CHAPTER – 1

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CHAPTER - 1
INTRODUCTION

BACKGROUND

Sports and games play an important role in our life. They are also a part and parcel of education. The world is a big playground, life is a game, we are the players and the Almighty God is the judge watching the activities of all the human beings in order to determine the rules of playing a successful game of life.

Sports and games not only endow us with the physical strength to fight the grim battle of life, but also fill our life with thrill and joy. They improve our digestion and keep the body fit, they motivate us to face the victories and losses. Primarily they are to the body as knowledge is to mind. But fundamentally games and sports lead one to acquire all round personality. By improving our health, games and sports make our bodies more beautiful and help us to have sound body and sound mind. If we take part in games and sports, we experience a thrill of life, we feel fresh and active throughout the day and also live everything with pleasure. Children must take part in various games and sports which are played in the school – the first place of formal education. On the whole, games have come to occupy an international status. The government wants every school to give equal importance to sports and studies.

Duke of Willington once said, “The battle of Waterloo was won on the play fields of Eton”. In fact the discipline, belief, courage, devotion, self confidence and cooperation which the English had learnt
Sports play a vital role in the life of a man. Even in earlier societies in different countries sports acclaimed due recognition but today's games and sports are highly specialized and scientific. Sports have a special weightage and significance in spreading a healthy culture in the national life. Our government has also given top priority to the sports and sportspersons. Every country recognizes the importance of sports and tries to acquire the modern sports infrastructure, latest equipments and technical know how. Crores of rupees are spent by the developing countries to utilize the services of the talented coaches and extraordinary sports scientists. This is done only to acquire an admirable place in the field of sports and to excel in "the international competitions". Even some of the small and economically developing countries like Ethiopia, Kenya, Cuba, Germany, Croatia etc. have given more importance to their sports and sportspersons. They are putting their limited resources for the development of excellent sports facilities in their countries and to make it an integral part of human life. These two aspects can help in reshaping the population of a country into healthy and mentally sound persons. Moreover, sports inculcate healthy habits, feeling of cooperation and sense of toleration among the population to enable it to live in peace and harmony. Such persons remain contented with the output of their own hard and honest labour. In view of the above facts, it is high time to consider the importance of physical education and
sports in our life and make them an integral part of every human life. Zeigler (1979) described history of physical education and sports which points out that the people and communities, who care for their bodies and is engaged in various physical activities, remain strong and prosperous, whereas those who neglect them, wane and perish.

Sports have become equivalent to patriotism these days. Sportsman is no longer a person needing recognition and money, as their victory in International arena secure for them such an exalted position that they are worshipped as Gods. Every country tries its level best to boost its sportsmen by providing them with experienced coaches, best equipment and latest technicalities of the game. Almost every developing country imports trained coaches from advanced countries to improve the standard and morale of their sportsman and these sportsmen in turn bring laurels to their countries by winning medals in the international arena.

Excellence in sports at international level lifts the prestige of a nation. Victory in international sports competition is celebrated throughout the country and the winners are welcomed by the people as well as by the government. Handsome rewards and awards are given to the sports persons who attain higher international standards. The medal winners become national heroes. Youngsters are motivated to take part in sports more seriously and dedicatedly.

In this way, games not only give training for events of games and sports, but are an excellent channel for harnessing the vigour and the spirit of adventure of the young. The young have an abundance of energy which in the absence of an outlet often gets channelized in destructive activities. Sports activities do acquire special significance
in the context of giving positive channels to the frustration amongst youth as there is an imminent need of proper channelization of energy of the youth. Sports can provide that much needed outlet and educators must start realizing its significance towards the overall development of students.

PLAY

Play primarily refers to all such activities as provide to the participants especially infants and children, fund and freedom of action and thought. It is an instinctive activity which helps the child to develop physically and intellectually "Play" is a joyful, spontaneous, creative activity in which man finds his fullest expression. Largely non-competitive in nature and development in function, play shapes human personality during formative years. Elementary education ought to be all play. Outcomes of play are important for children in general rather than for serious athletes.

