their peak performance level.

Table 2:

Correlation with Age, Height and Weight.

Sr No.	**Variable**	**Age**	**Height**	**Weight**

1.	Flexibility	-0.393	0.2331*	0.2320*
2.	Abdominal Strength	-0.2516*	-0.0131	0.1587
3.	Shoulder Strength	-0.3374*	0.0183	-0.0056
4. .	Grip Strength Rt.	-0.1341	0.2744*	0.4905*
5.	Grip Strength Lt.	-0.0682	0.3979*	0.4418*
6.	Leg Strength	-0.2918*	0.3682*	0.3344*
7.	Back Strength	-0.2475*	0.4096*	0.3228*
8.	Coordination	0.1064	-0.0233	-0.0736
9.	Balance	-0.0850	0.0599	0.1017

From table (2) it can be seen that the flexibility was negatively related with age and positively and significantly related with height and weight while abdominal strength was negatively related with age and height and positively relatled with weight. Shoulder strength was negatively and significantly related with ageand body weight while positively related with height.

Both the grip strength were postively and significantly related with height and weight and negatively related with age. Back and leg strength too were negatively andsignificantly related with age and positively and significantly related with weight and height. Body Coordination was positively related with age and

negatively related with height and weight while Balance was negatively related with age and positively related with height and weight.

Conclusion:

The statistical analysis of data reveal that performance inshoulder strength, abdominal strength, leg strength and back strength were negatively and significantly related with age and the performance in flexibility, both the grip strength, leg and back strengths were positively and significantly related with height and weight.

As was expected from the study outcomes this fact was strengthened more that the body strength decreases with increase in age and due to lack of strength the actual performance in the game also decreases with age. If the increase in age is supported by sufficient height and body weight can be found advantageous for the game.

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Comparative Study Of Burnout Among The Players Of Selected Individual And Team Games

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ABSTRACT-

The aim of the present study is to compare the burnout level among the players of selected individual and team games. For the Present study the data has collected from the players who were selected from the jammu university participated at inter collegiate level. The researcher has taken 200 subjects in between the age group of 18-28 years. The difference between groups is assessed by using't' test.

Introduction

Sport is generally considered a primarily physical endeavor, involving the marshaling of bodily resources to complete a variety of specialized, demanding physical tasks. Undeniably, physical attributes such as speed, strength, stamina, fitness, coordination, agility, flexibility, and resilience are richly rewarded in competitive sport.

Burnout is a psychological term for the experience of long-term exhaustion and lack in interest. Burnout occurs when an athlete has worsening performance despite intense training. It is believed to result from a multitude of factors, such as constant high levels of physiologic or emotional stress, fatigue, immune system failure, or insufficient recovery time.

Selection of Subjects:

For the Present study the data has been collected from the players who were selected from the jammu university participated

at inter collegiate level. The researcher has taken 200 subjects in between the age group of 18-28 years.

Main objectives

To compare the burnout level among the players of selected individual and team games.

Hypothesis

- It is hypothesized that there will be a significant difference in burnout level among the players of selected individual and team games.

Methodology

Variables:

Burnout

TOOLS

Burnout inventory developed by KS Mishra.

Collection of data

The data were collected by the researcher himself with the help of coaches related to the games and camps. The data were collected from the tournaments and camps of team and individual sports events representing inter-colligate level. One hundred and twenty (120) subjects from team events and eighty (80) subjects from individual sports events were selected as subjects for the data. Questionnaires were distributed among them and they filled it. Data were collected carefully and honestly.

Level of Significance

The level of significance in the present study was fixed at 0.05

Findings

The findings of the selected variable that is Burnout of Athletic, Boxing and Judo from Individual game and Cricket, Football and handball from Team Game players have been presented in Table and stated as under.

TABLE-1

Comparison of Burnout between the Individual and team players jammu university at Inter collegiate Level.

Groups	Mean	SD	MD	SE	T-ratio
Individual	141.77	12.63			
Group	150.09	14.70	8.32	1.94	4.28*

* Significant at 0.05 level $T_{0.05}$ (198) = 1.97

It is evident from Table-1 that there is significant difference in the Burnout between the Individual and team players of Jammu at Inter Collegiate Level as the calculated T-ratio of 4.28 is quite more than tabulated T-ratio of 1.97.Finding implies that in the Burnout between the Individual and team players of jammu university at Inter Collegiate Level. are significantly different.

Discussion on Findings

The findings of statistical analysis revealed that there were

1. Significant difference in the Burnout between the Individual and team players and team players poses higher burnout.

It may be attributed to the fact that-

1. In team game instead of working hard and putting full efforts from an individual players they may not be able to celebrate success or stand at standard level due to negligence of team mates or one or team players from the team which make them frustrated.

2. The level of difficulty and available time to take a decision and perform a skill are equal for both individual and team players.

3. The situation and duration face by boxer, athletes and judokas are different and face by all selected team players are similar.

3. The experience experienced by the all individual and team players are similar respectively.

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Article For Presentation At Ugc National Conference On Yoga And Sports.

Sunil Mishra

Introduction -

Physical Education is no longer a professional field primarily devoted to prepare teacher for schools and colleges, but focus to include Government, Public ,Private and corporate sectors other than traditional one .Trends coming up to give special concern to interdisciplinary specialization of allied subjects. Inevitable change occurring in demands to provide solution to satisfy the need of people from various sections and sectors of societies .A wide variety of jobs with various designation employed with different mission in different organisations need to provide better professional solution through specialisation in and around the academic discipline . Influence of cyber tech and Globalisation change age old practice in Physical Education and its allied discipline. Concept and practice of physical Education had changed it orientation for professional upliftment.

Concept –"Physical Education as understood is such a cultivation of power and capabilities of student as will enable him to maintain his bodily condition in the best working order providing at the same time for the greater efficiency of his intellectual and spiritual life."- Edward Hitch Cock .

"Physical Education is an integral part of the total education process and has as its aim the improvement of human performance through the medium of physical activities that have been selected with a view to realizing this outcomes ." – Charles A. Bucher .

Aim of Physical Education is all round development of total personality . "Aim of physical education must be to make every child physically, mentally and emotionally fit and also to develop

in him such personal and social qualities as will help him to live happily with others and build him up as a good citizen ." – National Plan of Physical Education and Recreation (India).

Objective of Physical Education as per Charles A. Bucher - 1. Physical development objective , 2. motor and movement development objective , 3.cognitive and mental development objective , 4. social development objective , 5.Effective development objective.

Present Scenario of Academic courses of physical education in India – most of the courses physical Education curriculum is about 75% are cognitive in nature and 25% are somatic in nature . Time period engaged for whole courses are mostly cognitive and some parts are physical movement based activity. Courses such as B.P.ED , M.P.ED , Ph.D. has more emphasis on allied science and arts taught are cognitive in nature . And Physical activities based curriculum has also less emphasis on mastery of physical skill and efficiency . Physical education has given more importance to cognitive training then somatic training. Academic subjects are being taught by qualified professors, where as physical activities are being taught by instructors who are not similarly qualified as professor. Such trends are in practice due to misconception and increasing empowerment of Mediocrity in and around the Profession. More and more mediocre are perusing physical education degree and getting jobs, but most them are not able to teach physical activities efficiently therefore the impact of physical education programme are not visible significantly . Physical education in delusion and misconception, understood as interdisciplinary specialization of its allied science and arts.

The purpose of physical education in the ambit of education has been diluted due to misconception, lack of resources and efficient

professionals. Like other cognative subjects ,physical education began to teach in class room with interdisciplinary allied sciences and arts involve and related to it .There was always attempts to improve through application of new technology , but aim of physical education to provide all round development through physical activity skill and technique has become out of focus .Due to lack of importance of physical activity in teacher training courses, output and impact of physical education programme are not significantly prominent in the scenario .In school and colleges teachers use to teach few theories about physical education and some rules of games with a short period of participation in physical activity with moderate intensity which outcomes do not fulfil aim and object of physical education programme and expectation of our society.

Real Physical education can be established with the excellence in somatic learning which is the core of physical education .Efficiency in allied interdisciplinary specialisation cannot provide effective professional solution in the absence of applied skill and expertise of somatic domain. Therefore Physical education must implement with due importance of physical skill based activity.

Future of physical education-

Physical Education have to accommodate its allied fields like fitness training ,Gym training, Yoga training, Exercise and Physiotherapy , sports training , Military training ,combative, aquatics , adventure sports ,Dance ,Recreation etc . And also need to add these in the professional courses to provide better professional solution to the society .

Future of physical education should e inclusive Skill and techniques of all physical activity for all purpose ,which can add new dimension to the profession .Society should e looking for innovation in solution .Research analysis ,development and

execution in physical education can open opportunity for providing physical training to whom who so ever required for any specific purpose .Physical education have to provide skill and knowledge for allied profession in and around it .

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A Comparative Study Of Coordination Among Different Game Players

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Abstract:

The main objective of the study was to compare the Psycho-Physiological (Eye hand coordination) variable among different Game Players. The sources for data collection were selected from the players of handball, Basketball, Cricket, Football and Vollyball, who participated inter-collegiate level under Dibrugarh University,Assam. All those subjects were sources of data. Analysis of the data was collected on two hundred and fifty (250) players. Modified bass test was used to collect the data. and the score was recorded in number of points. One Way Analysis of Variance (ANOVA) method was used for data analysis. The findings of the study revealed that there were no significant differences in the coordination among the players of Handball, Basketball, Cricket, Football and Vollyball.

Keywords: Psycho-Physiological (coordination)

Introduction: Movement is essential to perform any daily activity. Your ability to move efficiently requires control and coordination of the body's postural alignment. In other words, you need strong balance to move efficiently. Body coordination is a performance-related fitness component that describes the smooth, efficient movement patterns that are parts of sport skills and tasks. Your stage of learning influences how well you can perform these component movements of a skill.

Physical coordination is the smooth functioning of multiple body parts when executing a particular movement. For example, doing a jumping jack requires moving

the arms and legs at the same time as one coordinated action. Physical coordination is a motor skill that requires the integration of spatial perception and physical movement to achieve a desired result.

