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PREFACE

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

Prof. N.B. Shukla

Editor

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C O N T E N T

A STUDY OF SELF CONCEPT AND ADJUSTMENT AMONG MALE AND FEMALE VOLLEYBALL PLAYERS

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ABSTRACT

The present study is an attempt to find out the effect of self concept and level of adjustment among male and female volleyball players of G.K.V, 1-1 Haridwar (for male players) and other PG college of district Haridwar (for both male & female players). A total number of 200 players out of which 115 were male and 85 were female under 18-28 yrs of ages wee randomly selected for this study. All the players of this study were taken from the various Institution of district Haridwar by using random sampling technique. Only interfaculty of district Haridwar by using random sampling knowledge about playing volleyball were taken as a sample of the study. The information regarding this study was collected by using Self concept questionnaire (SCQ) constructed and standardized by Dr. Raj Kumar Saraswat (1992) and Adjustment Inventory for college Students (AICS) constructed and standardized by Dr. AKP Sinha and Dr. R.P Sinha (1992) were used. To analyzed the research data 't' test was used. Finding reveled that male volleyball players were having significantly better on level of adjustment as compare to female players but in the analysis of self concept, female volleyball players were showing greater degree of self concept as compare to male volleyball players.

justification- the results of the study reflect the level of adjustment and self concept of male and female volleyball players. The following reason may supported the result of this study

Key Word: Self Concept, Adjustment, Volleyball Players

INTRODUCTION:

Games and Sports are the essential part of our daily life. If we arrange our life style as per the natural phenomenon so we can achieve more as per the requirement cf the daily routine. In the same way self concept will help us to develop the attitude towards self while adjustments help us to set a pattern in between favorable and un Tavorable condition.

Self concept is a dominant element in personality pattern; therefore, the measurement of self concept becomes essential. a variety of methods and technique have been developed to measure self concept. The problem of measuring the self concept to a large extent still remains unsolved. The difficulty in conducting research in such an area is that the concept of self is not very well defined and is in a state of flux. There are several terms that are virtually synonymous with self concept among them are 'Self-image' the 'Ego' 'Self understanding' 'Self perception' and 'Phenomenal Self'.

Self concept has been referred by Lowe (1961) as one's attitude towards self and by Paderson (1965) as an organized configuration, of perception, beliefs, feelings, attitudes and values which the individual view as per part of characteristics of him. Rogers (1951) defined self concept as 'An organized configuration of perception of the self which are admissible to awareness. It is compared of such element as the perceptions of one's

characteristics and abilities, the perception and concept of the self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects and the goals and idea's which are perceived as having positive or negative valence." Saraswat and Gaur (1981) described self concept as "The self concept is the individual's way of looking at himself. It also signifies his way of thinking, feeling and behaving".

Lynche, Norem-Hebeisen and Gergen (1981) have quoted Willium fit's suggestion that attention should be shifted from global measure of the self concept to configuration of responses across self concept dimensions. Such configurationally pattern should be more sensitive to environmental effects.

An examination of various instruments developed to measure self concept reveals that these measure have not incorporated many important components of self concept presumed in theory and in observation. These measure do not deal with all aspects of self concept, but provide narrow and limited information depending upon purpose and interest of investigators.

Adolescence is a period of life with its own peculiar characteristics and problems. Hence for deep penetration into their perceptions their own physical, social, temperamental, educational, moral and intellectual spheres of self concept need to be explored.

Adjustment is the main component of human life. Living is a process of adjustment and it is a process of unique importance in human life. It is a satisfactory and harmonious relationship of an organism to its environment. Thus, the term adjustment may he defined as, "the process of

finding and adopting modes of behaviour suitable to the environment or to the changes in the environment".

The process of adjustment is slowly grow with development and started from very early stage. When he is in childhood, he requires adjustment with his mother in the form of caring and loving and in exchange of this he provides a loving smile with their naughty activity. By the continuous receiving such naughty activity, mother increase the amount of care and love and this caring and loving that he received from his mother is the main foundation of adjustment. In other word we can say that care and love are the two important aspect of adjustment.

When a person is in the adulthood he fined the adjustment in the form of recognition. In this stage, he is willing to make self identification with their own. In this stage of development, he has direct contact with home. school and society that play important role in learning of skillful adjustment.

OBJECTIVE OF THE STUDY:

The main objective of the study is to find out the effect of the self concept and level of adjustment in male and female volleyball players of various institutions of district Haridwar.

Hypothesis: To find out the main objective of the study the following hypothetical statements was developed in view of self concept. adjustment, male, female and age group also:

1. There would be significant difference between male and female volleyball players in terms of adjustment.

2. There would be significant difference between male and female volleyball players in terms of self concept.

MATERIAL AND METHODS:

Subject :

The present study was design on 200 male and female volleyball players of district Haridwar studying in GKV and other PG Institution of the adjoining area. In 200 respondents 115 were male and rest 85 were female. The players both male and female which were included in this study were inter faculty or inter collegiate level participants.

Tools:

To analyze the whole data of the sample the following questionnaire were used :

1. Self Concept Questionnaire (SCQ) constructed and standardized by Dr. Raj Kumar Saraswat (1992) used to measure the self concept.
2. Adjustment inventory for College Students' (AICS) constructed and standardized by Dr. AKP Sinha and Dr. R.P Singh (1992) used to measure the level of adjustment.

Procedure:

The data were collected from the 200 male and female volleyball players (115 were male and 85 were female). Self concept and adjustment inventory for college students were administered on the subject for the collection of research data.

Statistical Technique:

The t' test was used to compare the psychological variables i.e. Self concept and adjustment inventory for college students among male and

female volleyball players. Further the level of significant was set at 0.01 levels.

RESULT AND INTERPRETATIONS:

Hypothesis No. 01 There would be significant difference between male and female Volleyball Players in terms of Adjustment.

Table -1 shows the mean difference of male and female volleyball players on adjustment

Respondents/ Variables	Volleyball Players (200)						'T' Value
	Male			Female			
	N	Mean	SD	N	Mean	SD	
Adjustment	115	352.27	22.51	85	174.18	15.78	471.28

The table-1 reveals that male players shows a favorable level of adjustment score (M=353.27) in comparison to female (M174.18). The t' value (t=) shows that male were having significantly better level of adjustment in comparison to female.

Fig. -1 shows the mean score of male and female volleyball players on adjustment.

Hypothesis No. 02 There would be significant difference between male and female volleyball players in terms of self concept.

Table -2 shows the mean difference of male and female volleyball players on self concept.

Respondents/ Variables	Volleyball Players (200)						'T' Value
	Male			Female			
	N	Mean	SD	N	Mean	SD	
Adjustment	115	208.00	13.36	85	209.88	13.89	

The table -2 revels that female shows greater score (M=209.88) in comparison to male (M=208.00). The t' value (t=) shows that female are significantly better in comparison to male in terms of self concept.

Fig, 2:- showing the mean score of male and female volleyball players on self concept.

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ACUTE EFFECTS OF STATIC AND PEOPEIOCEPTIVE NEUROMUSCULAR FACILITATION STRETCHING ON AGILITY PERFORMANCE IN YOUTH SOCCER PLAYERS

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ABSTRACT:

A warm-up is an important part of preparation for a soccer match. Stretching is typically part of the warm-up however; debate exists as to the most appropriate type of stretching to perform. The purpose of this study was to examine the effects of static and proprioceptive neuromuscular facilitation (PNF) stretching on soccer-spec jflc agility performance in 14 male youth soccer players of L.N.I.P.E Football Academy, Gwalior, Madhya Pradesh. Participants completed 4 trials of the Balsom agility test while dribbling a soccer ball Height, age, and body mass were collected in trial 1 and participants were accommodated to the agility test during trials 1 and 2. trials 3 and 4 were the static and PNF treatment trials that were administered after a standardized warm-up (control) in a randomized and counterbalanced manner. There were no signficant dgerences between the difference scores of the static and PNF stretching conditions, P=.66. Furthermore, no significant d(ferences were found between the control and stretching trials for static stretching, P=.15. or between the control and stretching trials for PNF stretching, P=.58. Neither mode of stretching significantly affected agility performance. More research is needed to

determine the chronic effects of PNF stretching on agility performance

Key Words: Warm up, PNF, game preparation

INTRODUCTION:

Soccer is a sport characterized by high intensity, intermittent, exercise including sprints of varying duration, rapid acceleration, jumping, and agility (21). While high-intensity actions contribute only 11% of the total distance covered during a match, they represent the more crucial moments contributing to the scoring or conceding of goals(22). As such, a players' performance on tests to measurerapid acceleration and change of direction will help to determine performance outcomes in a game. Traditionally, agility tests have been performed to test rapid acceleration and change of direction. While several agility tests exist, such as the Illinois and the 505 agility tests, the Balsom agility test is a more socer specific agility test because the movement patterns ate similat to those used in socer(39). Also, these agility tests are primarily performed without a ball, which is non-representative of a game situation because maintaining control of the ball is an important aspect to the game. Therefore, some modifiction is needed to test soccer-specific agility. A sport-specific warm-upis an important part of preparation for a soccer match as strains to muscles and tendons have been shown to be associated with inadequate warm-up exercises (10, 19, 36). Conditioning Association (NSCA) recommend a general warm-up consisting of aerobic exercises, followed by more sports-specific movements and light stretching before any physical activity or athletic competition (1, 3). However, debate exists as to type of stretching that should be included. Traditionally, static stretching has been performed prior to competition; however, there is evidence in the literature that static stretching may have a detrimental effect on sports performance (13, 17, 29,