GAMES

A game is "any form of playful competition whose outcome is determined by physical skill, strategy or chance employed singly or in combination" (Loy, 1969, p.56). There are three important parts of this definition. First, games are derived from play; second, games involve competition; third, the outcome of the game is determined by use of physical skill, strategy and/or chance. Not all games are sport. But sport is always a game. This is true, according to the definition even though we do not typically describe some sport involvement as game involvement. Each game poses a problem to be solved. The primary
rules of a game identify how the game is to be played and how winning can be achieved.

SPORTS

Sports is “carrying away from work”, indicating an absolute freedom of activity. The major aim of sports is recreation. Having become highly competitive, sports today are seen in a much broader perspective than ever before. Sport in fact is an attitude of mind. For most people sport is recreation, for others it is competition – the means to excel and achieve high standards in performance sports are largely individual events such as athletics, archery, swimming, shooting etc., wherein the participant tries to compete against his own previous standards as well as those of others. Organized sports of today are refined and well defined activities which are governed by roles and perfection in performance of skills. A number of sports have a carry over value. They can be played in old age.

EDUCATION

Education comes from the word Educatia i.e. to teach. In order for a human being to prepare himself for any task education is necessary. Education is done at three levels – Primary, Secondary and Tertiary. The primary education pertains to basic knowledge imparted upon any individual. Teaching of alphabets, syllables and phonetics come at this level. At secondary level comes education pertaining to general sciences, social knowledge etc. Tertiary level is the level of specialization in any particular field in which an individual wants to excel. The differentiation of education into various branches is done at
this particular level. Education thus is the polishing of a stone into a marble.

PHYSICAL EDUCATION

Physical Education is rightly recognized as an integral part of education. The existence of man is primarily physical. The first lessons a human child learns are lessons of physical activity. No education, howsoever ideal and exalted in its objectives, is complete without emphasis on motor activity.

The human body is a sacred gift of nature. Its growth, development and efficiency largely depend upon the quantity and quality of motor activities it performs. Compartmentalization of human personality into "body, mind and spirit" is an oversimplification. The mind and spirit do not reveal themselves without body. The body, being an observable material cause of mind, is an instrument through which man performs all mundane duties enjoined upon him by Nature and society. Sherrington aptly remarked that "muscle is the cradle of recognizable mind which seems to have arisen in connection with the motor act."

Where integration progressed and where motor behaviour progressively evolved, mind progressively evolved "adequate muscular activity is not merely a biological necessary, it is the basis of "intelligent behaviour". The primacy of physical education over all other kinds of education, formal or informal has to be recognized.

At no point of time in the history of human civilization, did physical education receive so much attention as today. Several reasons may be cited for this dramatic change. First, since time immemorial
physical activity has stayed with man as a survival reaction the very core of "struggle for existence". Strength and fitness were crucial factors for protection against wild animals, and search for food. With the onset of Cultural Revolution, man began to break away with his natural habitat, and rendered himself comparatively physically weaker to animals. Yet he could not completely case away the mantle of racially old activities. The necessity to keep fit became a priority in the dramatically changing life style.

Second, during the cultural epoch, human society organized its social institutions including education. Physical education, being a part of education, had to be organized and institutionalized. The early Greeks are said to be pioneers in placing athletics at par with aesthetics, mathematics and ethics in the overall scheme of formal education. Third, the march of civilization characterized by rapid industrialization and urbanization has brought man to the brink of disaster. Endless pursuits of materialistic philosophy, hurrying-scurrying and robot-like routines leading to psycho-somatic disorders are inevitable consequences of scientific and Cultural Revolution. Intellectually man is a giant, physically a pygmy. In these "dark hours of degraded life", the only silver lining is vigorous physical activity which surely can bring back "the joy of living". Hopefully, more and more people have begun to realize the necessity to keep fit, to live vigorously and to keep cool and relaxed.