Objective of the Study: The main objective of the study was to compare the Psycho-Physiological (Eye hand coordination) variable among different Game Players.

Hypothesis of the Study: It was hypothesized that there would be significant difference among the different Game Players.

Methodology: The sources for data collection were selected from the players of Handball, Basketball, Cricket, Football and Vollyball, who participated participated inter-collegiate level under Dibrugarh University,Assam . All those subjects were sources of data. Analysis of the data was collected on two hundred and fifty (250) players. . Modified bass test was used to collect the data. The data was collected on Eye hand coordination among the selected game players. One Way Analysis of Variance (ANOVA) method was used for data analysis.

SUMMARY OF ANALYSIS OF VARIANCE FOR THE DATA ON EYE HAND COORDINATION OF SELECTED GROUPS

Sources of Variance	Degree of Freedom	Sum of the Squares	Variance	F-ratio
Between the Group	4	55.69	13.9225	0.51@
Within the Group	245	6683.66	27.280	

@Not significant at 0.05 Tabulated $F_{(0.05)}$ (4, 245)= 2.37

It is evident from the findings of the Table that there is no significant difference in the eye-hand coordination of selected games players as the calculated F-value of 0.51 is quite smaller than the tabulated F-value of 2.37 at .05 level.

Discussion and Findings : In the beginning of this study it was hypothesized that there would be significant difference among the players of handball, basketball, cricket, football and Volleyball in Eye hand coordination. The findings of this study revealed that there is no significant difference of Eye hand coordination among different game of the players. Hence the hypothesis stated earlier is rejected. It may be due to selected games involves similar kinds of movements for play and In all selected games we need to deal with the ball which may be facilitate coordination.

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Sport Imagery: Athletes' Most Powerful Mental Tool

Are you using mental imagery to maximize your sports performances?

If you do anything to work on the mental side of your sport, it better be mental imagery. Why, you ask. Because there is no more powerful mental tool than mental imagery and it can have a huge impact on your sports performance. There are **four factors that**

impact the quality of mental imagery: perspective, control, multiple sense, and speed. You can develop each of these areas so you can get the most out of your imagery.

Imagery perspective. Imagery perspective refers to where the "imagery camera" is when you do imagery. The internal perspective involves seeing yourself from inside your body looking out, as if you were actually performing your sport. The external perspective involves seeing yourself from outside your body like on video. Research indicates that one perspective is not better than the other. Most people have a dominant perspective with which they're most comfortable. Use the perspective that's most natural for you and then experiment with the other perspective to see if it helps you in a different way.

Control. Have you ever been doing imagery and you keep making mistakes, for example, a basketball point guard sees the ball stick to the court while dribbling or a golfer sees her ball pop out of the cup? This problem relates to imagery control, which is how well you're able to imagine what you want to imagine. It's not uncommon for athletes to perform poorly in their imagery and it often reflects a fundamental lack of confidence in their ability to perform successfully (when I started using imagery as a youth, I couldn't go three gates in a ski race course in my head without falling!).If mistakes occur in your imagery, you shouldn't just let them go by. If you do, you'll further ingrain the negative image and feeling which will hurt your performances. Instead, when you perform poorly in your imagery, immediately rewind the "imagery video" and edit the imagery video until you do it correctly.

Multiple senses. Good imagery is more than just visual, that's why I don't like to call it visualization. The best imagery involves the multi-sensory reproduction of the actual sport experience. You should duplicate the sights, sounds, physical sensations, thoughts, and emotions that you would experience in an

actual competition. Visual imagery involves how clearly you see yourself performing. If sounds, such as the quarterback calling the play at the line of scrimmage, are important, you would want to generate them in your imagery. If you get nervous before an actual competition, you should get nervous in your imagery (and then take steps to relax).

The most powerful part of mental imagery is feeling it in your body. That's how you really ingrain new technical and mental skills and habits. A useful way to increase the feeling in your mental imagery is to combine imagined and real sensations. Imagine yourself performing and move your body along with the imagery. You see world-class athletes doing this before competitions.

Speed. The ability to adjust the speed of your imagery will enable you to use imagery to improve different aspects of your sports performance. Slow motion is effective for focusing on technique. When you first start to work on technique in your imagery, slow the imagery video down, frame by frame if necessary, to see yourself executing the skill correctly. Then, as you see and feel yourself performing well in slow motion, increase the speed of your imagery until you can perform well at "real-time" speed.

What is imagery?

- Imagery is also called visualization or mental rehearsal
- Imagery means using all of your senses (e.g., see, feel, hear, taste, smell) to rehearse your sport in your mind.

Why should you use imagery?

1. **To help you get the most out of training**. Top athletes use imagery extensively to build on their strengths and help eliminate their weaknesses.

2. **To compete more effectively**. Imagery not only helps athletes to regulate the anxiety they experience during competitions, but also helps athletes to stay confident, focused and mentally tough.
3. **To speed up your progress on the road to top**. Athletes who have reached the highest levels in their sport have used imagery throughout their career as a tool for developing their sport skills.
4. **To help stay motivated along the way**. Imagery is also a tool that can help athletes to maintain a vision of what they would like to achieve in their sport. Athletes can also use imagery to assist them in setting their daily goals, as well as to stay motivated during tough training sessions.
5. **To keep in top form when training is not possible**. Injuries will inevitably occur during athletes\' careers, which will cause them to miss training sessions. In these situations, athletes can use imagery to help them to maintain their abilities during the rehabilitation process and to help them cope with their injuries. Imagery can even help the healing process to move along more quickly.

How do the best athletes use imagery?

From studying how the best athletes use imagery, we know that imagery is most beneficial when it is:

- Vivid and detailed
- Incorporates all senses (see, feel, hear, smell, and taste)
- Occurs in "real-time"
- Has positive focus

Tips for getting started

1. **Practice makes perfect**. Imagery is a skill, and, just like any skill that you perform in your sport, you will need to practice in order to be perfected.
2. **Quality... not quantity**. Because imagery is a mental skill, you will need to concentrate on creating and controlling your images, which can be tiring when you first get started. For this reason, it is

best to begin your imagery training by imaging high quality images for short periods of time, and then gradually increasing the time you spend imaging.

3. **Set the scene**. Try to make your imagery as realistic as possible by re-creating important details of your sport setting (e.g., practice and competition venues) in your mind\'s eye. By including details like the color of your opponent\'s uniform or the sound of the spectators\' cheering, you will feel like you are really experiencing the performance that you are imaging.
4. **Plan your imagery**. Images of your sport can frequently pop into your head, but to really benefit from imagery, you should plan the content of your imagery to meet your current needs. Here are just some examples:

1. If you are struggling to perform a certain skill or strategy in game situations, you should try imaging yourself performing that skill or strategy perfectly and confidently in an upcoming game.
2. If you often let distractions get in the way, try imaging yourself staying relaxed and focused in the presence of those distractions.
3. If you have problems handling your nerves in competition, try to imagine yourself performing exactly the way you want to under those conditions that normally would make you nervous.

Be Realistic in Your Imagery

Imagine realistic conditions. Imagine yourself performing under realistic conditions, in other words, always do imagery under those conditions in which you normally compete. That is, if you're usually competing in difficult conditions (e.g., cold or hot weather, snow or rain), imagine yourself performing under those conditions. Only imagine yourself performing under ideal conditions if you typically compete in ideal conditions.

Imagine realistic performance. If you're a young athlete, don't imagine yourself performing like a pro or Olympian. Instead, imagine yourself performing the way you normally do, but incorporate positive changes that you are working on.

Developing an Off-sport Imagery Program

The key to getting the most out of mental imagery is consistency. You wouldn't expect to get stronger by lifting weights once every few weeks. You wouldn't expect to get better technically by practicing your sport once in a while. The same holds true for mental imagery. The only way to gain the benefits of mental imagery is to use it consistently in a structured way.

Set imagery goals. Set specific goals for what areas you want to work on in your imagery. Goals can be technical, tactical, mental, or over-all performance. For example, you might focus on some technical change, being more relaxed and focused, or just going for it in your sport.

Climb imagery ladder. Create a ladder of practice and competitive scenarios in which you will be performing. The ladder should start with practice in a simple setting and progress to more demanding practice situations, less important competitions, and increase through more important events up to the most important competition you'll be in this year.

Begin your imagery on the lowest level of the imagery ladder. Stay at that rung until you reach your imagery goal. When that is achieved, stay at that step for several imagery sessions to really reinforce and ingrain the positive images, thoughts, and feelings. Then work your way up the ladder until you're performing the way you want in your imagery at the very top of the imagery ladder.

Training- and competition-specific imagery. Select practice and competitive situations that are appropriate for your level of athletic development. In other words, if you're a high school soccer player, don't imagine yourself playing in a World Cup game against the world's best soccer players. Also, choose a specific competition in a precise location under particular

conditions for each imagery session, thus reaching their imagery goals in a variety of competitions, settings, and conditions.

Imagery Content. Each imagery session should be comprised of your pre-performance routine and your performance in practice or competitions. If you compete in a sport that is short in duration, such as sprinting or wrestling, you can imagine an entire performance. If you compete in a sport that is lengthy, for example, golf, tennis, or soccer, you can imagine yourself performing in four or five key parts of the competition.

Imagery sessions. Imagery sessions should be done 3-4 times per week (imagery shouldn't be done too often because, as with any type of training, you can get out on it). Set aside a specific time of the day when you'll do your imagery (just like you do for your physical training). I recommend that you set your Smartphone calendar to send you a reminder. Find a quiet, comfortable place where they won't be disturbed. Each session should last about 10 minutes.

Imagery journal. One difficulty with imagery is that, unlike physical training, the results aren't tangible. An effective way to deal with this problem is to keep an imagery journal. These logs should record key aspects of every imagery session including the quality of the imagined performance, any thoughts and feelings that occur (positive or negative), problems that emerged, and what you need to work on for the next session. An imagery journal enables you to see progress in your imagery, thereby making it more rewarding.