33). Static stretching is a type of stretch that involves holding a stretch at the end position for 30 seconds and include both relaxation and concurrent elongation of the stretched muscle (3). More recently, dynamic stretching has been proposed to be a better method of stretching prior to competition and has been shown to have a positive or neutral impact on performance (2, 5, 6, 13, 14, 17, 20, 21, 26, 27, 29). Dynamic stretching is a type of stretching that involves sport-specific movements to prepare the athlete for activity (3). Both dynamic and static stretching have the advantage of being performed individually, however they may not elicit the greater gains in range of motion (ROM). PNF stretching is also a common mode of stretching. PNF stretching techniques are commonly used in both athlete and clinical settings to enhance both active and passive ROM to optimize motor performance and rehabilitation (34). While static, ballistic, dynamic and PNF stretching are all effective at enhancing joint ROM (23, 24, 40). PNF stretching produces a greater enhancement (11, 12, 16, 25). PNF stretching is thought to be superior to other stretching methods because it facilitates muscular inhibition (3). PNF stretching involves three specific muscle actions to facilitate the passive stretch (3). To achieve autogenic inhibition, both isometric and concentric muscle actions of the antagonist are used before a passive stretch of the antagonist (3). To achieve reciprocal inhibition, a concentric muscle action of the agonist is used during a passive stretch of the antagonist (3). The main goal of any PNF stretching technique is to activate the Golgi tendon organs (GTO), a mechanoreceptor which is sensitive to increases in muscle tension and, when stimulated, cause a muscle to reflexively relax thus increasing ROM. While studies have been conducted to assess the effect of PNF stretching on increased ROM (8, 35, 42) and vertical jump performance (4, 6, 7) the authors are unaware of any published studies that have examined the effect

of PNF stretching on agility performance. This lack of studies on agility performance is surprising given the fact that PNF is commonly used by trainers on the sidelines of many sporting events such as soccer that heavily involve an agility aspect to the game. Information regarding PNF's effect on performance is needed to determine if PNF is beneficial or detrimental to performance in sports requiring high levels of agility. Therefore, the purpose of this study was to investigate the effects of static and PNF stretching modalities on soccer specific agility test in male youth soccer players. It was hypothesized that PNF would produce a greater decrease (improvement) in the time to complete the agility course than static stretching.

METHODS:

Participants

The participants in this study included 14 male youth soccer players from football academy of L.N.I.PE Gwalior. This team was chosen as a convenience sample of youth players. The age range of the participants was 12 years - 14years with the majority being 14 years of age (n 10). Other demographic characteristics are presented in Table 1. To assure there were no physical injuries at the time of data collection, players and coaches were interviewed.

Table 1. Demographic characteristics of the Youth Male Soccer Players (N = 14).

Variable	M	SD
Age(yr)	13.6	0.6
Height (cm)	162.8	9.2
Body Mass(kg)	53.1	11.6

Note. M= Mean. SD =Standard Deviation.

Procedures

During trial 1, the participants' height and body mass were recorded. Body mass was recorded in kilograms to the nearest 0.1 kg via a scale with participants dressed in shorts and a shirt. Height was measured with a stadiometer to the nearest 0.1 cm. Participants were asked to remove their soccer cleats for both measurements analyses of variance (RMANOVA) were utilized to compare the difference scores for the static and PNF conditions as well as the difference between the control and treatment trials within the static and PNF conditions. Statistical significance was set at an alpha of .05 for the analysis.

RESULTS:

There were no significant differences between the difference scores for the static and PNF conditions on the Balsom agility test, Wilk's Lambda F(1,13) =.21,P=.658. Statistical power for this analysis was .07, and partial eta squared was .02.There were also no significant differences between the static control trial and static treatment trial on the Balsom agility test times, Wilks' Lambda F(1,13)= 2.37, P = .15. Statistical power for this analysis was .30, and partial eta squared was .15. Also, no significant differences were found between the PNF control trial and PNF treatment trial on the Balsom agility test, Wilks' Lambda F(1,13) = .32, P= .583. Statistical power for this analysis was .08, and partial eta squared was .02. Neither mode of stretching significantly affected performance on the balsom agility test (see tables 2 and 3).

Table 2. Descriptive Statistics by Condition.

Condition	M	SD
Static Control	**14.06**	**1.04**
Static Treatment	**14.41**	**1.42**
PNF Control	**14.57**	**1.57**
PNF Treatment	**14.73**	**1.25**
Static Difference	**0.34**	**0.83**
PNF Difference	**0.16**	**1.04**

Note PNF = Proprioceptive Neuromuscular Facilitation, M = Mean, SD = Standard Deviation.

DISCUSSION :

The purpose of this investigation was to examine the effects of static and PNF stretching on soccer-specific agility performance in male youth soccer players. The hypothesis that PNF stretching would produce a greater decrease in agility time with a soccer ball was not supported. A notable finding of this study was that static stretching also did not produce a statistically significant decrement to agility performance . It was thought that PNF stretching would produce faster agility times because PNF stretching has been shown to produce an increase in musculotendinous unit (MTU) stiffness.

Rees et al. (31) found that 4 weeks of PNF stretching contributed to an increase in MTU stiffness with simultaneous gains in ankle joint ROM. Because a stiffer MTU system is linked with improved ability to store and release elastic energy, it was thought that PNF stretching would benefit athletic performance due to reduced contraction time or greater mechanical efficiency (31). A few differences exist between this study and the present study. First, female participants were included in the Rees et al. (31) study whereas in the present study, the participants were male. Also the present study tested the acute effects of PNF stretching. The findings from this study indicate there is no statistically significant decrement in agility performance from acute static stretching. Although the majority of existing studies have found static stretching impairs performance, there are also studies that have shown no decrement to performance (5, 18, 30, 32, 38, 41). Training status may mediate the relationship between stretching and performance. Static stretching was not detrimental to high.

All participants in this study completed 4 trials of the Balsom agility test; each trial was separated by at least a 48-hour period of recovery. The protocol for this test has been previously published (13). Briefly the participant began the test at point A and ran to point B, then turned and ran back to point A before running through point C to point D, then turned and ran back through point C before running through point B to the finish at point E (See figure 1). Time keepers with stop watch were placed at point A and point E with participants standing 0.5 m behind the starting line at point A. Trials 1 and 2 were familiarization trials to allow participants to become accustomed to the testing protocol with no stretching treatment performed on the participants during these trails. None of the participants had previous experience with the Balsom agility test; therefore each

participant was permitted to run the course as many times as he wanted during trials 1 and 2. It was the hope of the researchers that this would attenuate the learning curve for the testing protocol to provide a more accurate evaluation of the effect of the treatment. Using a repeated measure experimental design, the the order the participants completed the stretching conditions (trials 3 and 4) was randomly assigned. During trials 3 and 4, participants remained blinded to the purpose of the testing with no feedback on their performance being provided until all participants completed trials 4. Prior to trials 3 and 4, participants completed a standard warm-up. This consisted of 3 minutes of light jogging (self selected pace) followed by 2 minutes of passing/running with a soccer ball. Immediately, after completion of this warm-up, participants completed the Balsom agility test with the soccer ball and this served as the control trial. Timing of the agility test was recorded manually with a stop watch. Because testing was conducted on a soccer field outside, a control test was conducted eacl1 trial to help control threats to the validity of the study such as changing weather and the height of the grass. Immediately after completion of the control run, either static or PNF stretching was performed on the hamstrings, quadriceps, gastrocnemius, and solei. The treatment was reversed for the following trial for a counterbalanced experiment. At the completion of the stretching session, the participants immediately completed a second run through the Balsom agility test with the soccer ball. PNF stretching was performed using the hold-relax method according to published guidelines (3). Briefly, the stretch consisted of 10 seconds of a passive pre-stretch to a point of mild discomfort, followed by an isometric contraction for 6 seconds, and finishing with 30 seconds of stretching This pattern of stretching was completed twice on each leg for each muscle group and was performed by the principal investigator who

was trained on properly performing this method of stretching. The static stretching was also performed according to published guidelines (3). Briefly, the stretch was held for 30 seconds at a point of mild discomfort. Each stretch was performed twice on each leg for each muscle group.

Statistical analysis

The Statistical Package for the Social Sciences for Window (SPSS Inc., Chicago, IL, Version 17.0) was used for statistical analysis. A difference score was calculated by subtracting the control run from the treatment run for both stretching conditions. One-way repeated measures.

Table 3. Raw Agility Times (s) and Difference Scores (s) (Treatment-Control) by Participant

Participant	**Static Stretch**			**PNF Stretch**		
	Control	Treatment	Difference	Control	Treatment	Difference
1	12.06	12.15	0.09	14.85	14.31	-0.54
2	12.18	12.97	0.79	15.17	14.80	-0.37
3	14.19	13.65	-0.54	16.60	17.04	0.44
4	12.91	12.96	0.05	14.56	16.73	2.17
5	13.51	12.41	-1.10	14.85	15.25	0.40
6	14.48	14.40	-0.08	12.60	14.01	1.41
7	14.70	14.60	-0.10	11.85	12.84	0.99
8	14.89	16.88	1.99	13.41	14.74	1.33
9	14.61	15.39	0.78	12.51	12.86	0.35
10	14.20	15.84	1.64	13.49	13.21	-0.28
11	14.24	14.71	0.47	16.62	15.12	-1.50
12	15.64	15.96	0.32	15.95	15.29	-0.66
13	14.91	14.52	-0.39	16.26	15.27	-0.99
14	14.38	15.26	0.88	15.24	14.68	-0.56

Note, Negative difference scores indicate faster time in the agility trial following that stretch. PNF = Proprioceptive Neuromuscular Facilitation.