Fourth, physical education turned a new leaf with the revival of the Olympic Games in 1896. Since the turn of the century, a treble of specialized physical educators called coaches appeared on the scene whose inherent interest lay in producing record breakers in
competitive sports. Although health, fitness recreation, well-being etc. continue to be general objective of physical education, specific focus shifted to highly competitive thrill-packed sports. Finally, the insatiable thirst for Olympic gold amongst nations, has given a new turn to physical education. Various aspects of human performance have begun to be studied in the bio-science laboratories. The physical educator has also crowned himself as a sports scientist. Sport and exercise physiology, sport psychology, sport medicine, sport sociology etc. have begun to play leading role in training of athletes for elite performance.

No physical education curricula are complete without sport biosciences truly. Physical education has grown into a huge banana tree – whose tendrils cannot be easily distinguished from its main stem.

The word physical refers to body, and indicates bodily characteristics such as strength, speed, endurance, flexibility, health coordination and performance. It seemingly contrasts the body with the mind. The term education when used in conjunction with physical, refers to a process of education that develops the human body especially fitness and movement skills. Therefore, it transcends all misconceptions and misgivings about physical education as a field of teaching and being considered as an ingredient of general education.

A bird's eye view of various definitions of physical education is essential. Physical Education as understood is such a cultivation of power capabilities of students as will enable him to maintain his bodily condition in the best working order providing at the same time far greater efficiency of his intellectual and spiritual life. It is proclaimed
that physical education should aim to improve the mass of students and to give them as much health, strength and stamina as possible to enable them "to perform the duties that await them after they leave their college".

These early definitions, laid emphasis on (i) the development of physical qualities which enable the individual to live his life successfully and efficiently, and (ii) the process which is essentially educational in perspective.

Physical education is "the accumulation of wholesome experiences through participation in large muscle activities that promote growth and development". The child's growth is the very core of all educational endeavour. Play has always been considered as a potential medium of child's growth. Rousseau laid greatest emphasis on play as a means of education. The impact of his ideas was clearly seen in physical education also. That is why, in the early phase of its development, physical education was brought closer to education with the introduction of "Play way" method of teaching. Physical education came to be understood as "the process by which changes in the individual are brought about through his movement experiences, and......... the sum of those experiences which came to the individual through movements". From these ideas sprang the concept of "movement education - which, in due course, strengthened the foundations of physical education as an academic discipline.

Physical education is the sum of man's physical activities selected as to kind and conducted as to outcomes". While planning the physical activity programme, consideration ought to be given to two
things. First, activities should be selected taking into account age, sex and situation. Second, the outcomes must be more than physical.

Besides, health, fitness and vigour, physical education must take care of mental and social aspects of man's personality. Considering physical education as an integral part of total education process, Butcher defined its aim as "The development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with a view to realizing these outcomes". "Physical education", said Butcher & Wuest, "includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well being, the attainment of knowledge and the growth of positive attitudes towards physical activity".

Over the decades, physical education has outgrown its limited objectives i.e. strength and vigour. It now encompasses diverse activities and programmes formal, informal, procreative, competitive for individuals as well as groups. Lumpkin believes that "physical education is a process through which an individual obtains optimal physical, mental and social skills and fitness through physical activity". In the highly mobile and socially volatile life style, acquisition of variety of skills is necessary in order to economize on one's energy. Physical education surely makes people skilful directly as well indirectly. A physically trained person can take on any eventuality because he is fit, tough, courageous and energetic. This apart, skills learnt on the play ground, when transferred to life situation, help people to lead a happy, healthy and well adjusted life, adequate participation in large muscle activity, free play, sports,
exercise, aerobics, dance etc. turns out physically educated people. This value should be one of many values of the liberally educated person. It becomes meaningful only when it is related to the totality of the individual's life. Barrow defined physical education as "educational objectives that are achieved by means of big muscle activities involving sports, games, gymnastics, dance and exercise". Barrow clarifies that "big muscles" are those muscles whose movements lead to gross motor skills which constitute the core of entire physical education programme and on which stands the bulky superstructure of games and sports.