USE OF IMAGERY IN CONJUNCTION WITH PHYSICAL PRACTICE

It is important to note that imagery does not take the place of physical practice. Nor is a combination of physical practice and imagery more effective than total physical practice within the same time frame, Hale (2001). However, mental practice

improves performance significantly more than no practice at all. Thus, we can think of imagery as a vitamin supplement that in addition to physical practice may give athletes an edge in competition. Imagery is valuable not as a replacement for physical practice but a way to train the mind in conjunction with the physical training of the body. Imagery might be a useful substitute for physical practice when athletes are fatigued, over trained, or injured. By combining imagery with real movement, you can speed up and enhance the learning process. As you learn to use imagery to perfect old skills or acquire new ones, something else that you may find helpful is to carefully observe others who do those skills well. Watch an accomplished athlete perform a skill and as she is doing it, try to feel you doing it with him. Do this several times in a row, and then try to replay the skill in your own mind, feeling yourself do it. You can use this technique during practice or competition or while viewing videos. You can also use mental imagery to learn new routines, plays, or patterns, and to familiarize yourself with a particular competition site, course or track. This helps them plan strategies and anticipate what they will do at various points in the race (for example, for climbing hills, negotiating sharp downhill turns, pushing limits). Sometimes athletes use imagery to thoroughly evaluate performances and pin point important areas for improvement. This process can help you become more aware of how your thinking and focus affect you at different points in the competition. Think about what you can do, or say to yourself in order to feel better, focus more fully, and perform more closely to your capacity. Then begin to practice focusing this way in training simulations and in your mental imagery for upcoming competition.

CONCLUSION

Imagery rehearsal has become one of the vital tools that can make the difference on the cutting edge to enhancing sports excellence if properly utilized. No matter how good or how limited your

mental imagery skills are now, you can improve them through daily practice both at home and in your training setting. The truth is that if you can practice mental imagery rehearsal in your work outs, it will

• Force you to focus on what you are about to do

• Remind you of what you need to focus on to do it well, improve your imagery skill, and

• Set the stage for an enhanced performance. Mental imagery rehearsal is indeed a truly psychological skill that if properly utilized could work to enhance athletic performance.

Ethics And Values Build True Sport

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What constitutes or distinguishes right from wrong, good from bad, the ethical from unethical? Almost every action that a man takes indicates that he is operating within an ethical framework. Ethics has particular relevance to physical education because the realm of sports raises a vast number of moral questions which demand resolution often times instantaneously.

Ethics is a discipline dealing with moral duty and ideal human character. William Franklin divides ethical judgments into (a) judgments of moral obligation and (b) judgments of moral value. **"We ought to keep up to our words and play the friendly march as scheduled".** Examples of the latter are "**Stephen Edberg** was a very decent player"; **"Good Sportsman does not drink or smoke".**

Personal and professional ethics refer most often to standards of behavior arrived at by individuals for their own guidance or drawn by an Association/Federation for the members.

The Declaration on Sport published by International Council on Sport and Physical Education offer a code of ethics for the Sportsman and the sports leader direction of its.

To understand the role ethics plays in sport and competition, it is important to make a distinction between gamesmanship and

sportsmanship. Gamesmanship is built on the principle that winning is everything? Athletes and coaches are encouraged to bend the rules wherever possible in order to gain a competitive advantage over an opponent, and to pay less attention to the safety and welfare of the competition. Some of the key tenants of gamesmanship are:

- winning is everything
- It's only cheating if you get caught
- It is the referee's job to catch wrongdoing, and the athletes and coaches have no inherent responsibility to follow the rules
- The ends always justify the means
- Some examples of gamesmanship are:
- Faking a foul or injury
- Attempting to get a head start in a race
- Tampering with equipment, such as corking a baseball bat in order to hit the ball farther
- Covert personal fouls, such as grabbing a player underwater during a water polo match
- Inflicting pain on an opponent with the intention of knocking him or her out of the game, like the Saint's bounty scandal
- The use of performance-enhancing drugs
- Taunting or intimidating an opponent
- A coach lying about an athlete's grades in order to keep him or her eligible to play

All of these examples place greater emphasis on the outcome of the game than on the manner in which it is played. A more ethical approach to athletics is sportsmanship. Under a sportsmanship model, healthy competition is seen as a means of cultivating personal honor, virtue, and character. It contributes to a community of respect and trust between competitors and in society. The goal in sportsmanship is not simply to win, but to pursue victory with honor by giving one's best effort. Ethics in

sport requires four key virtues: fairness, integrity, responsibility, and respect.

What is sports ethics?

- The use of moral values and principles to judge conduct relating to sports activities.
- It is the process of using conceptions of goodness or badness and rightness or wrongness to establish standards of conduct.
- It involves evaluating the soundness of the intentions and decisions of people and organizations engaged in sports-related endeavors.
- In a less academic sense, sports ethics refers to the moral guidelines that are inferred from words like "sportsmanship" and "fair play."
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Why focus on ethics in sports?

- Most of our important decisions and actions require judgment calls.
- Judgments that involve whether an act or decision is right or wrong and what we ought to do relate to ethics.
- Because sports affects our lives and livelihoods in so many ways – as recreation and entertainment, as an income source, as a means for teaching – it makes sense to examine experiences in

sports to make sure they are what they should be in a society that is at its very best.

What is the purpose of an ethical analysis?

- Ethical analyses clarify our beliefs about what is right or wrong and justifies our moral choices. (Sports Ethics Inst., 2003) Coach Education Series Copyright © ITF 2009 what is the purpose of an ethical analysis?
- The more we examine the ethical dimensions of our experiences – both in and out of sports – and those of others, the better chance we have of making sound judgments.
- And the better decisions we make individually, the better off we will be as a society. (Sports Ethics Inst., 2003) Coach Education Series Copyright © ITF 2009 what's the difference between moral and ethical?
- "Ethics" comes from the Greek ethos or ethics and means character, customs, or usage.
- "Moral" comes from the Latin moss, Morris, or morals, meaning manner, habit, way of life, or conduct. (Sports Ethics Inst., 2003) Coach Education Series Copyright © ITF 2009 what's the difference between moral and ethical?
- Although some try to make a distinction between these two terms, often using moral to signify accord with religious precepts, we use the terms interchangeably. (Sports Ethics Inst., 2003)

Obligations of the Sportsman:

- The sportsman must obey the spirit and the letter of the rules in complete loyalty.
- The sportsman must respect his opponents and match officials before, during and after the competition. He must in all circumstances preserve a correct attitude towards the public.
- The sportsman must always keep his self-control, preserve his action and dignity. He puts all his strength into

winning a victory but is capable of avoiding the discouragement which may follow failure or the vanity which may spring from Success. His best reward is the feeling of well-being and joy which result from effort.

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Duties of the Sports Leader:

- The leader is faced with a mission of physical and moral education; he must show himself worthy of his responsibility.
-
- The leader must be conscious of the social and cultural nature of leisure time sport and must attempt to create in the groups he leads a broad basis of solidarity which goes beyond sporting interests alone.
-
- In his work, the leader must always be guided be the ideal of promoting human development through sport. He must see that fair play is respected by all thus furthering the aim of sport to serve humanism and peace.

Fairness

All athletes and coaches must follow established rules and guidelines of their respective sport.

- Teams that seek an unfair competitive advantage over their opponent create an uneven playing field which violates the integrity of the sport.
- Athletes and coaches are not discriminated against or excluded from participating in a sport based on their race, gender, or sexual orientation.
- Referees must apply the rules equally to both teams and cannot show bias or personal interest in the outcome.

Integrity

Similar to fairness, in that any athlete who seeks to gain an advantage over his or her opponent by means of a skill that the game itself was not designed to test demonstrates a lack of personal integrity and violates the integrity of the game. For example, when a player fakes being injured or fouled in soccer, he or she is not acting in a sportsmanlike manner because the game of soccer is not designed to measure an athlete's ability to flop. Faking is a way of intentionally deceiving an official into making a bad call, which only hurts the credibility of the officiating and ultimately undermines the integrity of the game.

Responsibility

- To be sportsmanlike requires players and coaches to take responsibility for their performance, as well as their actions on the field. This includes their emotions.
- Many times athletes and coaches will make excuses as to why they lost the game. The most popular excuse is to blame the officiating. The honorable thing to do instead is to focus only on the aspects of the game that you can control, i.e. your performance, and to question yourself about where you could have done better.
- Responsibility requires that players and coaches be up to date on the rules and regulations governing their sport.
- Responsibility demands that players and coaches conduct themselves in an honorable way off the field, as well as on it.

Respect

- All athletes should show respect for teammates, opponents, coaches, and officials.
- All coaches should show respect for their players, opponents, and officials.

- All fans, especially parents, should show respect for other fans, as well as both teams and officials.

The sportsmanship model is built on the idea that sport both demonstrates and encourages character development, which then influences the moral character of the broader community. How we each compete in sports can have an effect on our personal moral and ethical behavior outside of the competition.

Some argue for a "**bracketed morality**" within sports. This approach holds that sport and competition are set apart from real life, and occupy a realm where ethics and moral codes do not apply. Instead, some argue, sports serves as an outlet for our primal aggression and a selfish need for recognition and respect gained through the conquering of an opponent. In this view, aggression and victory are the only virtues. For example, a football player may be described as mean and nasty on the field, but kind and gentle in everyday life. His violent disposition on the field is not wrong because when he is playing the game he is part of an amoral reality that is dictated only by the principle of winning.

An ethical approach to sport rejects this bracketed morality and honors the game and one's opponent through tough but fair play. This means understanding the rules and their importance in encouraging respect for your opponent, which pushes you to be your best.

Values in Sport

Among the many reasons for people's interest and support for them are benefits such as: – Fun and enjoyment. – Self knowledge, expression and fulfillment. – Entertainment and excitement for spectators. – Opportunities for participation and social interaction. – Physical fitness and health. – Financial gain. (ITF. 2000) One of the important arguments for participation in any sport is the belief that it creates situations which provide

opportunities to learn lessons for life about desirable and undesirable conduct. This moral and educational aspect contributes to the positive development of individuals and, in turn, to the development of society.

Role of Coaches

The coach's behavior influences that of the student-athletes and, frequently, the fans. The coach has a responsibility to educate student-athletes concerning their obligations to the coach, the institution, intercollegiate athletics, and themselves. Respect for an opponent can most effectively be conveyed to the student-athletes by the manner in which the coach speaks of and acts toward the opponent.