Speed performance when included in a warm-up for professional soccer players (21). Competitive male middle distance runners' running economy was found not to be affected by prior static or dynamic stretching (18). Vertical jump, peak torque, and mean isokinetic power were not impaired in trained college-aged women following static or ballistic stretching (9, 37). Some authors have suggested that trained athletes might be less susceptible to stretch-induced performance deficits than untrained individuals (9, 37).

Unick et al. (37) suggested that a training effect enhances neuromuscular recovery or other mechanisms that result in a reduced effect from static stretching. The participants in the current study were elite youth soccer players and therefore their training status may be the reason for the lack of performance decrement following static stretching. Because this was the first study to test PNF's effects on agility performance, it is speculative to say if PNF is beneficial or detrimental to performance. Previous studies using PNF stretching on various performance outcomes have been equivocal.

Molacek et al. (28) found that both low- and high-volume PNF and static stretching had no significant acute effect on 1-repetition max bench press in resistance trained collegiate football players. Christensen and Nordstrom (6) found no significant effect on vertical jump performance with warm-up only, dynamic stretching, or PNE stretching. However, a study by Franco et al. (15) found PNF stretching decreased bench press endurance while a low volume of static stretching did not have a significant effect. Church et al. (7) found a decreased vertical jump with PNF stretching and concluded that PNF before vertical jump would be detrimental to performance. It is apparent that there is still controversy in the literature about PNF

stretching's effect on performance. Future research is needed with larger sample sizes of elite youth soccer players to determine if PNF stretching is beneficial or detrimental to soccer performance. Furthermore, studies are needed with female elite soccer players to see if there is a sex difference. It would appear that the sex of the participant would affect the results since women tend to be more flexible (3). Future studies should also address the chronic effects of PNF stretching on agility performance. In conclusion, the results of this study indicate that there was no negative effect on agility performance in elite male youth soccer players following static or PNF stretching.

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ROLE OF INFRASTRUCTURE IN PHYSICAL EDUCATION & SPORTS

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A Broad vision a dynamic outlook and a flexible attitude are necessary in planning and construction of infrastructure.

Planning infrastructure is no child's play. Good planning makes construction and management easy. Physical education personnel should tread cautiously and steadily in planning infrastructure. Wise and efficient planning care of several important factors such as objectives, programmes, resources, needs standards, requirements. Important guide line for infrastructure planning are given below

1. The need of the program should determine the level of infrastructures required for instance a synthetic track may be a while elephant for an ordinary school/college where the major aim of the Physical Education is health, fitness and well being.

2. While planning infrastructure, Physical Educators should not wholly depend upon their own knowledge and experience alone but seek advice and expertise of the administrators, architects and engineers. This will solve many managerial, technical, functional and operational problems.

3. Infrastructure for a particular sports event should not be planned without consideration of the overall planning which includes academic, health, fitness play and exercise programs.

4. Economy should be the underlying principle in planning, construction, operation and care and maintenance of infrastructure without comprise on quality.

5. In design, structure and appearance the infrastructure should be appealing to the human eye. If should be measure up to base minimum aesthetic standards. That which is functionally good should also be aesthetically satisfying.

6. Infrastructure should be within physical and financial reach of the people.

7. Sports infrastructure standard are never absolute they are relative and must be modified in the light of needs of the users, local conditions and resources of the institutions! organizations.

8. In planning infrastructure health and safety considerations should be given top priority.

9. All most buildings. economy should be exercised in planning administrative! management buildings.

10. Infrastructure should be planned with an eye on the future.

"A movement's at the planning stage is so far too good their the unending headache resulting from hurrying".

It is erroneous to be too optimistic about the architects and constructions engineers. Keeping abreast of latest trends, concepts, design and

innovative ideas about sports infrastructure constructions. Physical educators should provide input to them on matters of importance. A visit to a newly constructed infrastructure also where along with architects and engineers may be immovably advantageous.

Irrespective of the level and dimension of a infrastructure, it is very important for the planners to:

1. Identify needs of the organization, institution or people for whom the infrastructure is being constructed;

2. To have a clear picture of the goals, philosophy, interests and future projections in one's mind;

3. Selected well qualified, knowledge and competent architectural agency, and

4. Provide correct inputs to if for locating and designing various units of that infrastructure economically, aesthetically and scientifically.

Type of the Infrastructure:-

Physical education is an unbounded field of experience, It includes activities of a wide variety. There two extremes can be located hundreds of Physical Activities, sports, passions, exercise systems. Both indoor and outdoor to be organized in unique ways for which infrastructure required are also unique.

The Physical infrastructure can primarily be categorized into buildings (indoors) and play fields (Outdoor).

In schools, indoor infrastructure are seldom feasible to have so the major concern of the Physical educator is management of play fields, athletic

track and a swimming if available). In colleges and Universities, indoor infrastructure are being promoted though the number of participants in regular physical activity and sports programmes very low. With implementation of national policy of "Compulsory" Physical education planning, construction and maintenance of infrastructure would become a serious obligation for all concerned.

Infrastructure Requirements :-

"The battle of waterloo was won on the play fields of education" and "India needs more of football ground than temples" (Swami Vivekananda) signify importance of play fields. A play ground is not simply a plain, level, turfed open piece of land, it is laboratory and a temple of learning which enables children to acquire the most essential skills required to transform siblings into Olympians.

Like desire, facility needs know no bounds with abundant resources one can go to any extent to plan sport infrastructure in an educational institution. The Central advisory Board of Education, India (In fifties) set the following norms :-

1. Primary Schools-60 fit X 60 fit Open space.
2. Secondary School with 160 students 2-3 acres with 320 students 3-4 acres. with 480 students and above factors.

Ever since no changes have occurred in their norms experts field that play field norms could be fixed on per capita basis at various levels of education as given below.

Primary School 50--100 sq. fit. per students.

Middle School 100250 sq. fit. per students.

High School 250500 sq. fit. per students.

CONCLUSION:

Treatment of physical activity as a low priority area, budgetary constraints all round, high cost of construction, to sophisticated models of infrastructure for competitive purposes.

A gymnasium, track or a good play field is brought into existence once in life from out of the time grant under the capital head. A favorable state policy helps to develop their infrastructure gradually one period of time.

Finally Physical education and sports infrastructure should be optimally used. Making infrastructure available to general public on make shift basis or "Pay and play" basis will generate revenue for the organization! institution and keep the infrastructure operative. Proper vigilance supervision and efficient service system are necessary to make this arrangement successful.

Over the year several new trend in the management of infrastructure (Construction expediency are there watch words. Physical Educators therefore, need to themselves abreast of the latest techniques of facility management so as to help the institution to economies on maintenance cost of the infrastructure.

CONSTRUCTION OF RATING SCALES FOR HITTING DRIBBLING AND SCOOPING IN HOCKEY

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ABSTRACT:

The purpose of the study was to construct rating scales for hitting, dribbling and Scooping in hockey. The subjects were sixty four male hockey players of Devi Ahilya University .Indore who participated in intercollegiate Hockey Tournament.

The criterion measures were the average of the playing ability scores of hockey players assigned independently by three hockey experts, and the scores obtained from the Henry Freidel Field Hockey Test. Data was collected on all the sixty four hockey players who participated in intercollegiate tournament by administering the Henry Friedel Field hockey test.

Obtained data on rating scales was the average of scores assigned independently by three hockey experts who rated the players in selected skills i.e. hitting, dribbling and scooping.

INTRODUCTION:

Rating scales are one of the best methods for teachers to use in observations of performances. They allow the teacher of focus on the more important aspects traits being measured. The rating scale itself is actually a tool or aid to be used by the teacher in evaluating the performance of

students. This scale helps the instructor to identify the degree or amount of the trait that the student possesses.

A rating scale reflects the careful planning procedure required to give reliability and objectivity to subjective evaluation. The scale lists the traits to be evaluated, reflects the teacher determined importance of each trait, describes the performance standards and provides a format for immediate recorded scoring.

The rating scale can include effort, improvement and cooperation in addition to achievement in skills and understanding without having to transform them into a single grade.

Hockey is a skilful game requiring the ability to master a ball with a stick. Physical strength, particularly in the forearms and wrists plays a part: speed of movement over short distance, fitness is all contributory factors to success.

The proper technique of playing hockey would be one that is derived from the reality of the game. It would be one that takes into account of all the demands. It would be one that is based upon: positive attack, that as many goals be scored as possible; stick work, that the stick be exploited to its full potential; the use of mind and body in a manner which facilitates stick work; a clear definition of the function of each player and the possible interactions between the players, that the players be able to function as a team; a full understanding of the right spirit, that the game become an art, and therefore, real entertainment.

Skill denotes the level of effectiveness with which a movement or motor action can be done. Skill is defined as automatization of a motor action.

Technique is defined as the motor procedure for tackling a motor task. The technique is always goal oriented.

Style is individual expression of technique in motor action. No two sportsmen are alike in different factors which determine motor action. Therefore each sportsman, because of his peculiar psychic, physical and biological capacities realises the technique in order to tackle a definite task but the motor action of each will be different from others.

The player has a hockey stick to play with, to score goals with his ability to score and to prevent the other team from scoring depends on his ability to use the stick. Potentially, there is a great deal that can be done with the stick. It can be used to hit the ball hard or soft, as the player chooses. It can be used to stop the ball. It can be used to push the ball and to scoop it. It can be used to keep the ball within striking distance while moving forward and even to push it from side to side while doing that to dribble. And it can be used for tackling, that is , for taking the ball away from the opposing player while he is standing or moving with the ball, The better the manipulation of the stick, standard of hockey, and the greater the number of goals which are scored.

Rating Scale- Rating scales are useful for evaluating qualities that cannot be measured objectively or at least not easily and effectively.

Hit- The hit is a strong hard stroke used for passing and shooting.

Dribble- This is a series of strokes used to carry the ball down the field.