A National Plan of Physical Education and Recreation the earliest document prepared by the Central Advisory Board of Physical Education and Recreation in India, says, "Physical Education is education. It is education through physical activities for the total personality of the child to its fullness and perfection in body, mind and spirit, immediately it is concerned with the development of physical fitness. In striving for such fitness, physical education has necessarily to train child's mental, moral and social qualities, arouse its awareness of environment and develop alertness, presence of mind, resourcefulness, discipline, cooperation and the spirit of respect, sympathy and generosity towards others – qualities that are essential for a happy and well adjusted life in a free and democratic world.

PSYCHOLOGY

Psychology is a very wide subject. It transcends all branches of human knowledge and activities. It deals with fitness of human mind and body. It pertains to the study of human behaviour, its causes and conditions. Like all other sciences, the science of psychology has also
got its definite purpose. Its purpose is to describe accurately the reality regarding human behaviour i.e. what a man does at a particular time and why he does so.

We should remember that psychology is a positive science and not a normative science. It shows the facts as they are and not as they ought to be. It does not believe in any "out to be" or "should be". Its only function is to reveal the truth about human nature and reveal it in an exact way.

SPORTS PSYCHOLOGY

Sports psychology for physical education largely deals with fitness of human body. It lays stress on physical fitness through games and sports. Sports psychology has a threefold aim (i) General – The general aim of sports psychology is the same as those of educational psychology. These aims revolve around the balanced and all round development of child; (ii) Social – The social aims of sports psychology leads towards the socialization of child through sports; and (iii) Particular – Sports psychology for physical education has its particular aims also. One of these particular aims is to improve the physical health of the students through games and sports. Its another allied particular aim is to prepare the student for various sports and games competitions.

PERSONALITY

The term personality has many meanings. In general, its usage is based upon the assumption that there are consistencies in behaviour which are evidenced by an individual in a variety of situations. It took
approximately 60 years for a consensus to be reached that there are probably five major personality factors (the so-called big five) and that they probably consist of extraversion, neuroticism, agreeableness, conscientiousness and openness. The most significant issue in personality research concerns the provision of a detailed account of the internal processes and mechanisms that underline individual differences on each of these personality dimensions. Theorists investigating the big five personality factors have assumed that individual differences on each personality factor can be accounted for in terms of genetic factors.

THE CASE STUDY

In the case study, the researcher strives for an in-depth understanding of a singly situation or phenomenon. This technique is used in many fields, including anthropology, clinical psychology, sociology, medicine, political science, speed pathology and various educational areas such as disciplinary problems and reading difficulties. It has been used considerably in the health sciences and to some extent in exercise science, sport science and physical education.

The case study is a form of descriptive research. Whereas the survey method obtains a rather limited amount of information about many participants, the case study gathers a large amount of information about one or a few participants. Although the study consists of a rigorous, detailed examination of a single case, the underlying assumption is that this case is representative of many other such cases. Consequently, through the in-depth study of a single case, a greater understanding about similar cases is achieved. This is not to say, however, that the purpose of case studies is to make
generalizations. On the contrary, drawing inferences about a population from a case study is not justifiable. On the other hand, the findings of a number of case studies may play a part in the inductive reasoning involved in the development of a theory.

The case study is not confined to the study of an individual but can be used in research involving programs, institutions, organizations, political structures, communities and situations. The case study is used in qualitative research to deal with critical problems of practice and to extend the knowledge base of the various aspects of education, physical education, exercise science, and sport science.

Information about case study methodology is rather difficult to find. As Merriam (1988) observed material on case study, research strategies can be found everywhere and nowhere. Methodological material on case study research is scattered about in journal articles, conference proceedings and research reports of the many different fields that use this form of research. Frustration in trying to find substantive material about case study research in an educational setting prompted Merriam (1988) to write her interesting and informative text case study Research in Education.