Role of Student-

Athletes Student-athletes must honor the responsibilities which accompany the privilege of representing a Pac-10 institution by adhering to Conference and playing rules and the Sportsmanship Statement. Student-athletes are expected to treat opponents with respect. They must be aware that significant penalties will be applied for fighting, taunting an opponent, or other unethical conduct. Role of Public Address Announcer Each public address announcer should provide an impartial and evenhanded report of the event. Partisanship in this area inflames emotions and can promote poor sportsmanship by participants and spectators. Role of Spirit Groups and Bands Like the student-athletes, members of spirit groups and bands are highly visible representatives of Pac-10 institutions. They can influence the behavior of others. Each spirit group should welcome its counterpart group and demonstrate respect for its members. Likewise, it should convey respect for each opponent, student-athlete, and team. Role of Officials although each game official has a demanding and difficult job to officiate the contest, he/she also will be directed to apply without hesitation or reservation the rules governing

conduct and sportsmanship during each Conference competition. When doing so as directed, the official will have the support of the Conference, each member institution, and its administrators and coaches.

*The majority of adults responding to **USADA's** survey believe that sport should play a role in teaching morality. More than four-fifths of respondents believe that it is important that sport overall promotes positive values, while three-fifths agree that sport overall actually promotes positive values. Adults believe that it is very important for sport to reinforce a variety of wholesome values—led by honesty, fair play, respect for others, doing your best, teamwork, and fun. Interestingly, competitiveness and winning rank as the least important values to reinforce through sport, but as highest in terms of the values that sport is actually reinforcing. In addition, fewer than half of adults believe that sport is doing a good job of reinforcing their top five important values. Thus, although adults perceive a benefit in sport reinforcing key values, overall they believe that sport is currently doing the opposite.*

For when the One Great Scorer comes to write against your name, He marks—not that you won or lost — but how you played the game. Grant land Rice (1880–1954)

At its best, sport is about the honorable pursuit of victory. It is not just about playing by the rules; it is also about playing within the spirit of the rules. It requires sportsmanship, fair play, playing clean, and respect. NCAA defines sportsmanship as exhibiting behaviors that are "**based on such fundamental values as respect, fairness, civility, honesty, and responsibility".** Fair play is violated when athletes engage in poor sporting behavior such as heckling and using offensive language or by losing self-control through tantrums, bragging, and bullying, using performance enhancing drugs, or engaging in overly aggressive play. Fair play also is transgressed through selfish play. Many

coaches say they would rather lose a lot of games through fair play with an honorable team than win a lot of competitions with athletes who lack sportsmanship and honor.

Fairness and Fair Play and the Importance of Personal Best

The concept of fairness is a central moral issue for children. Children's first sense of fairness typically is focused on coaching and the referee's behavior. For example, children resent being singled out by coaches in terms of field position, playing time, or starting in a game, and they notice preferential treatment of other players that appear not to be based on competency. Child development research shows that as children mature, they begin to ascertain when an adult's moral authority is legitimate—or illegitimate. And, as children learn about rules and regulations, they also learn that people, including adults, break these rules. How they deal with these dilemmas depends on what they bring to the game and what they expect to get out of it.

The sport psychology literature is replete with studies confirming two primary goal orientations within which athletes compete. The task-oriented athlete defines his or her success or failure on mastery and learning the game. Many children start out their sport career in this framework. That is, they play sport because it is fun— because it provides intrinsic rewards. Athletes who continue to embrace this orientation as they age are likely to believe that competition is a contest with them. Their greatest satisfaction comes from achieving a personal best. This is not to say that they do not enjoy winning. Rather it means that their reward is internal. Truly successful athletes have wedded competition with sportsmanship.

In contrast, the ego-oriented athlete defines success through wins and superiority— the extrinsic rewards of sport. Research has shown repeatedly that athletes with a strong ego-oriented perspective are more likely to engage in unsportsmanlike play and

self-aggrandizing behaviors. Unfortunately, this orientation runs rampant in professional sport. Football players talk trash and dance in the end zone, soccer players head butt their opponents, and baseball players and any number of other athletes use steroids to enhance performance. But these behaviors exist at youth sport levels as well. Children can be steered in the direction of task orientation at an early age if they are provided with opportunities to play and improve their skills—that is, to harvest the intrinsic rewards of sport. This might mean using lower basketball hoops, instituting financial records, citizens evade taxes, must-play rules, using smaller playing fields, or marking "buddies" to guard in a basketball game. These little prods and gifts to children allow them to enjoy the game, master skills, and develop a task orientation to sport. In the long run, these investments in building a desire for intrinsic rewards are more likely to lead to ethical and appropriate behavior on and off the field.

The Price of Winning at Any Cost.

Increased pressure to win comes from all parties— coaches, parents, institutional leadership, communities, and peers. Although sport can positively impact ethics, many adults also believe that some More than half of general Population adults agree that there are sports that are accepting of unethical behavior. In addition, more than one-third of children agree that some sports do a bad job of teaching the difference between right and wrong. Football is the sport general population adults most frequently mention as accepting of unethical behavior, followed by hockey, wrestling, and baseball.

Cheating to Win

The incentives to cheat increase the more a sport is commercialized, with sponsorships and endorsements. Although less than half of adults think cheating is a highly serious issue facing sport, there is little tolerance for breaking or bending the

rules in sport1 More than four-fifths of adults agree that breaking or bending the rules in sport is always cheating, whether or not someone notices, and/or that breaking or bending the rules for any reason should not be tolerated. In general, women and older adults (ages 45 to 64) have even less tolerance for cheating than men and younger adults (ages 18 to 34).Despite the overall disdain for cheating, about one in five adults admit to having bent or broken the rules in a sport Sport volunteers, sport participants, and fathers of children ages 8 to 17 have the highest rates of admitted rule bending or breaking.1

Children likewise understand that the issue of rule breaking in sport is complex and point out circumstances and situations where they believe that breaking the rules is not the equivalent of cheating. **First**, informal play (gym class, recess, and playground) is more lenient when it comes to following the rules, and children are less concerned with winning in these arenas and may even devise their own rules. **Second,** accidental or minor violations such as unintentionally breaking the rules as a result of aggressive play are not regarded at the same level as deliberate or malicious rule breaking. **Third,** there are instances in sport where the principles of honor and respect justify not following the rules, such as not continuing to score points when a team has already sealed its victory.

When asked about their motive for bending or breaking the rules in sport, adults who cheated are most apt to say they like being a "winner," which highlights the negative influence of "winning at any cost." However, one in five admitted cheaters claim they did not realize they were breaking the rules.

The good news is that a majority of children agree that sport does a good job teaching them a host of values. Foremost; children agree that sport teaches them to have fun, be part of a team, be competitive in a good way, and play fair.

The Hall of Shame— Doping to Win

If you can react the same way to winning and losing, that's a big accomplishment. That quality is important because it stays with you the rest of your life, and there's going to be a life after tennis that's a lot longer than your tennis life. Chris Evert. Grand Slam Champion Professional Tennis Player

Fair play, both in academics and sport, is a concept that is challenged by the notion of performance enhancement. Both cognitive and physical performance can be viewed as potentially enhance able, and arguments can be made that enhancement can serve two purposes:

1) Gaining an edge

2) Keeping up with others (who may or may not have used performance-enhancing substances). For example, there is broad support for punishing Olympic athletes who use performance-enhancing drugs. More than three-quarters of adults think that Olympic athletes who cheat in this way should be held accountable. The use of such performance enhancers is overwhelmingly associated with ethics in sport, and athletes who use them are seen as personally unethical. The fact is that doping is cheating.

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they also learn that people, including adults, break these rules. How they deal with these dilemmas depends on what they bring to the game and what they expect to get out of it.

The sport psychology literature is replete with studies confirming two primary goal orientations within which athletes compete. The task-oriented athlete defines his or her success or failure on mastery and learning the game. Many children start out their sport career in this framework. That is, they play sport because it is fun— because it provides intrinsic rewards. Athletes who continue to embrace this orientation as they age are likely to believe that competition is a contest with them. Their greatest satisfaction comes from achieving a personal best. This is not to say that they do not enjoy winning. Rather it means that their reward is internal. Truly successful athletes have wedded competition with sportsmanship.

In contrast, the ego-oriented athlete defines success through wins and superiority— the extrinsic rewards of sport. Research has shown repeatedly that athletes with a strong ego-oriented perspective are more likely to engage in unsportsmanlike play and self-aggrandizing behaviors. Unfortunately, this orientation runs rampant in professional sport. Football players talk trash and dance in the end zone, soccer players head but their opponents, and baseball players and any number of other athletes use steroids to enhance performance. But these behaviors exist at youth sport levels as well. Children can be steered in the direction of task orientation at an early age if they are provided with opportunities to play and improve their skills—that is, to harvest the intrinsic rewards of sport. This might mean using lower basketball hoops, instituting financial records, citizens evade taxes, must-play rules, using smaller playing fields, or marking “buddies” to guard in a basketball game. These little prods and gifts to children allow them to enjoy the game, master skills, and develop a task orientation to sport. In the long run, these investments in building

a desire for intrinsic rewards are more likely to lead to ethical and appropriate behavior on and off the field.

Physical Educationists & Ethics:

- Treat every person with whom you deal as someone worthy or your respect and consideration.
- Be meticulous in fulfilling all obligations. Lean towards doing more than your 'fair share'.
- Act as you believe someone representing your profession should act.
- Treat your word and your contract as an agreement to be honored. Behave in such a way that all with whom you deal will learn that your word is to be trusted.
- Recognize your fallibility and admit that you do not know certain answers. Try to find the answers and bring them to class.
- Remember that you are a teacher and that you influence will spread, to unknown destinations.
- Keep constantly in mind not what the student is but what he can become.
- Most worthy enterprises take years accomplish.
- Keep in mind that no one has find answers. Yet the continuous search for new knowledge and news truth is a responsibility of a teacher.