Scoop- The stroke is made deliberately to lift the ball.

Bill Lanmdin, Indiana University suggested a badminton rating scale. The four areas of badminton playing ability may all be rated during

competition. The areas of badminton playing ability were; serve strokes, strategy, and footwork and position. However the first two areas may be rated in a non competitive situation, if so desired, by asking the student to demonstrate the various serves and strokes. Each subarea was scored on a 3-2-1 basis.

Bobrich prepared badminton observational rating scale to measure total skill development as a student participates in a regular game. The tool was developed using two classes of 67 girls enrolled in a high school beginning badminton course. The reliability was estimated on attest-retest basis using three qualified judges. Both Pearsons 'r' and analysis of variance techniques were used to determine the reliability of the testing tool. The coefficients ranged from 0.77 to 0.87 for section I of the observational rating scale and from 0.60 to 0.83 for section II.

Scott constructed a test to measure the accuracy of the badminton long service. validity of 0.54 was reported between the service scores and the subjective rating made by three judges during play. Reliability estimates with college women were 0.7 and 0.68. The test was administered on a standard court with scoring zones marked. A restraining rope at a height of eight feet was placed parallel to and fourteen feet from the net. The student's score was the sum of twenty serves.

A sample volley ball rating scale was designed for each the three components of volleyball playing ability with a point value of 15 scored on 5-4-3-2-1 basis. The three components of volleyball, playing ability serve, setting or spiking and general team play.

PROCEDURE:

All the sixty four hockey players from different colleges of Devi Ahilya University, Indore. who participated in intercollegiate tournament held at Daly College, Indore hockey grounds organised by Government Arts and Commerce College. Indore were selected to serve as subjects for this study. The age of the subjects ranged from 17 to 25 years. The details of the subjects on which data were collected have been given in Table 1.

Table-1

DETAILS OF THE HOCKEY PLAYERS FROM DIFFERENT COLLEGES

S.No.	Name of the college	No. of Players	No. of University players
1.	University Teaching Department, Indore	16	7
2.	Indore Christian College, Indore	16	7
3.	Government Arts and Commerce College Indore	16	-
4.	Islamia Karimia College, Indore	16	5
	total	64	19

The criterion measures were: Average of the playing ability scores of hockey players assigned independently by three hockey experts. Score obtained in Henry Freidedi Field Hockey test.

On the basis of opinion. overall empirical views of experts and after carefully examining the related literature all the three skills i.e hitting, dribbling and scooping were ascertained for the construction of rating scales were ascertained for the construction of rating scales.

The skills (hitting, dribbling and scooping) for which rating scales have been prepared were further subdivided into five components/subheadings, in consultations with experts including Physical Education lectures, selectors, officials and the N.I.S trained coaches. Each of the components was scored on 5-4-3-2-1 basis. The details of each subheadings/components were prepared and then the rating scales were distributed to the experts for further comments, views and suggestions for improvement in the scales. The experts were consulted personally by the research scholar, after modifying the rating scales based on their views and suggestions before finally preparing the rating scales.

Each of the components of hitting, dribbling and scooping in hockey were scored on 5-4-3-2-1 basis.

5 points: Exceptional ability, near perfect for the age and sex of the participant.

4 points: Above average ability, not perfect but quite skilful for the age and sex of the participant.

3 points: Average ability, typical for the age and sex of the participant.

2 points: Below average ability, characterized by the more mistakes than is typical performance for the age and sex of the participant.

1 point: Inferior ability, far below typical performance for the age and sex of the participant.

All the sixty four male hockey players who participated in intercollegiate Hockey tournament were selected to serve as subjects for the collection of data.

Data using the prepared rating scale was obtained independently from three hockey experts on all the subjects. The subjects were asked to perform the three skills i.e. hitting, dribbling and scooping inn a non competitive situation. The judges were given five point rating scales to evaluate the three skills (hitting, dribbling and scooping) in hockey.

Data on playing ability detailed guidelines assigned independently by three hockey experts was collected during the league matches of Intercollegiate Competition. Further data was collected by administering the Henry-Friedel Field Hockey test on all the subjects. The coaches of the teams were consulted at the personal level to conduct the test on Hockey players. All the coaches were made full conversant with study. The researcher approached each player after giving proper and timely information. before the tests were conducted. Before administering the tests the subjects were briefed about the purpose of the study the details of the tests were explained to them. They were also given sufficient number of trials to enable them to become familiar with the test. To ensure uniform testing conditions, the subjects were tested in the morning and evening sessions.

The subjects were directed to come in proper playing kit during the performance of the tests. No special motivational techniques were used to enhance their performance. But the nature of the test was such that each subject was so enthusiastic that he performed tests in the spirit of competition to surpass his counterpart and know his status of specific skills. The subjects gave maximum cooperation throughout the test administration.

The reliability of the rating scales was established by test-retest method employing product moment method of correlation on twenty randomly selected subjects.

The objectivity of the rating scales was established by correlating product moment method (each test item scores judged by two experts who noted the performance of the subjects independently.

Validity of each rating scale was established by product moment method of correlation i.e. correlating average of each rating scale scores with the average of hockey playing ability scores assigned independently by three hockey experts.

In order to check the effectiveness of the rating scales, the average rating scale scores and the Henry-Friedel Hockey Test scores were correlated by using Pearson's product moment of correlation.)

RESULTS:

For scientific authenticity of the rating scales researcher established the objectivity and validity of the test item i.e. hitting, dribbling and scooping.

The researcher obtained the fresh data on 20 hockey players with the help of rating scales and computed objectivity of the test items. The average of

the scores assigned independently by three hockey experts who noted the performance of the subjects was correlated in order to obtain an objectivity coefficient. The objectivity coefficient of the rating scales have been presented in table-1

Table-1

OBJECTIVITY OF THE RATING SCALE

S.No.	Selected Skills	'r'
1.	Hitting	0.743*
2.	Dribbling	0.726*
3.	Scooping	0.618*

*significant at 0.05 l vefdfconfidhce

r (18)=0.444

0.05

It can he noted from table 1 that the objectivity values ranged from 0.618 to 0.743 and are significant at 0+05 level of confidence because required values needed for significance at 0.05 level of confidence is 0.444. The obtained significance values show that the direction for the administration of the rating scales were specific and clear for performance as well as evaluation.

In order to find out the validity of the rating scales for hitting, dribbling and scooping in hockey correlation were obtained between playing ability

scores and the rating scale scores by employing 64 subjects. The validity coefficients of the rating scales for all the three selected skills appear in table 2.

Table-2

CORRELATION BETWEEN HOCKEY PLAYING ABILITY SCORES AND RATING SCALE SCORES

S.No.	Selected Skills	'r'
1.	Hitting	0.861*
2.	Dribbling	0.841*
3.	Scooping	0.832*

*significant at 0.05 level of confidence

r(62) = 0.25 0

=0.05

It can be observed from table- 2 that the obtained values of correlation between each of the rating scale scores for selected skills and hockey playing ability ranged from 0.832 to 0.86 1+ These values are significant at 0.05 level of confidence because the required values needed for 0.05 level of confidence is 0.2'50.

Validity of the selected skills was also established by correlating the rating scale scores with the scores obtained as a result of administration of the Henry Friedel Field Hockey Test. This appears in Table-3, 4, 5.

Table-3

CORRELATION BETWEEN RATING SCALE SCORES AND HENERY FRIEDEL FIELD HOCKEY (SPEED) TEST SCORES

S.No.	Item Correlated	'r'
1.	Hitting	-0.779*
2.	Dribbling	-0.759*
3.	Scooping	-0.743*

*significant at 0.05 level of confidence

r (62) =0.250

= 0.05

It can be observed from table-3 that the obtained values of correlation between each of the rating scale scores for selected skills and Henry Friedel Field Hockey Test scores, ranged from -0.743 to -0.779. These values are signilficant at 0.05 level of confidence because the required value needed for 0.05 level of confidence is 0.250.

Table-4

CORRELATICN BETWEEN RATING SCALE SCORES AND HENERY FRIEDEL FIELD HOCKEY (ACCURACY) TEST SCORES

S.No.	Item Correlated	'r'
1.	Hitting	0.804*
2.	Dribbling	0.785*
3.	Scooping	0.770*

*Significance at 0.05 level of confidence

r (62) = 0.250

= 0.05

It can be observed from table-4 that the obtained values of correlation between each of the rating scale scores for selected skills and Henry Friedel field Hockey Test Scores, ranged from 0.770 to 0.804. These values are significant at 0.05 level of confidence is 0.250.

Table-5

CORRELATION BETEEEN RATING SCALE SCORES AND HENERY FRIEDEL FIELD HOCKEY (COMPOSITE) SCOREs

S.No.	Item Correlated	'r'
1.	Hitting	0.719*
2.	Dribbling	0.690*
3.	Scooping	0.673*

*Significant at 0.05 level of confidence

r (62)-0.250

=0.05

It can be observed from table-S that the obtained values of correlation between each of the rating scale scores for selected skills and Henry Friedel Field Hockey 1Test scores, ranged from 0.673 to 0.719.These values are significant at 0.05 level of confidence because the required value needed for 0.05 level of confidence is 0.250.

CONCLUSION:

Within the limitations of the present study it may be concluded that:

1. The prepared rating scales are significantly related to the Henry Friedel field Hockey Test scores

2. The prepared rating scales are significantly related to the hockey playing ability Scores.

3. The developed rating scales meet the criterion of scientific authenticity i.e. the rating scales were reliable, objective and valid.

RECOMMENDATION:

In the light of the conclusions drawn, the following recommendations were made:

1. The physical education teacher or coaches of hockey may use the constructed rating scales for the observation of the hockey players.