**TYPES OF CASE STUDIES**

In many ways, case study research is similar to other forms of research. It involves the identification of the problem, the collection of data, and the analysis and reporting of results. As in other research techniques, the approach and the analysis depend on the nature of the research problem. Case studies can be descriptive, interpretive or evaluative.
DESCRIPTIVE STUDIES

A descriptive case study presents a detailed picture of the phenomena but does not attempt to test or build theoretical models. Sometimes descriptive case studies are historical in nature and sometimes they are done for the purpose of achieving a better understanding of the present status. Descriptive case studies frequently serve as an initial step or database for subsequent comparative research and theory building (Merriam, 1988).

INTERPRETIVE STUDIES

Interpretive case studies employ description, but the major focus is to interpret the data in an effort to classify and conceptualize the information and perhaps theorize about the phenomena. For example, a researcher might use the case study approach to better understand the cognitive processes involved in sport.

EVALUATIVE STUDIES

Evaluative case studies also involve description and interpretation, but the primary purpose is to use the data to evaluate the merit of some practice, program, movement or event. The efficacy of this type of case study relies on the competence of the researcher to use the available information to make judgements (Guba & Lincoln, 1981). The case study approach enables a more in depth holistic approach to the problem than may be possible with survey studies.
CHARACTERISTICS OF THE CASE STUDY

The case study involves the collection and analysis of many sources of information. In some respects, the case study has some of the same features found in historical research. Although it consists of intensive study of a singly unit, the case study's ultimate worth may be that it provides insight and knowledge of a general nature for improved practices. The generalizability of a case study is ultimately related to what the reader is trying to learn from it (Kennedy 1979). The case study approach is probably most frequently used in trying to understand why something has gone wrong.

An investigator who pursues the case study method may try to maximize the qualitative and quantitative information from his inquiry by making use of certain procedures which serve him as aids. It is quite clear that the primary need in this method is to know the manner and technique by which the subject matter appears as an integral whole. The investigator must strive to make extensive collection of relevant material which facilitates an overall view of the problem.

The sole means of achieving success in the case study method is to collect materials about each of the aspects in a unit. For example, while studying a person, information about his social status and situation is primary; but equally important is to gather all information regarding his biological, economic, political, psychological and philosophical aspect, including the religious, ethical and spiritual aspects. Only then we can understand the unity of a human being and study him as an expression of that fundamental unity.
The investigator has to bear in mind the fact that the entire data about a unit should be divided into suitable, separate and specific classes so as to synthesize the results and to arrive at categorical findings.

Above all, a case study should be dynamic in its approach and operation. It is not enough if it merely attends to the present structure of a unit. Therefore, the case study must range over the past, present and future. Moreover, the case study must be analyzed both horizontally and longitudinally that is, we have to study it in breadth as well as in depth.

The government of India has created separate department of sports and youth affairs in the ministry of Human Resource Development and a minister of state has been appointed to look after the promotion of sports. Sports authority of India under the chairmanship of Prime Minister has also floated a number of schemes to promote the sports in India. Thousands of crores were dumped in the sports authority of India schemes, large number of coaches are employed by the Centre Government as well as by the state governments. Coaching camps of two to three years duration are held for the selected sportsmen before international meets. But all these facilities and incentives failed to bring the desired results.

Many persons have a special place in public because of their exceptional qualities. People pass on their stories to the coming generations and start calling them legendary and aspire to emulate them. Such characters are only a few in many generations. It is indeed an extremely rare privilege to become a 'LEGEND' in one's own lifetime. This distinction is even more pronounced in case the achiever
never blows his own trumpet. He lets others do that job of singing his praises and pass on his example to new generations.

The origin of hockey - place and date - as of most other sports remains obscure. There are sketches on the walls of prehistoric caves indicating a person hitting a ball with a stick but there is no conclusive proof where the game, even in crude form, was born.

Historical records reveal that a rudimentary form of the game was played in Egypt 4000 years ago and in Ethiopia around 1000 B.C. There are countless traces and representations discovered in Persia, Tibet and Chile.