ETHICAL CONSIDERATIONS

The purpose of intercollegiate athletics is to provide an opportunity for the student athlete to obtain a college education and degree and to develop his/her potential as a skilled performer in an educational setting. By virtue of becoming a member of an athletic team, however, you become subject to certain responsibilities and obligations which could include the acceptance of the loss of some individual rights and privileges. It is important that your personal conduct demonstrates sound moral

and ethical judgment. The following ethical considerations must be kept in mind at all times:

- Take it upon yourself to make good choices.
- In the decision making process you always has choices. Take responsibility for your actions.
- Adhere to the spirit as well as the letter of the rules throughout all games and practices. Respect all players, officials, coaches, and administrators and treat them courteously.
- Maintain control during emotionally charged situations. React in a positive manner to an aggressive action by an individual or group.
- Respect the decisions of the coach. Direct your questions about such decisions to the coach in private and follow appropriate channels to voice your concern.
- Exert maximum effort to attain the highest degree of excellence in the classroom and in all games and practices.
- Exhibit dignity in manner and dress when representing the team and University.
- Maintain personal habits which enhance healthful living. Refrain from the use of drugs or alcoholic beverages which could affect performance or modify mood or behavior. (Exception would be therapeutic drugs prescribed by a physician.) Place primary responsibility to the team rather than self.

"Sports should be accessible to anyone that wants to participate, play or watch. It should not discriminate nor set any prejudicial requirements around status, wealth or race other than one having the heart and passion to play."

At the grassroots or community level, sport can be seen to provide a useful way of creating an environment in which **people can come together** to: work towards the same goal, show respect for others and share space and equipment. All these aspects are crucial to peace-building processes and are exemplified in findings from a Peace Players International programme else. Sport can provide a **positive image of the nation** to the international community. Studies on specific cases have shown that sport, especially football, can positively contribute to strengthening national pride and forming a cohesive national identity. Sport can produce **nationalist expressions** that are detrimental to peace. For example, the 1956 Olympic water polo match between Hungary and the Soviet Union that took place after the Soviet invasion of Budapest led to violent clashes between the athletes. In addition, many scholars associate the **importing of modern sport into former colonies** as an explicit strategy of imperialism and conquest. In this sense, it is necessary to consider both the potential dangers and benefits of sport in forming national identity.

"SPORTS HAVE THE ABILITY TO BRING UNITY AND PEACE TO A WORLD THAT HAS BEEN DIVIDED AND SEPARATED BY RELIGIOUS SYSTEMS, POLITICAL BELIEFS AND CULTURAL DIFFERENCES. THROUGH WORLD SPORTS – WE CAN UNITE AS THE ONE SPIRIT THAT WE ARE!"

Importance Of Yoga For Sports Persons

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Abstract:

As we all know that Yoga is a good practice that helps in improving physical and mental levels of individuals through various postures. A sportsperson can reach a certain level through his/her skill, but if they want to improve further or take their game to another level, fitness is the key. And yoga is the perfect answer to improve the fitness in sportspersons. It strengthens various parts of the body as well as improves flexibility. Some legend of sports like Novak Djokovic of tennis and Virat Kohli of cricketa give all the credits to Yoga for their success.

Introduction:

Yoga poses are great to strengthen and relax the body, however there's a lot more to Yoga than that. Derived from the Sankrit word ‘yuj’ which means ‘to unite or integrate’; yoga is a 5,000-year-old Indian body of knowledge. Yoga is all about harmonizing the body with the mind and breath through the means of various breathing exercises, yoga poses (asanas) and meditation.

Here, is how Yoga helps in improving the performance of sportspersons:-

Flexibility:

Yoga helps in increasing the flexibility of sportspersons. Yoga smoothens the spinal cord and strengthens the core. It results in fewer injuries.

Better mental Health:

Yoga helps a sportsperson in getting better mental health as a person through a good practice of Yoga can handle all kind of situations be it easy situations as well as tough situations. Yoga also helps in combating with depression and achieving peace.

Coordination:

Yoga helps in getting better alignment of all body parts. This helps in improving coordination of all body parts. For instance, in table tennis the hand eye coordination plays a key role and a player who does yoga on a daily basis will have better coordination of hand and eye which can be quite useful in improving his performance.

Improves Strength:

Mostly all the games require strength. Gymming makes the players body stiff which affects their performance. To remove that stiffness and continue the gym work, sportspersons engage themselves in Yoga.

Conclusion:

All these points tell us what differs a player from a champion. And what a player needs to take his/her game to the next level. If there is the successful implementation of Yoga in the life of sportspersons, then they can reach greater heights in their respective career.

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A Comparative Study Of Low-Density Lipoproteins Cholesterol In M.P.E. Students And M.S.W. Students

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Abstracts: Cholesterol blood tests are done to help assess your risk of developing heart disease or stroke. If your risk is high then you will usually be advised to take a statin medicine to lower your cholesterol level. Lowering your cholesterol level reduces your risk, even if your cholesterol level is normal. Other factors that can reduce your risk include not smoking, choosing healthy foods, a low salt intake, regular physical activity, keeping your weight and waist size down and drinking alcohol in moderation. Ensuring your blood pressure level is not raised (or taking medication to lower it if it is high) is also important. Just lowering your LDL cholesterol might not be enough for people at high risk of heart disease. The purpose of the present study was to find out the difference between the level of Low-Density lipoproteins cholesterol in M.P.E. students and M.S.W Students. Hypothesis was that, "There would be significance different in the level of Low-Density lipoproteins cholesterol in M.P.E. students and M.S.W Students". 40 students were selected through randomly sampling method as sample. Researcher checks the significant difference of the mean of both groups through t test. T value was 9.74 which was significant at 0.01 level. The result was favour of M.P.E. students, so the regularly physical training was affective in L.D.L .Cholesterol.

Key Words: Low-Density lipoproteins cholesterol

Introduction: Low-density lipoproteins carrying cholesterol - LDL cholesterol. This is often referred to as bad cholesterol. This is the one mainly involved in forming thermo. Thermo is the main underlying cause of various cardiovascular diseases (see below). The majority of cholesterol in the blood is LDL cholesterol, but how much varies from person to person. These lipoproteins carry cholesterol throughout your body, delivering it to different organs and tissues. But if your body has more cholesterol than it needs, the excess keeps circulating in your blood. Over time, circulating LDL cholesterol can enter your blood vessel walls and start to build up under the vessel lining. Deposits of LDL cholesterol particles within the vessel walls are called plaques, and they begin to narrow your blood vessels. Eventually, plaques can narrow the vessels to the point of blocking blood flow, causing coronary artery disease. This is why LDL cholesterol is often referred to as "bad" cholesterol. Researcher wants to know the difference between the level of Low-Density lipoproteins cholesterol in M.P.E. students and M.S.W students, so this research work was done.

Purpose of the Study: The purpose of the present study was to find out the difference between the level of Low-Density lipoproteins cholesterol in M.P.E. students and M.S.W. Students.

Statement of the Problem: The statement of the problem is, “A Comparative Study of Low-Density lipoproteins cholesterol in M.P.E. students and M.S.W. Students”

Hypothesis: Hypothesis was that, “There would be significance different in the level of Low-Density lipoproteins cholesterol in M.P.E. students and M.S.W. Students”.

Variables of Study: The following variables were included in present study. Independent Variable (Students)

Dependent Variable (Low-Density lipoproteins cholesterol)

Control Variable (Gender -Male)

Population and Sample: In the present study students of M.P.E and M.S.W. studied in 2014-15 were included as population. To fulfill the purpose of this study, 20 male students of M.P.E., Department of Physical Education, Saurashtra University and 20 male students of M.S.W., Harivandana College were selected through randomly sampling method.

Research Methodology: In the present study experimental research method was used. There were two groups; an experimental group (M.P.E. students) and a control group (M.S.W. students). Both the groups had similarly 20 subjects in them. The experimental group was exposed to physical training.The control group was not exposed to any type of physical training.

Data Collection: To test the concept of study, Expert pathologist will take blood samples from the subjects in the pathological laboratory and total lipid profiles test was administered on subjects. The data of test was noted by researcher. The score was taken in mg/dL.

Research Tool: In present study researcher was taken Blood Sample Test and lipid profiles test for measurement of L.D.L.as research tool.

Results and Statistical Analysis:

LDL Cholesterol

Group	**N**	**Average**	**S.D**	**Std. Error Mean**	**"t"**	**Level Of Sig.**
M.S.W. students	20	152.4500	11.80	2.64	9.74	Sig at 0.01 level
M.P.E. students	20	124.75	4.70	1.05		

The analysis of LDL Cholesterol test shows that, there was significant difference between both groups. Master of Physical Education students have good level of L.D.L. Cholesterol.

Conclusion: The result was favour of M.P.E. students, so the regularly physical training was affective in L.D.L .Cholesterol. M.P.E. students have good level of L.D.L. Cholesterol.

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Enhancing Athletic Performance With Ayurveda

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Abstract:

Performance, we could argue, is in fact life itself. At some level, we're always performing—whether as a pro athlete trying to make a game winning shot before the buzzer, or as a loving parent balancing precariously on a step ladder to pull down a storage bin . Not to mention singing your favorite song in the shower, although I'm not entirely sure that qualifies as athletic. As human beings, we conduct a myriad of tasks every day that require a symphony of movements to be properly harmonized using the exquisite equipment of our mind and body. These movements are no more crucial or less scrutinized than in the field of professional sports. I've had the pleasure of consulting with professional athletes for over a decade and the principles of Ayurveda continue to prove to be powerful in the way they affect the mind and body, regardless of the person I'm helping or their level of prowess. Although there are many deep levels of understanding covered in this beautiful science, here are some of the broader insights about the three main qualities of energy (doshas) we distinguish in Ayurveda that I hope will help enhance your inner athlete, regardless of your level of proficiency.

Introduction:

Ayurveda is a 5,000-year-old system of natural healing that has its origins in the Vedic culture of India. Although suppressed during years of foreign occupation, Ayurveda has been enjoying a major resurgence in both its native land and throughout the world. Tibetan medicine and Traditional Chinese Medicine both have their roots in Ayurveda. Early Greek medicine also embraced many concepts originally described in

the classical ayurvedic medical texts dating back several thousands of years.