2. The rating scales for evaluating the qualitative aspects of other fundamental skills of the hockey should also be prepared.

3. The rating scales for fundamental skills in other games/sports may 3. be constructed.

4. The hockey experts may use the prepared rating scales in detecting the faults of the players and correcting them for the improvement in their skills.

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IMPORATANCE OF YOGA IN PREGNANCY

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Tushar Dhas shukla

INTRODUCTION:

Yoga is not only a way of relieving stress but it is also a method of exercising. During pregnancy proper exercise is very necessary to keep the body healthy and to remain fit. Having a child is a dream come true for any woman, but along with pregnancy come many doubts and worries concerning childbirth and other issues. If these factors are not worked out, they may lead to severe stress that can not only cause problems during the pregnancy but also affect the baby. Yoga is one such way to deal with stress.

RECOMMENDED POSITIONS:

- Mountain yoga poses
- Triangle Yoga Pose
- Warrioryoga pose-which includes two versions
- Standing side stretch
- Standing spread leg forward bend and forward bend yoga
- exercise
- Hero yoga poses
- Cat pose
- Fish pose
- Headstand

- Tree yoga pose
- Corpse poses

RECOMMENDED YOGASANS:

- Chaturanga Dandasana
- Ardha Buddha Padma Paschimottanasana
- Janu Sirsasana
- Marichyasana
- Kurmasana
- Marichyasana
- rasarita Padottanasana
- Buddha Konasana
- Upavistha Konasana
- Utthfta Trikonasana
- Utthita Parsvakonasana
- Viparita Karani

BENEFICIAL EFFECTS:

- for inciting strength, relaxing and providing strength.
- stretching your spine, tones up your spinal nerves, helps in your digestive system
- for muscular toning
- good for your stomach, arms and legs
- reduction in the risk of miscarriage

For Pregnancy Yoga pregnancy can be divided into trimesters. Each one lasts three months. We can use these guidelines for each trimester.

YOGA FOR THE FIRST TRIMESTER:

- Usually in this period women feel fatigued, nauseous and dizzy. During this they had to work on their breathing and visualization. These asana will be useful:
- Ardha titali Asana (Half butterfly pose):

YOGA FOR SECOND TRIMESTER

- This period requires strengthen and stretching, but in our body limits. Some asans are
- Hastha Utthanasana
- Navasana
- Buddha konasana [bound angle pose] and wide angle poses
- Utt hit a Hasta Padangusthasana
- Tranquil rest and strain reduction.
- Reprieve from muscle strangles. Cramps and myofascial pain, particularly in the
- hips, neck, lower back, and legs.
- Rise in blood and lymph transmission, which can decrease swelling.
- Decrease in stress on weight- bearing joints.
- Amend the outcome of labor and relives labor pain.
- Increase the suppleness of skin and fundamental tissues.

- Render help to the new mother who has undergone physical and emotional stress of mother hood.
- Supta padangusthasana.
- Setu band asana: Omit after Month 4. This pose requires exerticn from the abdominal muscles (uddiyana bandha) to stabilize the bridge shape of the pose; risk of straining the neck, losing balance and falling due to pregnancy weight gain
- Savasana.

YOGA FOR THIRD TRIMESTER:

In this trimester we need effective ways to get oxygen to the baby during pregnancy. The yoga breath is an effective way to breathe through a contraction. Some asana useful in this period are:

- Supta Udarakarshanasana (Lying abdominal twist):
- Janu sirsasana A with right leg folded in and left leg extended, pull back the toes on your left foot with your left hand while holding your left wrist or forearm with your right hand. This modification allows you to maintain the hand-foot energy flow in the forward bends while providing support for the lower back. No need for straps! You can also simply hold the sides of the calves.

BENEFITS OF YOGA FOR

PREG NANCY

- In short the benefits are:
- It keeps mind away from stress

- Pre natal yoga exercises strengthened and lengthened the back muscles, the thighs and the abdominal muscles. These muscles are necessary to maintain proper posture. With proper posture, the pelvis is held in the right position.
- It make one stay healthy and fit due to exercise and movement
- Muscle cramp and swelling can be avoided that is a common occurrence in pregnancy
- Regular practice of yoga can help in post birth recovery
- Regulating ones breathing in yoga help in minimal distress during labor
- Yoga practice during pregnancy can help in maintaining control of mind and body
- Pregnancy Yoga's stretching exercises help relieve aches and pains. It encourages breath and body awareness, lowers levels of worry and helps pregnant women adapt to their situation.

PRECAUTIONS:

- During pregnancy stress should be avoided at all costs. It not only endangers the health of mother but also carries the hazard of miscarriage as well as malformation of the baby. Many yoga specialists advise women not to practice Ashtanga Yoga at all during the first trimester.
- Nausea is common during the first trimester; it may be useful to practice yogasans in a well-ventilated room.

- If you have severe morning sickness during second semester, it is advisable to wait for the morning sickness to end (usually by Month 4) before resuming a regular yoga practice.
- Drink small quantities of water during practice to prevent dehydration and uterine contractions. Make sure the room is not too hot. Don't try to work up a huge sweat.
- During second trimester any pose where you may contract or compress the growing abdomen is to be avoided (forward bend can be done with legs hips width apart.) Asanas done on your back are avoided at the 20-week mark.
- During and after your pregnancy, try not to the attached to your previous abilities. Your body will go through nous changes.
- Positioning during the massage is very important for the safety of both the mother and the baby. Some parts of the body should not be massaged. The room will have dim lighting and a warm extra padded table will be used for the woman to lie down. Soft music will be played so that the woman can relax and drift away. Some play music with a baby's heart throb on the background. Some of them use candles as they smell good.
- One should avoid too many jerks and jumping while performing Yogasans.
- Always pay attention to your body. If you feel the slightest discomfort, you would stop immediately.
- To avoid reducing the blood flow to the uterus while performing poses on the back, do not stay on the back for more than 3 minutes

at a time. If you experience difficulty breathing, nausea, or dizziness while doing poses on your back, omit such poses altogether.

- Do not reduce the food intake as it can be harmful to the mother and the developing fetus. Nausea during the first trimester can reduce the appetite and Vomiting can cause loss of calories. Have a nutritious meal with 2l the nutrients present in right amount.
- Avoid junk food, alcohol or smoking. Increase the frequency of the meal. Have your food in a gap of 2 hours. Drink an adequate amount of water.
- Eliminate crunches or any other form of exercise that stresses the abdominals or back. Go with lighter weights. Avoid jerky movements and forgo squats which can separate the placenta from the uterus.
- If you feel any dizziness, swelling or experience any kind of vaginal bleeding or discharge discontinue at once and consult a medical professional. Before beginning any exercise regimen it's vital that you talk with your physician.
- Don't perform extreme twists, which may cause placental abruption (e.g.):

CONCLUSIONS:

- Conclusively Practicing Yoga before and during pregnancy can improve a woman's endurance, confidence during labor and delivery. The breathing and relaxation techniques used in most styles of yoga are ideal for managing labor pain. The benefits of yoga for pregnant women are not only confined to their physical

stamina, as the main principle of yoga into vitalize not just the body, but the mind and the spirit also.

- The progress of a woman's labor is a very individual matter and depends on many variables, including the woman's family history of delivery, the proportionality of the baby's head size to the size of the woman's pelvis, the position of the baby, and the amount of dilation and effacement existing at the onset of labor. Being healthy from yoga practice is likely to facilitate the proper release of the hormones necessary for a normal (vaginal) labor and delivery. The conditioning gained from mulabandh may help you push the baby out more efficiently than without such conditioning. Much preliminary evidence generated by various specialists' supports yoga's potential efficacy in the pregnancy.

EVALUATION OF TRAINING EFFEXTAVENESS OF SMALL SCALE INDUSTRY OF MANDIDEEP

Dr. Dinesh Nagar, Ms. Minakshi Pathak and Prof. N.B. Shukla

INTRODUCTION:

"Training is a process of learning sequence of programme behavior. It is application of knowledge".

(E. B. Filippo)

Every Employee works as part of system. Over a period of time he gets used to other member in a group. He becomes a part of the group though constant interactions at various levels. Eventfully, the group emerges as an organization. With an identify of its own. Every organization needs to have well-trained and experienced people to perform the activities that have to be love. The education and training a person already carries is usually not adequate for a job he is employed for. Even a qualified/ experienced person shall final many gape in his occupational knowledge. This can be seemed from the roles the individuals play in an organization. These most is filled in through appropriate training in order to keep him fit and alert to the requirement of his job within the organization.

(Late Rani, 1995)

Training is a process of learning a sequence of programmer behavior. It is application of knowledge and gives people an awareness of rules and procedures to guide their behavior. Training needs are fairly obvious in order to obsolescence of professional and scientific personnel (Zeli Koff, 1969) training are the corner store of sourer management, for it makes

employees more effective and productive. It is actively and intimated connected with all the personnel and managerial activities (Byars & schwefes, 1969: Mohancy, 1969).

Training is practical and vital necessity because, apart from the other advantages, it enables employees to develop and rise within the organization and increase their market value earning power and job security: it also enables management to resolve sources of friction arising from parochialism. To bring home to the employees attitudes a better cooperation with the company and greater loyalty to it training moreover heightens the morale of the employees for it helps to reduce dissatisfaction. Complaints, grievances absenteeism and reduces rate of staff turnover, further trained employees make a better and economical use of materials and equipments, therefore wastage and spoilage are loosened and the need for constant supervision is reduced.

(Belbin, 1965)

Training gives people an awareness of the rules and procedures to guide their performance on the current job or prepare them for an intended job. Training is basically a task-oriented activity aimed at improving performance ii current of future jobs. The term 'management Training' connotes equipping managers with such knowledge, skills and techniques as are knowledge, skills and techniques as are relevant to managerial task and functions.