It was the only team game practiced by the Greeks in the Epoch of Themistocles (554-449 B.C.). The ancient Aztecs of South America and the Red Indian tribes of North America played a robust stick-and-ball version several centuries before Columbus discovered the New World.

The International Hockey Federation (FIH) also confirms that scenes of the game are visible on the walls of tomb No.16 at Beni Hasan (Egypt), in the valley of the Nile. One of the bas-reliefs represents someone who seems to be starting a game in a manner exactly like the bully-off in modern hockey.

G.D.Roberts, who proposed the toast of the Hockey Association at the formal dinner to celebrate its Golden Jubilee in January 1936, observed that the first game was played in Persia between the Baghdad Wanderers and the Euphretes Occasional and that the losers, in keeping with the traditions of a very ancient race, submitted themselves to decapitation.
Some renowned historians believe that hockey's birth place could be Persia where polo was born. Polo, in Persian, means 'horse hockey'. Maybe Persians first played the game on foot before introducing playing 'hockey (polo)' on ponies.

While writing about origin of hockey, historians mention French 'hoquet', Irish 'hurling', Scotish 'shinty', English, 'hawkey', Welsh 'bandy', Georgian 'lelo' and Lithuanian 'ripka'.

It is again not certain where modern hockey was born. But historians say it was played at Eton and other schools in 1750s. Lord Cornwallis, who later became the governor General of India, sustained an eye injury while playing hockey in Eton. That was in 1751, the first club, which played hockey, was Black Heath around. It also codified the rules. The second club was the famous Teddington in 1871. It introduced the cricket ball. The rules then allowed 15 players on each side: a goal-keeper, two backs, two or three quarter-backs, three half-backs and seven forwards. The stick was bound with wire, generally copper. Wimbledon and other clubs came up. Eight clubs, led by E.L.Egar, took the initiative in forming the Hockey Association on January 18, 1886. On January 31, 1895, the first international match was played. It was between Wales and Ireland at the Palace summer gardens at Rhyl, a holiday resort in South Wales. Ireland beat Wales 3-0.

Indian hockey dates back to 1895, British Army played pioneering role in 'planting' hockey, like cricket, in India. Around this time, the game, a fashionable kin of 'Khiddo-Khundi' in Punjab was played. But the game's baptism came about in Bengal where hockey along with cricket and golf was played. The first tournament in India
was Brighton Cup in 1895. A year later, Bombay started the Aga Khan tournament. The game, originally confined to Calcutta and Bombay, spread fast in other areas, Punjab and U.P. were the centres where the game found ready patrons.

Calcutta, one of the leading sporting cities, mooted the idea of the formation of national body: It was in 1907, when initial steps were taken to form the body. A.B. Rolsser, N.R. Bhattacharjee and T.H. Richardson were the pioneers for the establishment of the body. But the moves failed for certain inexplicable reasons. Another attempt was made around 1918 but again the idea remained only on the drawing board. Then in 1920, C.E. Newham worked diligently for the formation of the body, but, sadly, it did not take off. However, four years later, in 1924, Lt. Col. Luard, of the Western India Hockey Association, made a concerted campaign and invited all the leading hockey associations, clubs and individual to Gwalior, where he was the president of the association. His emotional address impressed all present on November 7, 1925, and foundation stone for the formation of the Indian Hockey Federation was laid. Representatives from Gwalior, Bengal, Sind, Rajputana, Western India, the Punjab and the Punjab University as also Army Sports Control board were present at the inaugural meeting. N.H. Anasari was elected secretary while Gwalior was kept temporary headquarters of the association. For about two years, teething troubles continued but in 1927, the IHF took vital decision in moving the headquarters from Gwalior to Delhi. T.P. Gately former president of the Delhi Hockey Association took over as secretary, while Maj. I. Burn – Murdoch was elected as president.
A lot of credit for the formation and stabilisation of the association went to Newham. An active journalist in the 'Civil and Military Gazette (Lahore) and very enthusiastic sportsman, he had, in his own way, impressed upon the members the utility and usefulness of the parent body. He was also instrumental in forming the Punjab Hockey Association in 1924.