More than a mere system of treating illness, Ayurveda is a science of life (Ayur = life, Veda = science or knowledge). It offers a body of wisdom designed to help people stay vital while realizing their full human potential. Providing guidelines on ideal daily and seasonal routines, diet, behavior and the proper use of our senses, Ayurveda reminds us that health is the balanced and dynamic integration between our environment, body, mind, and spirit.

Enhancing Athletic Performance with Ayurveda:

Vata:

Principle quality—Movement:

Vata is predominantly made up of air and is known as the king dosha, as it governs all movement—clearly a major factor in any athletic endeavor. When out of balance, vata can cause havoc and turn a world-class athlete into a quivering mess. Having a strong influence on the central nervous system, excess vata can physically throw off timing and mentally create anxiety and the all too common monkey mind! We've all seen talented athletes "choke" just at that moment of truth. Although the root cause of this usually lies in deeper subconscious belief structures, vata's distracting vacillations in the mind can nonetheless take an athlete from being in the zone to being a zombie. If I had a buck for every time I've heard an athlete say "if I could only get out of my own way" I'd be…well you get the point. So what do they mean? What athletes (and anyone for that matter) are referring to is mainly getting out of the way of the negative dialogue (NOISE!) in their head that interrupts and often sabotages performance. The incessant diatribe of "don't miss," "don't mess this up," "what will they think of me," "what happens if … (fill in the negative outcome)," and so forth. Although this is all an intrinsic part of the human ego, when vata is out of whack, all this mental chatter gets exacerbated. So the number one place to start enhancing your performance is to

bring down vata so you can stay calm, focused, and most importantly present.

Signs that your athletic performance is being affected by Vata:

You're thinking about the results too much (getting ahead of yourself), your timing is off, everything seems to be moving quickly, you feel nervous or anxious, you feel dizzy or light-headed, you've lost consistency, you're experiencing degenerative issues—aches and pains, loss of strength, stability, and stamina.

Things to avoid that will increase Vata:

Lack of sleep, irregularity in meal, sleep, or training times and so forth, dehydration, stimulants (for example, caffeine), dry/cold foods (like crackers or salads), excess travel, excess talking, overuse of the senses (smart phone and social media addiction), resisting natural urges, exposure to cold, over exertion & multitasking.

Things to encourage that will decrease Vata:

Quality rest, good routine (sleep, meals, regular bowel movements!), meditation, time in mother nature, oil massage, eating fresh, warm, nourishing foods (soups and stews), proper hydration, good friends and loving community. Breathe and slow down.

Pitta:

Principle Quality—Transformation

Pitta is made up predominantly of fire. Have you ever seen an athlete get upset?? Or dare I ask, someone in your own house? Never, right?!! Welcome to pitta! Just like any dosha, pitta has its plusses and minuses and is an intrinsic part of athletic performance. Although a generalization, most athletes are pitta dominant. Pitta gives us the quality of drive and that competitive spirit—the desire to bury your best friend on a tennis court or achieve bragging rights in a "friendly" game of HORSE. Its tenacity can drive athletes to the top but its potency can equally lead to their demise. Pitta "burns"—not only your opponent but

also yourself if not kept in check. In the world of athletic performance, pitta oscillates between the victor and the self-saboteur. The trick, as with anything in Ayurveda is…balance. Driven and yet not maniacal, competitive but not tyrannical, focused but not obsessed. Pitta can give you that winning edge, but it can also cut you in the process if you get too intense.

Signs that your athletic performance is being affected by Pitta:

You're getting angry at virtually anything, your performance is never perfect enough, you're obsessing over your activity and working too hard, you feel frustrated and are about to break something (assuming you haven't already!), you're experiencing inflammation—mentally and physically.

Things to avoid that will increase Pitta:

Too much heat (hot weather, hot yoga, too much computer work, and so forth), late nights, alcohol, excess work, stress, skipping meals, hot spicy foods, fermented foods, and pressure situations.

Things to encourage that will decrease Pitta:

Chill axing, cool weather, cool/cold showers or swimming, cool/soothing foods, meditation, anything to inspire calmness, moonlit walks, earthing (standing barefoot in good quality damp soil—I know that might sound whacky but you pittas out there, try it…you're welcome!), good hydration, loving relationships, fresh organic clean foods, and soothing music.

Kapha:

Principle Quality—Stability/Structure

Where would we be without you? A ball of swirling flames!! Kapha is that grounding and soothing force in our lives. Think of that nurturing friend of yours who is always there for you, invariably with a cup of tea and some fattening treats! Kapha is nourishing, lubricating, rejuvenating, and replenishing. It heals us after our athletic

endeavors. Kapha gives stability and endurance to our body and steadiness to our mind. Kapha athletes tend to be consistent. Trouble is they can be consistently bad or good! It takes work to move kapha as it is the heaviest of the doshas. For that reason, kapha athletes equally tend to be bigger and slower, but also much stronger and with greater stamina than their fellow dosha counterparts. Think of the 300lb+ line backer versus the more speedy and nimble vata/pitta wide-receiver. But regardless of your dosha, kapha is crucial for enhancing performance by providing routine, a strong foundation, and the fortitude to deal with adversity and losses.

Signs that your athletic performance is being affected by Kapha:

When you don't even have any athletic performance (because you're too lazy to bother!), you feel lethargic and don't want to train; your mind feels cloudy, you're getting depressed about your results, eating and drinking seem way more appealing than competing.

Things to avoid that will increase Kapha:

Stagnation, laziness, lethargy, cold heavy foods (dairy), cold damp weather, sweet foods, overeating, over-drinking, and excess sleep.

Things to encourage that will decrease Kapha:

Activity and exercise (get moving!), getting up at sunrise, light, hot, spicy foods, getting out and about, and variety in life.

Conclusion:

Many scientific studies confirm what Ayurveda has known for thousands of years: Regular exercise develops muscle strength and posture, reduces body fat, improves digestion (Agni) and sleep, boosts the immune system, prevents sluggishness, and delays aging. The Ayurvedic texts describe the benefit of daily physical exercise as **'sthiratva'**, or stability. This not only refers to physical stability, but also mental,

intellectual and emotional. Exercise clears and strengthens the 'shrotas' (transport channels in the physiology in which metabolism takes place); blockages and congestion are relieved, stress is reduced, and our sense of wellbeing is improved.

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What Are The Benefits Of Physical Education In School?

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Abstract:

It is no secret that physical activity is necessary to a person's well-being. Because children are continuously developing physically and emotionally, they are especially affected by the benefits of activity – and inversely, the negative effects of inactivity. Educators can control the amount of exercise a child gets at home no more than they can control his eating habits or his family situation, and according to numerous studies, many children are neither active at home nor at school. Consequently, it is vital that schools provide physical education programs to ensure that each child stays active. First lady Michelle Obama's initiative Let's Move! Reports that nearly one-third of U.S. children are overweight or obese, and that "schools are a key setting for kids to get their 60 minutes of play with moderate to vigorous activity, given the significant portion of time they spend there."

Keywords: Physical Education & School.

Introduction:

Physical education refers to the process of imparting systematic instructions in physical exercise, sports, games, and hygiene. The term is generally used for the physical education programs at school and colleges. Education aims at the training of the body, mind, and conduct of a student. To keep a healthy mind within a healthy body, a student needs regular physical exercise. The brain of students gets tired after schoolwork. His mind refuses to work. Therefore, for diversion and refreshment of mind, he requires some organized forms of physical and mental work.

Physical Health:

Physical education programs in schools directly benefit students' physical health. Getting the recommended amount of exercise combats obesity, which subsequently reduces the risk for diabetes, heart disease, asthma, sleep disorders and other illnesses. Regular exercise also contributes to cardiovascular health and promotes muscle and bone development. According to the National Association for Sport and Physical Education, school PE programs should require both fitness and cognitive assessments. In addition to participating in physical activity, students in PE learn the fundamentals of a healthful lifestyle, the building blocks upon which they can develop into healthy, knowledgeable adults.

Academic Performance:

Though a lack of attention on PE is often justified as an opportunity to spend more time in the classroom, studies show that physical activity contributes to improved academic performance. Regular activity during the school day is strongly associated with higher concentration levels as well as more directed, composed behavior. A statewide policy in North Carolina required that children from kindergarten to eighth grade participate in 30 minutes of physical activity each day. A survey of school representatives from 106 of the state's school districts reported that the most recognizable benefit of the mandate was “improved academic focus.”

Social Assimilation:

Activities in PE help children develop healthful social interactions. From a young age, children learn cooperation through group activities and form a positive sense of identity as part of a team. Such group activities are continually important as children grow older. The International Platform on Sport and Development states that “sport has been used as a practical tool to engage young people in their communities through volunteering, resulting in higher levels of leadership, community engagement and altruism among young people.” Sportanddev.org also notes

that positive character development through group physical activities depends on the program curriculum.

Mental Health:

The benefits of PE to a child's mental health are both complex and comprehensive. Improved physical health, academics and social interactions all contribute to good mental health. Physical activity sets the stage for a good night's sleep, while obesity, caused in part by inactivity, is linked to sleep apnea. Sleep deprivation negatively affects the body's immune function, aids in memory consolidation and may cause irritability and impatience. Regular physical activity, in addition to adequate sleep, provide more energy to participate in hobbies and interact with others.

Conclusion:

In conclusion, children are becoming overweight due to the fact that they do not participate in physical activity or know the importance of physical education. Since, children are becoming overweight parents need to have their children participating in physical activity from birth because physical education will be taught to their children when they start attending school. Teachers that teach physical education will teach students how to take care of themselves properly. This is important because when someone is educated about the importance of their health then it will cause them to live a healthy lifestyle. With that being said, parents, teachers, and other adults need to emphasize the importance of education in schools.