The main areas in which training is provided are:

- **Knowledge:** The training in this area aims at helping the trainee learn to understand and to remember facts, information and principles.
- **Technical Skills:** The trainee is taught physical acts or actions like operating a machine, working with a computer, using mathematical models to take decisions, etc.
- **Social Skills:** The employees are provided opportunities to acquire and sharpen such behavioral and human relations skills as are necessary for improved interpersonal relationship, better team work and effective leadership.
- **Techniques:** This involves teaching of application of knowledge and skill to dynamic situations.
- **Attitudes:** This involves attitudinal change towards increased work commitment and a positive orientation towards the organization and society. The basis of attitudes, and the knowledge and skill with which to change them have to be carefully diagnosed.

SYSTEMATIC TRAINING:

The systematic development of the attitude / knowledge/ Skill! behavior pattern required by an individual to perform adequately a give task or job." Department of Employment Glossary of Training Terms 1971.

"The acquisition of skills, concepts or attitudes that result in the improved performance in on-the job environment. "Goldstein, 1980.

Training usually planned using a process like that in fig. Which is after a systematic training cycle.

SYSTEMATIC TRAINING CYCLE: -

Identification of----------training

Training needs_____objective

Evaluative feedback ---------- selection and design loops --

_____of programs

CARRY OUT TRAINING:

This module is very common and used for teaching an individual how to carry out a well- defined job and where the information and / or skills practice give are closely match to the job which is not changing. Peter Bramly suggests another training model. As a way enhancing organization effectiveness this is essentially an interventionist are with training being the catalyst. The facts are on what can be achieved relatively short term. Using the resources and skills, which either is already available or which can be developed with some training input.

Evaluation of training is both practical and necessary. Evaluation of training effectiveness is the most critical phase in not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more evaluation of various aspects of training immediate after the training is over and judging its utility to achieve the goals of the organization while the first is bet easy to valuable. The second poses complications. The effect of training on performance to achieve organizational objectives is difficult to isolate because performance is a function of complex forces and motives.

THESE CAN BE 5 TYPES OF EVALUATION:

1. Context Evaluation: Obtaining and using information about the current operational context i.e. individual difficulties organizational deficiencies i.e. training need assessment as basis for decision and to what extent are training courses related to job environment.

2. Input Evaluation: Determining and using facts/ opinions about human! ma for training to decide training method or types of training prepare inventory of outside training programmes.

3. Process evaluation: Monitoring training as it is in progress, continuous examination of administrative arrangements and feedback from training.

4. Out Evaluation: Measuring effects of training on the relation to his job.

5. Consequences evaluation: Measuring effects of training on overall efficiency of department I organization. This evaluation is at the functional level. This involves efficiency of the firm, effect on other's behavior, cost reduction etc.

6. Different scholars have conducted different studies in the field of training and evaluating training effectiveness. Mehta 1970, points out in a study that the training effectiveness is dependent on two considerations. Firstly, trainers are fully responsible for training. he emphasize that if the employees do not show results the trainer should be held accountable for it. Secondly training. effectiveness depends on the kind of atmosphere and culture that is prevalent back home.

Jam (1985) collected date on 119 managers in a steel- industry who had attended in company or external Training programme. A questionnaire was administered and their responses were tallied. A majority of the respondents were found to be satisfied with the instructors, the size of the training group. The training duration, the reading material and the training equipment. Except for one respondent all felt that training contributed substantially in developing their knowledge skills and attitudes. They also felt that the environment did help in implementing some of the learning that tools place during training.

OBJECTIVES OF THE STUDY

The main objectives of the present study are: -

1. To empirically examine the effectiveness of skill training received by employees.
2. To analyses what other type of training may be give to increase the employee's effectiveness on the job.
3. To analyze strength and weakness of the training programme.
4. To evaluation whether the participants perceives the training to be effective or not.
5. To evaluate whether training helps the participants to perform more effectively.
6. To examine how the training programnmes can be made more effective.

Sample:-

The data will be collect on 70 employees, which included 35 of the male worker and 35 of the female worker, who received training at the industry in Mandideep.

METHODOLOGY

Material used: -

The material used for this study will be developed after interacting with the owner and plant manager who had experience. On the basis of the interaction, certainty dimensions will and then a surveys questionnaire will and then a survey questionnaire will constructed to evaluate effectiveness of the small-scale industry.

This three-page survey instrument contained some General Instrument' in the beginning in which it was made clear to the respondents filling up the questionnaire that it will be purely for research purpose. It will guaranteed to them that the information thus collected will not be used for my other purpose they will asked not travel their names if the so desired However for information research purpose, They will ask. to fill some information regarding their jobs in the organization. The questionnaire will be structured one i.e. the questions were of a defmite and predetermined standard and presented in the some order to all respondents.

A brief description of their items is presented below-

Personal Information:- Questions relating to the personal background of the participants. Their age designation, Years off services and their material status will be inquired.

After this the participants will ask to give their ratings on a five-point Scale, which will:-

1. Very dissatisfied
2. Dissatisfied
3. Neither satisfied nor dissatisfied
4. Satisfied
5. Very satisfied

Embedded in the questionnaire are some open- ended questions dealing with the participants perceptions of improving the training effectiveness, benefits of training & area (needs) of training.

Procedure: -

Before the actual collection the investigator approached the owner of the small-scale industry Mandideep, to seek permission for undertaking the research project. The owner, after undertaking the research project. The owner, after understanding the objectives of the project, solicited his approval. He gave the investigator necessary details pertaining to the training.

The time and date collection will fix well in advance in order to reduce uncertainty. The owner as well as the participants will be kept confidential, and be used for the research purpose only.

The prepared survey schedule will be distributed to the participants and all the items will well explained to them. Although there will no time limit

allotted to complete the Survey schedule, yet, no participants took more them 15 minutes to accomplish it.

After this, the questionnaire will collect and the participants will thank for their cooperation.

RESULTS:

After the data collection phase will be over, the data will be compiled and various content analysis and bivasiate analysis will be conducted understand the effectiveness of training programme.

RELATIONSLUP OF MOOD REGULATION STRATEGIES TO PERFORMANCE SATISFACTION AMONG MALE AND FEMALE ATHELETICS.

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INTRODUCTION:

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

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

A focus of mood research in sports psychology is the relationship between scores on The Profile of Mood States (POMS; McNair, Lorr, &

Droppleman, 1971) and performance (Beedie, Terry, & Lane, 2000; Renger, 1993; Rowley, Landers, Kyllo, & Etnier, 1995; Terry, 1995). By contrast, there has been very little research investigating the antecedents of mood and how athletes deal with intense mood states that might impair performance. The results of mood-performance research would suggest a need for researchers to direct their efforts to understanding how athletes control mood. Meta-analysis results show that mood predicts performance when certain conditions are met (Beedie et al., 2000). Mood is proposed to be a more effective predictor of performance in sports of a short duration, when the sport involves open skills, and when performance is assessed through a self-reference criterion (Beedie et al., 2000).

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

STATEMENT OF THE PROBLEM:

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

The purpose of the present study was to investigate the strategies that athletes use to regulate mood. Knowledge of the strategies that athletes use to regulate mood can help sport psychologists develop interventions designed to improve performance through controlling mood. Thus, the present study will examine the relationship of strategies used to self-regulate mood to the performance satisfaction of male and female sportspersons. In line of the work of Thayer et al. (1994) present study is proposed to examine the frequency and effectiveness of strategies to self-regulate mood used by male and female sportspersons. Thus, the frequency and effectiveness of strategies to self-regulate mood used by sportspersons will be examined. As previous research has typically used the POMS, the present study will investigate the strategies that athletes use to regulate the mood dimensions of anger, confusion, depression, fatigue, tension, and vigor. Thus, the purpose of the present study will be to investigate whether athletes use strategies common to all mood dimensions. In view of the above it is proposed 1o study the "relationship of mood regulation strategies to performance satisfaction among male and female college athletes".

HYPOTHESES:

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

1. Mood states of male and female college athletes would be significantly different.
2. Male and female college athletes would employ different mood regulation strategies.
3. Mood regulation strategies of athletes of different sports would be significantly different.
4. Performance satisfaction would be significantly different between male and female college athletes.
5. Mood regulation will be significantly related to sport performance of college athletes.
6. Demographic and general characteristics of athletes will be significantly related to their mood states and performance satisfaction.

DELIMITATIONS:

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

LIMITATIONS:

The present study will be limited to the following:

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

DEFINITION AND EXPLANATION OF TERMS:

Mood:

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

Self-regulation:

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

Self-

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

College Athletes:

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

Satisfaction:

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

SIGNIFICANCE OF THE STUDY:

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

REVIEW OF RELATED LITERATURE:

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

& Lane, 2000; Renger, 1993; Rowley, Landers, Kyllo, & Etnier, 1995; Terry, 1995). Despite the vast amount of research, findings are unclear.