Hockey till some days ago was more or less our national game. It was the only game in which India achieved dizzying height of winning eight gold medals at the Olympics. Many persons have a special place in public because of their exceptional qualities. Such characters are only a few in many generations. These people have achieved excellence in different fields such as sports, business, political, social service, academics etc. only through their sheer hard work. Men are striving for perfection in every sphere of knowledge. The achievements in human skill are appreciated and valued in every society. Sports skills have now acquired an important place in the culture of a society and this culture is valued through achievements in sports.

Since the dawn of the civilization, sports have been very dominant factor in every society. Recognition and victory in sports at national and international level is viewed as a sign of national prestige and the sportsmen are given the status of a demigod. Every nation is paying a lot of attention to get international recognition in the field of sports.

At present every nation of the world is giving importance to the development of sports in order to improve the health of its a people. Hence a large number of government and semi-government organisations in close collaboration with private agencies are engaged
in the development of sports. Sports are now considered to be an integral part of the culture of every country and superiority in the international sports competitions is linked to the national honour. To provide better sports facilities and sports infrastructure to its citizens is on the priority list of every country. Latest and best quality of equipment, latest technical and tactical knowledge, sports psychologist, and coaches are being provided with the sole aim of excelling in the international competitions. Performance of a country in the international sports competitions is a symbol of national honour. Lots of incentives and facilities are provided to the sports persons who attain higher international standards. Those who succeed become national heroes. Young generation is motivated to take sports more seriously than was ever before. The government of India has also created a separate ministry of sports and youth affairs under a cabinet minister and sports minister for the promotion of sports in India.

India and hockey are two synonymous names in the sports world. Indian contribution to the game of hockey is immeasurable. During the last two decades, new power equations have emerged and the game itself has undergone a tremendous change, thanks to the high degree of sophistication and systematisation. It is a historic fact that India has ruled the world of hockey for decades but what is daunting today is whether it can regain and retain its identity as a major power of hockey in the world.

The history of hockey may be very old but one factor is very prominent i.e. this game, in one form or the other was played in Europe and may also be played elsewhere under different names. This fascinating game travelled to India through Englishmen who
introduced it in the Army railways and police. Young, robust and well built officers in these three departments took to playing hockey regularly.

However, the present day image of India at the international level is not very promising. India started participating in the Olympic hockey tournament from 1928 which were held in Amsterdam (Holland). From 1928 to 1956 Olympic Games, Indians remained undisputed Olympic champions in hockey. After 1956 it was in 1964 and 1980 when India could achieve the top honours. In 1980 Moscow Olympics Sh. M.K. Kaushik showed his skills and played a vital role in India winning the Gold Medal. It is very befitting to make exploratory study of this great sportsman at this hour when Indian hockey is going through an uneasy phase. We need to draw from his life and achievements and to spell out lessons for the present generation of hockey players so as to regain our lost glory at international level which every sports loving Indian is waiting for. It will be interesting to find out how a simple person could rise to such dizzying heights not only as a player but as a coach and an able administrator also.

Sports are no longer leisure time, pleasure seeking entertainment activities. It is now a highly competitive and complex profession. The importance given to sports can be judged from the billions of dollars being paid to sportsmen all over the world. With the exposure through electronic and print media, sports have been glamourised to an extent unimagined thirty years ago. Sportsmen are earning millions of dollars every year.

The world of sports is changed today but India continues to remain attached to the outdated sports techniques and regular politics
by ignorant sports administrators which is taking Indian sports down the ladder day by day. Even the much smaller countries are doing much better than India at international level.

There are numerous reasons for the disastrous situation prevailing in the country. In the opinion of the scholar, the main reason for the decline of the Indian hockey is that the hockey playing centres are shrinking tragically. It is not a fact that our rural population has never been motivated to participate in sporting activity organised under the umbrella of Olympic Games.