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Globlisation And Sport

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Globalization is something that we cannot avoid. So that in this era, we are required to be charming and intelligent and require global data are up-to-date about many things for example about Healthy Case or Healthy Food or other like Technology. With these things, we can more readily. Especially if we are diligent sports. -mainang, Asian

The globe can be understood as an interdependent whole, in different areas of social life established and outsider groups and nation states are constantly vying with each other for dominant positions. Given this growth in the Multiplicity of linkages and networks that transcend nation-states, it is not surprising that we may be at the earliest stages of the development of a '**transnational culture**' or '**global culture**', of which sport is a part. This process entails a shift from ethnic or national cultures to 'supranational' forms based upon either the culture of a 'superpower' or of 'cosmopolitan' communication and migrant networks. In this connection there is considerable debate as to whether global sport is leading to a form of homogenized body culture – specifically along Western, or American lines. There is some evidence to support this. Yet global flows are simultaneously increasing the varieties of body cultures and identities available to people in local cultures.

Global sport, then, seems to be leading to the reduction in contrasts between societies but also to the emergence of new varieties of body cultures and identities. Several of the more recent features of globalization can also be identified. These include: an increase in the number of 6 international agencies; the

growth of increasing global forms of communication; the development of global competitions and prizes; and the development of standard notions of 'rights' and citizenship that are increasingly standardized internationally. The emergence and diffusion of sport in the 19th century is clearly interwoven with this overall process. The development of national and international sports organizations, the growth of competition between national teams, the world-wide acceptance of rules governing specific, that is 'Western', 'sport' forms, and the establishment of global competitions such as the Olympic Games and the men's and women's soccer World Cup's, are all indicative of the occurrence of globalization in the sports world. If consideration is given to the issue of international sport success in the late twentieth century and in the early part of this new century it is clear that this involves a contest between systems located within a global context. Sport success depends on several elements: the availability and identification of human resources; methods of coaching and training; the efficiency of the sport organization and the depth of knowledge of sports medicine and sport sciences. These national sport system mechanisms are a necessary but not sufficient explanation of international sport success. In addition to these elements sport development within a particular society also depends on the status of that nation in the sports international rank order. Less developed nations tend to under-utilize their talent and performers and/or lose them to more powerful nations in the global sports process.

Global sport processes can thus lead to the under- or dependent development of a nation's talent. The migration of performers, coaches, administrators and sport scientists within and between nations and within and between continents and hemispheres is also a pronounced feature of late twentieth century sport. The movement of technology and the manufacture of clothing, footwear and equipment is a world-wide industry that wealthier nations are able to access to a far greater degree than their poorer

counterparts. The global sports industry needs to be examined in terms of the implications for sustainable sport systems. In addition to these global flows, the images of sport stars and tournaments flow round the globe via the media sport complex. The interconnected web of media and corporate interests structures, though it does not completely determine, the sports experience for performers and consumers alike. Global sporting success not only reflects national sport systems but also reinforces national esteem. Global sport involves a form of patriot games in which images and stories are told to us, about ourselves and about others. Elite level achievement sport also tells us something about what it is to be 'human. With its emphasis on rational and efficient performance, specialization an', scientisation, competition and professionalization, achievement sport reinforces the myth of the 'superman'. This myth is sustained by the ideology and findings of the sports sciences that tends to be concerned with identifying the conditions necessary to produce the ultimate performance. The global sports system accordingly involves the mechanisms of production, experience and consumption.

Achievement sport involves the identification and development of talent; its production on a global stage, in a single or multi-sport event and its consumption by direct spectators or, through the media complex, a global mass audience. Traced over time there is a tendency towards the emergence of a global achievement sport monoculture - a culture where administrators, coaches and teachers promote and foster achievement sport values and ideologies and where competitions and tournaments are structured along highly co modified and rationalized lines. Within the global sports system there is not only an international rank order of nations, but these nations can be grouped, more or less, along political, economic and cultural lines, into core, semi-peripheral and peripheral blocs. At the core of most team and individual based sports lie the countries of Western Europe, North America - excluding Mexico - and former 'White' Commonwealth

countries such as Australia. Semi-peripheral countries tend to involve former socialist countries and some emerging nations such as South Korea. Peripheral countries include most Islamic nations, the majority of African countries and those from South - Asia. Whereas the West may be challenged on the field of play by non-core countries, the control over the content, ideology and economic resources associated with sport still tends to lie within the West. Yet, through state policy, non-core countries can use major sport festivals to solidify internal national identification and enhance international recognition and prestige. Either in terms of hosting events or when the relevant decisions are taken, however, it is the West that dominates in international recognition, respectability, status and prestige.

Global sport processes can therefore be understood in terms of the attempts by more established white, male groups to control and regulate access to global flows and also in terms of how indigenous peoples both resist these processes and recycle their own cultural products. We are currently witnessing the homogenization of specific body cultures – through achievement sports, the Olympic movement and sports science programmers' - and simultaneously the increase in the diversity of 'sports'/body cultures. It is possible, however, to overstate the extent to which the West has triumphed in terms of global sports structures, organizations, ideologies and performances. Non- Western cultures, as noted, resist and reinterpret Western sports and maintain, foster and promote, on a global scale, their own indigenous recreational pursuits (e.g., Kabbadi). Clearly, the speed, scale and volume of sports development is interwoven with the broader global flows of people, technology, finance, images and ideologies that are controlled by the West, and by Western men. In the longer term, however, it is possible to detect signs that the disjunctures, and non–isomorphic patterns, that characterize global processes are also leading to the diminution of Western power in a variety of contexts.

Sport may be no exception. "**When academics write about sports, they are capable of accomplishing the impossible: sucking all the pleasure and fun from the spectacle"**

In many ways, globalization has been beneficial for sport. Modern sport is bound up in a global network of interdependency chains that are marked by global flows and uneven power relations. Consider the consumption of sports events. ***The global flows that pattern world sport have several dimensions. These include:*** *the international movement of people such as tourists, migrants, exiles and guest workers; the technology dimension is created by the flow between countries of the machinery and equipment produced by corporations and government agencies; the economic dimension centers on the rapid flow of money and its equivalents around the world; the media dimension entails the flow of images and information between countries that is produced and distributed by newspapers, magazines, radio, film, television, video, satellite, cable and the world wide web; and finally, the ideological dimension is linked to the flow of values centrally associated with state or counter state ideologies and movements.* All five dimensions can be detected in late twentieth century sports development. Thus the global migration of sports personnel has been a pronounced feature of recent decades. This appears likely to continue in the future. The flow across the globe of goods, equipment and '**landscapes**' such as sports complexes and golf courses has developed into a multi-billion dollar business in recent years and represents a transnational development in the sports sphere. Regarding economic issues, clearly the flow of finance in the global sports arena has come to centre not only on the international trade in personnel, prize money and endorsements, but on the marketing of sport along specific lines. Closely connected to these flows have been media-led developments. The media-sport production complex projects images of individual sports labour migrants, leisure forms and specific cultural messages to large global audiences – consider the

world-wide audience for the 2004 Athens Olympic Games. The power of this media sport complex has forced a range of sports to align themselves to this global model that emphasizes spectacle, personality and excitement. At the level of ideology, global sports festivals such as the Olympics have come to serve as vehicles for the expression of ideologies that are transnational in character. Note, for example, how the opening and closing ceremonies of the Athens Games were designed to project images and messages about Greece to both its own people and to a global audience.

How can we make sense of these global sport processes? Three points need to be grasped.

First, studies of sport that are not studies of the societies in which sports are located are studies out of context. Here, emphasis is being placed on the need to examine the interconnected political, economic, cultural and social patterns that contour and shape modern sport. Attention has also to be given to how these patterns contain both enabling and constraining dimensions on people's actions – there are 'winners' and 'losers' in this global game. Societies are no longer - and except in very rare cases - were never sealed off from other societies. Ties of trade, warfare, migration and culture are of long standing in human history. Witness, for instance the connections made throughout Renaissance Europe. More recent globalization processes have unleashed new sets of 'interdependency chains', the networks that have (inter) connected people from distant parts of the globe. It is in this context of global power networks, that the practice and consumption of elite modern sport can be best understood.

Secondly, in order to trace, describe and analyze the global sports process it is wise to adopt a long-term perspective. An historical and comparative approach can help us explain how the present pattern of global sport has emerged out of the past and is connected with a range of 'civilization struggles'.

The third point of significance concerns the concept of globalization itself. The concept refers to the growing network of interdependencies, political, economic, cultural and social, which bind human beings together - for better and for worse. We can also note that globalization processes are not of recent origin and nor do they occur evenly across all areas of the globe. These processes involving an increasing intensification of global interconnectedness are very long-term in nature but during the twentieth century the rate of change gathered momentum. Despite the 'unevenness' of these processes, it is more difficult to understand local or national experiences without reference to these global flows.

In fact, our living conditions, beliefs, knowledge and actions are intertwined with unfolding globalization processes. These processes include the emergence of a global economy, a transnational cosmopolitan culture and a range of international social movements. A multitude of transnational or global economic and technological exchanges, communication networks and migratory patterns characterize this interconnected world pattern. As a result people experience spatial and temporal dimensions differently. There is a ‘speeding up’ of time and a 'shrinking' of space. Modern technologies enable people, images, ideas and money to cross the globe with great rapidity. These processes lead to a greater degree of interdependence, but also to an increased awareness of a sense of the world as a whole. People become more attuned to the notion that their lives and place of living are part of a single social space - the globe.

Globalization processes, then, involve multi-directional movements of people, practices, customs and ideas that involve a series of power balances, yet have neither the hidden hand of progress nor some all-pervasive, over-arching conspiracy guiding them. Although the globe can be understood as an interdependent whole, in different areas of social life established and outsider groups and nation states are constantly vying with each other for

dominant positions. Given this growth in the multiplicity of linkages and networks that transcend nation-states, it is not surprising that we may be at the earliest stages of the development of a 'transnational culture' or 'global culture', of which sport is a part. This process entails a shift from ethnic or national cultures to 'supranational' forms based upon either the culture of a 'superpower' or of 'cosmopolitan' communication and migrant networks. **Global sport,** then, seems to be leading to the reduction in contrasts between societies but also to the emergence of new varieties of body cultures and identities. Several of the more recent features of globalization can also be identified. These include: an increase in the number of international agencies; the growth of increasing global forms of communication; the development of global competitions and prizes; and the development of standard notions of 'rights' and citizenship that are increasingly standardized internationally. The emergence and diffusion of sport in the 19th century is clearly interwoven with this overall process. Sport success depends on several elements: the availability and identification of human resources; methods of coaching and training; the efficiency of the sport organization and the depth of knowledge of sports medicine and sport sciences. These national sport system mechanisms are a necessary but not sufficient explanation of international sport success. In addition to these elements sport development within a particular society also depends on the status of that nation in the sports international rank order.. Global sport processes can thus lead to the under- or dependent development of a nation's talent. The migration of performers, coaches, administrators and sport scientists within and between nations and within and between continents and hemispheres is also a pronounced feature of late twentieth century sport. Migration of this elite talent has become a decisive feature that structures the experience of sport in different societies. The movement of technology and the manufacture of clothing, footwear and equipment is a world-wide industry that wealthier nations are able to access to a far greater degree than their poorer

counterparts. The global sports industry needs to be examined in terms of the implications for sustainable sport systems. In addition to these global flows, the images of sport stars and tournaments flow round the globe via the media sport complex. The interconnected web of media and corporate interests structures, though it does not completely determine, the sports experience for performers and consumers alike.