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

The most comprehensive research on self-regulation of mood was that of Thayer et al. (1994) who conducted a series of studies to investigate the frequency and effectiveness of mood-regulating strategies used by the general population. The purpose of their first study was to develop a tool to assess mood-regulating strategies through open-ended questions. The second study was an investigation of the self regulating strategies used to eliminate bad moods, to increase. 'energy', and to decrease 'tension'. Thus, Thayer conceptualized mood on two continua; energy and tension. The authors found that the most common self-regulating strategies used to eliminate "bad-moods' were call, talk to, or be with someone, control thoughts, listen to music, avoid the thing causing the bad mood, and try to be alone. The authors found that the most effective self-regulating strategy was exercise, although this was only used by 37% of the 'sample. In terms of regulating feelings of energy, Thayer et al. (1994) indicated that the most common strategies used were, rest, take a nap, close eyes, or sleep,

take a shower, bath or splash water on face, go outside and get some fresh air, do something to keep busy, drink coffee or other caffeinated beverage, and listen to music. Listening music was judged the most effective of these, followed by take a shower, bath, or splash water on face and exercise. The most commonly cited strategies to reduce tension were call, talk to, or be with someone, control thoughts, listen to music, exercise, use relaxation techniques, and rest, take a nap, close eyes, or sleep. The most effective self- regulating strategies for reducing tension were to engage in religious activity, listen to music, and exercise. Thayer (1996, in reviewing his work, suggested that exercise was probably the most effective strategy for improving mood states. Thayer (1996) suggested that exercise is proposed to increae energy (by increasing arousal and activation), and reduce tension (by reducing skeletal-muscular tension).

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

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

METHOD AND PROCEDURE:

Sample-

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

Tools-

1. Mood. Brunel Mood Scale (Terry et a!., 1999) will be used to measure the mood of the participants. The Brunel Mood Scale is a 24-item scale which assesses anger, confusion, depression, fatigue, tension, and vigor. Anger items include "bad- tempered" and "angry", confusion items include "mixed-up" and "uncertain", depression items include "depressed" and "downhearted", fatigue items include ""worn out" and "tired", tension items include Hworriedt and "anxious", and vigor items include "lively" and "energetic". Items are rated on a 5-point scale anchored by 0 ("not at all) to 4 ("extremely").

2. Self-regulating Strategies of Mood Questionnaire. The Self-Regulating Strategies of Mood Questionnaire is the 29-strategies identified by Thayer et a!. (1994). Participants are first asked if they thought it

possible to change a mood state. If they believed it was possible to change mood, they are asked to nominate a strategy (ies) from the list of 29 items. These horns include: 'analyze the situation', 'avoid the cause', call, talk to, or be with someone', 'ch4nge location', 'control thoughts, 'drink alcohol', 'drink coffee or other caffeinated hovoruge', 'eat something', engage in emotional activity', 'engage in a hobby', 'engage in ploaant activities', 'engage in self-gratification', 'engage in stress management', 'exercise', 'go shopping', listen to music', 'put feelings in perspective', 'rest', 'take a nap, sleep', 'take a shower, bath, or splash water on face', 'try to be alone', 'use humor', 'use relaxation techniques', and watch TV'. In the present study participants will be asked to describe the extent to which these strategies are directed to changing a bad mood and the mood and the mood dimensions used in the mood scale. For example participants will be asked: indicate what strategies you adopt if you are angry, and you try to change that feeling" (anger). Participant will also be allowed to add any strategy not included on the list. In addition to nominating strategies, participants will also rate the relative effectiveness of the strategy used to regulate mood. Perception of strategy effectiveness will be recorded on a 5-point Likert scale ranging from 1 (not at all effective) to 5 (extremely effective).

3. Performance satisfaction. Performance satisfaction will be assessed using the self- reference measure of performance used by Lane and Chappell (2001). On this measure, participants rate perceptions of performance on two items. First, "How d you feel about your performance in the last game?", and second, "To what extent did your performance relate to your pre-game expectations?' Items will be rated on a 5- point scale ranging from I (extremely dissatisfied) to 5 (extremely pleased).

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

PROCEDURE:

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

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

STATISTICAL ANALYSIS:

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

and effectiveness of self- regulating strategies will be examined by considering the percentage number of participants who used the strategy and the mean rating for its effectiveness. Thus, consistent with the methodology used by Thayer et al. (1994), data will be analyzed by conducting frequency counts to show the percentage of participants who use each self-regulating strategy. This will be repeated for each mood dimensions. Differences in strategy use between male and female participants will be analyzed with the help of descriptive and inferential statistics such as mean, stand

ard deviation, t-test, ANOVA. and Chi-square. Greater attention will be given to fl"cquency counts as using a strategy implies effectiveness. A MANOVA will be used to compare the effectiveness of strategies.

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"SPORTS MEDICINE AND PHYSICAL EDUCATION'"

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Sports Medicine also known as sports and exercise medicine. It is a branch of Medicine that deals with Physical Fitness and the treatment and prevention of injuries related to sports and exercise. Sports Medicine focuses on helping people improve their athletic performance recover from injury and prevent future injuries. It is fast growing health care-field.

The concept of sports medicine is not very old. It began in the late 2Os. But now days sports medicine has become an important sector itself, sports medicine physician receives special training during a fellowship programme in sports medicine after finishing a residency programme in other specially like primary care. Sports Medicine is a special division of health care sector which takes care of physical fitness and injuries associated with sports and exercise.

Sports Medicine professional have specialization in exercise and sports science. The professional in the field of sports medicine are designated as following:

- Medical Doctor.
- Physical Therapists.
- Athletic Trainers.
- Massage Therapists.

They mainly focus on diagnosis the treatment of injuries which take place during a sports or some physical activity. Sports Medicine services primarily focus on:

- Bio Mechanics
- Conditioning
- Hyaline
- Injury Prevention
- Injury Management
- Rehabilitation

Sports Medicine has emerged as an important science which is multidisciplinary in nature. Different subject such as Exercise Physiology, Bio- Chemistry, Physiotherapy and Nursing are involved to develop this subject as a unique discipline. To push the physical capability to human with the aid of scientific knowledge is challenging.

Sports Medicine is area of health and special services that apply medical and scientific knowledge to prevent recognizes manage and rehabilitate injuries related to sports exercise or recreationally activity.

Sports Medicine professionals treat people who participate in sports just for fun or want to be better result from their exercise programme but in physical education and Sports activity there is a risk of injury. In general the more contact in a sports the greater risk of injury most injuries in young athletes are due to overuse. Most frequent sports injuries are sprains (Injuries to ligament) strain (Injuries to muscles) and stress fractures (Injuries of bones) caused when an abnormal stress is placed on tendons joints bones and muscle. Sports Medicines provide the diagnosis and non - surgical treatments of musculosketel disorders for active individuals and athletes and kelp to promote lifelong fitness and wellness and encourage prevention of illness and injuries it also help to boost our ability to

evaluate the stage and severity of injuries and diversity on physical examination techniques.

Sports Medicine and science help us to attain complete healthy life and back on track of our physical activity these sports medicine are very helpful in attaining complete fitness to perform in sports and exercise.

In conclusion Sports Medicine and Physical Education science is a discipline a well established profession having a long historical background in health sciences where it can be regarded a scientific discipline in cooperation with sports sciences. Sports is a cultural phenomenon any related aspects in sports are observed, measured, evaluated, analyzed and documented using techniques and methods by several scientific disciplines called sports science. Coaching as clinical medical practice applies the information gained to through studies in Sports Science.

Key Words:-

Exercise medicine, health care field, residency programme, physical therapist, rehabilitation, non-surgical, physical activity.

SOCIAL EFFECTS THROUGH SPORTS TOURISM

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Abstract

Today we are continuously examining various ways 'and means of taking care of our dyer increasing population by providing them with their basic needs and livelihood. Our financial experts are forever trying to ensure that foreign money comes in to our country by various means. The challenge before them is to make surethat money comes in, money keeps rolling, as a result of which people have their lively hood and their basic needs are provided for. In order to meet this challenge we need to look at a new emerging concept which is known as Sport Tourism.

Sport Tourism is similar to what we call pilgrimage in India. Sport-event tourism is globally significant interms of its popular appeal and ability to generate travel and related benefits for destinations, and in large scale of related commercial sponsorship. Although a great deal of attention has been given to events in general, and to some of the impacts of sport- events, little research is being directed at the supply-demand system as a whole, and many specific issues are therefore being ignored. In general, the benefits from organizing such Sport-Events include the following: (a) attracting high-income tourists and creating a new generation of tourists who might visit the host country repeatedly. (b) Creating a favorable image of the host country as a tourism destination. (c) Creating and/or modernizing a locale's tourism infrastructure. (d) Using the international media's presence to communicate with the world. (e) Creating a

skilled workforce in the organization, management, and funding sectors specializing in unique, tourist-friendly sporting events. This Sport - Event Tourism will certainly be a boon to our financial sector if analyzed and developed properly.

Keywords: Sport- event tourism, Sports event marketing, marketing sports

INTRODUCTION

Today we are continuously examining various ways and means of taking care of our ever increasing population by providing them with their basic needs and livelihood. Our financial experts are ever trying to ensure that foreign money comes in to our country by various means. The challenge before them is to make sure that money comes in, money keeps rolling, as a result of which people have their lively hood and their basic needs are provided for. In order to meet this challenge we need to look at a new emerging concept which is known as Sport - Event Tourism.

Sport-event tourism is globally significant in terms of its popular appeal and ability to generate travel and related benefits for destinations, and in large scale of related commercial sponsorship. Although a great deal of attention has been given to events in general, and to some of the impacts of sport- events, little research is being directed at the supply-demand system as a whole, and many specific issues are therefore being ignored.

Definition of Sport Tourism

Sport Tourism is similar to what we call pilgrimage in India. Thousands of people in India travel long distances for visiting famous temples, churches, and mosques in our country. Sport-Event tourism is similar to this concept but with a slight difference. In Sport Tourism the host city has to draw on the interest of people who like to participate in Sport-Events as Organizers, participants, or spectators and build up a continuous long lasting tourism demand and supply system.

In defining Sport-Event tourism at least two major perspectives must be taken; Consumers - Sport-Event tourism is travel for the purpose of participating in or viewing a sport -event Destination - Sport-Event tourism is the development and marketing of sport-events to obtain economic and community benefits. In addition, it must be noted that from the event organizer's perspective, tourists are but one of the target sectors to attract, and to event sponsors the tourism market is only one of several industries which relationships are to be forged.

The Sport-Event Marketing System

The supply and demand sides of the Sport-Event Marketing System are connected through a variety of important intermediaries. Supply is characterized by Sport-Event venues and the destinations in which they are held, including all the services necessary to host visitors. From the tourism perspective all visitors are potentially important,although some are likely to generate greater benefits through their spending patterns. Media broadcasts or other reports of the event represent other types of supply, to be consumed by different types of spectators and fans who don't travel for the event, but for whom exposure to the event might contribute to an enhanced image of the destination and potential future visits. A third type of supply is that provided by sponsors of events who make possible event media coverage but also create opportunities for special promotions and products to be consumed by several intended audiences: visitors,media spectators, and fans.

The demand side encompasses several groups, beginning with the teams, leagues, and sport- governing bodies that generate the events. They must be sold on the venue and destination through formal bidding process. Sport-Events have four primary markets; athletes, officials, spectators, and the media. Each of these markets attends for a different reason and, therefore, requires a different promotion appeal. Further, events vary in terms of their focus. Some are more participantoriented like tournaments and marathons, and others are more targeted at spectators like auto races, world

championships. This new concept of Sport - Event Tourism is easily understood by studying the following example of marketing sportand a city.

Marketing Sport and a City

The opportunity for a city to host the Olympic Games constitutes an enormous economic, social, and cultural commitment, as the Olympics are the world's biggest sporting event. It is an opportunity that, if properly managed and marketed, will bring a number of positive long-term benefits to the rest of the country in which the city is located.

While the Games last only 2-3weeks, 10 years of preparation will have gone before to ensure both a successful bid andthe smooth operation of the Games once the bid wins. The experience of cities that have hosted the Olympic Games demonstrates that, if they are carefully planned and promoted, the Games can generate significant growth over a long period. A primary factor in such growth is the increase in tourism that a nation can continue to enjoy long after the Olympic Games have concluded.

From a tourism perspective, the Olympic Games can certainly be considered the most important sporting event. Frequently, organizers' purpose in undertaking such events is to increase tourism in a city or country. In general, the benefitsfrom organizing such events include the following:

- Attracting high-income tourists and creating a new generation of tourists who might visit the host countryrepeatedly.
- Reating a favorable image of the host country as a tourism destination.
- Creating and/or modernizing a locale's tourism infrastructure.
- Using the international media's presence to communicate with the world.
- Creating a skilled workforce in the organization, management, and funding sectors specializing in unique, tourist-friendly sporting events.

Properly managed, the Olympic Games can change a country's tourism industry significantly and for the long term. Effects tend to fall within three categories, the

Olympic market, the *internal tourism market*, and the *international tourism market*. The Olympic market consists of a network of economic activities that result from organization of the event and require significant investment of time and funding. Aspects of the Olympic market are marketing (mainly promotion and public relations), funding and donations, preparation of athletic and related facilities, tickets and other spectator services, transportation and accommodation (of athletes, spectators, dignitaries), and safety and emergency services. For every Olympiad, a workforce is formed to undertake these tasks, creating thousands of jobs and extensive activity in the host city. (Later in this paper, an attempt is made to estimate economic and non-economic effects of the Olympic market, based on previous studies.)

A large nation's internal tourism market also experiences an impact when one of its cities is to host the Olympic Games. However, in Greece as opposed to the U.S. or even Australia, the internal tourism market is of less significance. In terms of both area and population, Greece is the smallest country chosen to host an Olympic Games. One might go so far as to refer to Greece itself as the "city" that has undertaken the responsibility of hosting the Games.

The right to host the Olympics brings with it long-term effects on the city and nation's international tourism market, as well. Such effects begin to be felt immediately after a country has won a bid to host the Games and persist until several years after the closing ceremony. In the case of Athens, this period covered the years 1998 to 2011. International tourism was expected to extend to three types of tourist: visitors traveling before the Games, spectators and other visitors during the Games, and visitors drawn to the country at some point by the Olympics-related publicity. The first category comprised, for Athens, persons who were likely to visit Greece in preparation for the Games, such as the members of the Olympic family, media representatives, sponsoring organizations' representatives, athletes, dignitaries, and some spectators. Such individuals also constitute the second category and can be expected to peak in number as the Olympic athletes compete.

Finally, the third category includes all tourists from outside Greece who were expected to visit Greece between 1998 and 2011 due to promotional efforts linked to the 2004 Games.

Games' Direct Impact on Tourism

The direct impact of the Olympic Games on tourism is embodied in the arrival of all those directly involved in Olympic Athletic events, as well as those participating in the associated cultural Olympiad; direct impact's chronology is before and during the Games. Whatever the city hosting the Games, demands associated with direct impact remain similar and are based mainly on the number of sports included (currently 28). While estimating direct impact involves some rather arbitrary decisions, the final overall result is not influenced, as it is of very small size. Moreover, a slight increase in the relevant figures was allowed to reflect visitors at the cultural Olympiad.

The tourist category of most importance is the before-Olympics visitors, who include numbers of representatives of the International Olympic Committee (10C). The 10C is contractually obligated to send representatives to Greece regularly to audit activities and check the progress of the Games' organization. The second largest category of visitors includes members of international federations for various sports. They monitor the development of facilities in which competition will take place. The third category consists of athletes. As the date of the Games approaches, athletes begin to visit the country to become accustomed to the climate and sporting facilities. The final category is made up of sponsors and members of the media.
The total number of visitors expected in Greece during 1998-2004 on Olympic Games' business was 111,000. This figure constitutes a very, small percentage of all tourists who would have ultimately visited Greece as the result of the publicity about the country linked to the 2004 Games.

Consequences for Greece, for Athens

Again, the effect of the Olympic Games on tourism had relevance both for Athens and for Greece as a whole. Initially, forecasts of the numbers of tourists throughout Greece were made. These forecasts were then used to estimate the number of tourists to arrive in Athens, according to three national scenarios. The first national scenario was confined to those arrivals directly linked to the Games and assumed that the level of demand would be minimal. The second national scenario assumed a steady increase in demand leading up to the Games and stabilizing a few years after the Games. The third national scenario assumed a small increase in tourism before and during the Games, a large increase after the Games, and a *all decrease several years after the Games.

The Olympic Games of 2004 presented a great opportunity for the rehabilitation of Athens and the Attica prefecture as a whole. Some infrastructure projects were already under way; together with Athens' international promotions during the subsequent seven years, these projects helped Athens enhance the proportion of the Greek tourism industry it claimed. Under a first city scenario, Athens would have maintained, at the least, its share of all tourists arriving in Greece, which early in the 1980s was 40% but slipped to 16% in the mid 1990s.

Under the second city scenario, Athens' share of the total number of tourists in Greece would have increased significantly, attaining for the period 1998-2011 an average 22% of all tourists. During the 1990s, the proportion of tourists in Greece who were visiting Athens was as high as 22.3%, but averaged 18.22%.

According to a third scenario, Athens' share in the numbers of foreign visitors to Greece would have moved from 18% in 1998 to 22% in 2004; after 2004, the city's share would decrease, returning to the 18% figure in 2011. Across the whole period, the average proportion of Greek tourism claimed by Athens was forecast to be 16.9%.

Maximizing Benefits to Tourism Industry that may surround the Games

The Olympic Games are a unique tourism-sport event presenting an outstanding opportunity to develop long-term gains for any nation's tourism Industry. Supply and demand continue to figure in marketing, and in the case of Greece and the 2004 Olympics, it was to be be ensured that the tourism infrastructure could meet the demand for accommodation posed by extra thousands of tourists yet not overestimate the number of tourists who would have visited Greece.

The approach to marketing the Games,one that involved three basic, interdependent elements. The first is supply, which includes organization of and preparation for the Games, the choice of the host city, all services that will be required, media (television, radio, and print), and grants offered by 100 and the host city. The second element of the marketing system comprises intermediaries between the supply and the demand. Often, these intermediaries participate in securing the successful bid for the Olympics, for instance by finding sponsors, working to attract spectators, and generally organizing the athletic events. The third element of the marketing system is demand, which includes all national athletic teams, all federations supporting the Olympic sports, spectators and tourists, the media audience (television viewers, radio listeners, and readers), and all official sponsors of the Games.

From the example of Olympics hosted by Greece, how can any host city best tap into the elements of this framework to maximize publicity generated by the Games? The host city could pursue a series of strategies, including the following:

- Host athletic events during the period prior to the Games to allow athletes to experience the climate.
- Host athletic events featuring other sports, in cooperation with these sports' federations.
- Host participative athletic events targeting those potential tourists who enjoy recreational athletics.

- Before and after the Games, organize sports related excursions highlighting the regions associated withathletics.
- Organize cultural exhibitions and scientific and professional conferences offering a sports angle.
- Supply the media with information before and after the Games, using news broadcasts.

CONCLUSIONS

From the above discussion and from the example of Olympics hosted by Greece we see that the new trend of Sport-Event Tourism can be beneficial in several ways.

Sport-Event Tourism is a new trend in the marketing field which may be able to generate considerable benefits for the host city, as seen from the discussion above. The sport-event would have important economic effects on the host city. Publicity surrounding the Sport-Event is expected to increase tourism. New jobs would be created and the nation's GDPwould grow.

The most important source of the increase in economic activity would be money spent by tourists visiting the host city as aresult of the Sport-Event exposure.

Increased tourism would create additional need for accommodation. This would be a starting point for Hotel Catering industry.

In general, increased opportunities for sport can be regarded as a contributor to community well-being, and local authorities are required to make “adequate provision for facilities for the inhabitants of their area forrecreational, sporting, cultural and social activities”.

“Sport means all forms of physical activity which, through casual and organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels.”