Global sporting success not only reflects national sport systems but also reinforces national esteem. Global sport involves a form of patriot games in which images and stories are told to us, about ourselves and about others. Elite level achievement sport also tells us something about what it is to be 'human'. With its emphasis on rational and efficient performance, specialization, scientisation, competition and professionalization, achievement sport reinforces the myth of the 'superman'. This myth is sustained by the ideology and findings of the sports sciences that tends to be concerned with identifying the conditions necessary to produce the ultimate performance. The global sports system accordingly involves the mechanisms of production, experience and consumption. Achievement sport involves the identification and development of talent; its production on a global stage, in a single or multi-sport event and its consumption by direct spectators or, through the media complex, a global mass audience. Traced over time there is a tendency towards the emergence of a global achievement sport monoculture - a culture where administrators, coaches and teachers promote and foster achievement sport values and ideologies and where competitions and tournaments are structured along highly commodified and rationalized lines.

It also focuses upon the development of the research skills needed to investigate the complexities of global processes and provides a thorough grounding in issues of sporting participation, exclusion and identity. Any sport can now attract players or audiences in any part of the globe, and yet conventional wisdom suggests that

as an activity takes on global stature, it becomes more controlled and competitive, disconnecting from local origins.

But does the process of global growth necessarily eliminate local connections or fervor? Can innovation accompany tradition? And how do endeavors that require fierce competition reveal a common humanity?

Sport is important and will be more enjoyable if we match the technology, like using core droid when we are jogging. The globalization cause we're too busy in our business or our jobs, but with the current developments of globalization, in addition to utilizing health food or health drinks which we can choose from various countries, such as etawa mulya milk which should have in India, but it is easy to get here and everywhere at the moment. With globalization, we should not rush our block for exercise and healthy living, even support it. -Droid boy, YK

"As modern sport has become global in scope it has largely lost its playful character and its professional practice has become both a global Media spectacle and a serious and financially significant global business,"

USES OF MODERN TECHNOLOGIES IN GAMES AND SPORTS

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INTRODUCTION

The world of sport is continually changing over the years, and the use of technology is just one of those areas that have made an impact on many sports in the modern day. See the annual sports technology awards for the latest technology ideas in the world of sport. Most professional sports in the United States have long used instant replay and other high-tech aids to help referees make the right call.

Cricket has a known history spanning from the 16th Century, with international matches being played since 1844. Until 19th century bowlers used underhand bowling in cricket. It was in 1862, when a British player left the field in protest over a; call for raising the arm over the shoulder for delivering a ball. So, a regulation was passed allowing bowlers to bowl overhand making it more complex for the batsman to judge the movement of the ball. During the late 1900's, the shorter version of the game (twenty-twenty (T20)) was introduced in order to attract crowds to stadiums. And till then Cricket has come a long way with several modifications with rules affecting the nature of game play.

Technology has become an inbuilt part of sports and the development of sports and leisure time activities has opened possibility for the integration of technology, not only for athletes but also for the general population. At the same time, the acceptance of sports activities as an important factor for the general health has been fully recognized. This has made sports a significant field of interest for the industry which focuses on the development of equipment and human performance, advanced technological equipment and the interplay between sports and health related products like sports equipment, shoes, rackets, flooring and other apparels.

One sport that has so far resisted the use of high-tech assistance is soccer (football). It is about time they got with the 20th century. They can't avoid the power of the people and the power of the TV replays to upgrade their sports. There are multiple ways that technology could help the refs. How about replays being used to adjudicate on off-side decisions, whether a ball passes over the goal line, and to clarify penalty decisions. An off-field referee could communicate with the umpires on the field using wireless technology.

HAWK – EYE

Hawk-Eye is a computer system used in cricket to track the path of the ball. It was invented by Dr. Paul Hawkins, a former Buckinghamshire player. Hawk-Eye uses technology originally used for brain surgery and missile tracing. It uses six specially placed cameras around to track the path of the ball, from when it was released from the bowler's hand right up until when it's dead. It can track any type of bounce, spin, swing and seam. And it is about 99.99% accurate. It can also create a "grouping" on a pitch to show exactly where a bowler has bowled to a batsman. Hawk-Eye also measures the speed of the ball from the bowler's hand, so it will tell you exactly how much time the batsman has to react to a ball.

In this case it is enhanced video review, rather than the ball tracking technology as used in other sports i.e.

Tennis - it is now standard at the major tennis tournaments for a line review system to be in place, with players given power to review contentious line calls. It is powered by the Hawk-Eye ball tracking system. See more about Hawk Eye for Tennis.

Soccer / Football - Soccer is looking at joining the 21st century, looking at various technologies for the goal line to determine if the pass passes over the line or not. See more about Football/Soccer Technology.

Basketball - the NBA uses replay vision to review 'last touch' decisions in the final two minutes of games, and also to determine whether players release the ball before the shot clock expires.

Cricket - technology in cricket has been driven by advances in the TV coverage. Things that were once extra information provided by the TV networks are now being incorporated into the decision referral system (DRS), such as hawk-eye and hot spot, and maybe even the old favorite snicko. See more about Cricket Technology.

Aussie Rules Football - umpire review system has also been implemented in AFL, with an off field umpire in certain circumstances adjudicating on whether the ball passes over the goal line or is touched, using video evidence via multiple camera angles. See more about Technology in AFL.

Baseball - In 2014 a challenge system was put in place for the MLB to use replays to challenge certain umpiring decisions. See more about Technology in Baseball.

Rugby Union - In 2015, Hawkeye technology was used by rugby officials at the 2015 Rugby World Cup. The video review technology with synchronized camera views was used to improve decision-making by the television match official (TMO) and also used by medical staff to assist with player safety by identifying possible concussion instances and behind play incidents.

Rugby League - The NRL was an early implementer of using the video referee to help adjudicate questionable tries.

HOT SPOT

Hot Spot is an infra-red imaging system used in tennis badminton and Cricket to determine whether the ball has struck the batsman, bat or pad and drop on the line or outside of the lines.. It requires two infra-red cameras on opposite sides of the ground above the field of play that are continuously making image. Any suspected snick or bat / pad event can be verified by examining the infra-red- image, which usually shows a bright spot where contact friction from the ball shuttle has elevated.

LED ZING BAILS

They are most advanced technological invention in modern day cricket powdered by low-voltage batteries, light up the moment they are displaced from the stumps, meanwhile sending a radio signal to the stumps which also glow red. The stumps are made up of composite plastic and have sensors which are connected to a microprocessor. The bails

themselves contain a sensor that can determine within one-thousandth of a second, when a wicket is hit and a radio signal is sent to the stumps making them glow bright red light

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SPIDERCAM

It is a system which enables film and T.V. cameras to move both vertically and horizontally over a predetermined area, typically the playing field of a sporting event such as cricket pitch, football field or a tennis court. It is operated with the help of four motorized winches (pulleys) positioned at each corner at the base of the covered area.

SNICKOMETER

It is commonly known as "Snicko" in the cricket dialect, the Snick-O- Meter was invented by Allan Plaskett to help the umpires in detecting edge and the preceding caught behind the wicket and to graphically analyze sound and video and show the noise frequency to find out whether the ball touched the bat before going to the fielder. The technology uses a microphone, placed near the stumps, to detect the sound of the hit and determine the surface of the impact. It utilizes the variation of sound frequencies of the ball while hitting different surfaces. The frequency of the sound will be different if it hits the bat or the glove, from the sound of the ball hitting the bat. The Snick meter is frequently used by third umpires to take decisions on a complex catch appeal when the ground umpires refers to the third umpire.

STUMP CAMERA

The stump Camera is small T.V. camera stuffed inside a hollow stump. The camera gets aligned vertically the camera view through a small window on the side of the stump via a mirror. These cameras help generate unique view of play for action plays specifically when a batsman gets bowled.

SPEED GUN

The Speed Gun is used to measure the speed of the ball from one end of the pitch to the other. The technology allows calculating the speed of bowler delivery. Implemented first in 1999, the speed gun gets mounted on a pole and positioned next to the sight screen. The device relays a beam from the radar head to detect movement across the entire length of the pitch. This technology actually tells us who is the fastest bowler and what was the highest speed the player achieved while setting up the record.

BOWLING- MACHINE

A Bowling Machine enables a batsman or any other games player to practice and to expertise specific skills through repetition of the ball being bowled at a certain length, line and speed. It can also be used when there is no one available to bowl, or no one of the desired

style or standard. There are various types of bowling machines, which are quite different in the ways they achieve the required delivery. Most of the machines are remote controlled, so that a coach can be closer to a batsman when the stroke is played.

CONCLUSION

Like any human Endeavour, sports advance over time and Science and technology fuel these changes, providing ever-better equipment made with superior materials, better information about nutrition and training and improvements in data generation and analysis that help to push the limits of athletic capability. Errors by Umpires on a cricket, hockey, football and others fields of sports were common it all began with the Decision Review System (DRS), introduced. Since then the use of technology has evolved the game and the introduction of new gadgets have only added to the decision-making process in the sport. The prime motive behind the introduction of such technological aspects was a means to assist the umpires rather than to challenge their decisions. So it is slowly but surely becoming an important part of the game.