The main reasons for the decline of the level of Indian hockey are:-

i. The circulation of money power is the top reason for decline in the hockey. There is money in unlimited quality in other sports like cricket, chess, tennis etc. which motivates the younger generation to take up these sports and forget about hockey.

ii. Complete media coverage is given to others fields of sports and sportsperson whereas hockey and its player are neglected. A Ranji level cricketer is given more weightage than an Olympic hockey player by the media. Because of this mismanagement of the media younger generation is losing interest in hockey.

iii. Lack of dedicated and professionally competent coaches and physical education teachers. In spite of good efforts put in by the government of India to promote sports and physical education in the Country, there is still a shortfall of
dedicated and professionally competent experts in the country. If one could produce more than dozen international hockey players and more than 100 inter university champions, there is no reason that thousands of coaches and teachers all over the country can not produce thousands of international standard sportsmen and women.

iv. Lack of discipline among the sports persons. It has been observed that present day sportsmen lack dedication and discipline. A large number of young athletes who have the potential of reaching international standards do not go beyond inter-university level because of lack of self-discipline and same is in the case of international athletes.

v. Since there is lack of professionally competent coaches and teachers, sports men in India do not aspire higher than a certain limited standard. After achieving that particular standard their desire to excel diminishes, as a result of when they stop working hard. They get satisfied which they achieve their self-perceived motive like getting a job under sports quota or representing the country in the international competition. When this feeling occupies the mind of sports person, he refuses to put in hard work to achieve higher levels of performance.

vi. The national sports federations are another cause of our poor performance in the international competition. Majority of the persons holding high posts in the national sports federation are these because of their vested interests or due to their social and political status. The promotion of sports is not on
their agenda. They are in federations because it keeps them in the limelight and they do not have any commitment for the uplifting of sports. Due to their vested interest, the organisation aspects of this federation are deplorable.

More than 50% of the national sports federations are headed by high-ranking politicians or bureaucrats who don't have any sports background. When there is neither professional competence nor any zeal to improve upon, the results cannot be encouraging. This is obvious from the present scenario.

vii. Sports have not been given a due recognition either in educational institutions or in society. On the whole a sportsman does not enjoy that social status which their counterparts are holding in other developed countries. Every parent is desirous of making his ward an engineer or a doctor. There are hardly a few norms where child is encouraged to participate in games and sports. The parents, teachers and the peer groups discourage them from participation in sports even if they have talented boys and girls who are capable of reaching international standard. Large number of parents and teachers even today consider sports participation as wastage of time. Till these misconceptions are removed, the future of sports will remain uncertain.

viii. Institutions teaching physical education have also been instrumental in causing a lot for the damage to physical education and sports. More than 90% of the professional institutions in the country are producing half-baked teachers
of physical education. These institutions have neither the infrastructure nor the staff for effective training. Students pay capitation fees for admission, get cheap degrees with high scores. When these ill trained teachers go to school and colleges, instead of promoting physical education and sports, they tarnish image that results in a bad name for the profession.

This history of games and sports is as old as mankind. If we peep through the old civilizations as narrated, various sports, games and amusements were organised by various cultural organisations such as Athenians, Spartans and Romans. The culmination came with the organisation of the first ancient Olympic Games of 776 B.C. in Greece. From the ancient amphitheatre to a small stadium sports today has penetrated all physical barriers to bring the sportsman and the sports lover together, to not only display their talents and skills but more so to unite hearts and minds of the people and to accomplish the universal peace and brotherhood among mankind.

The sports skills have now acquired a major role in the culture of society and this culture is depicted through achievements in the sports.

Lots of incentive is provided to the sports persons who attain higher international standards. Moreover excellence in sports field at the national and international level has enhanced the image and the prestige of the country. India is no exception to this international jargon of activity. The government of India has created a separate sports department and youth affairs in the ministry of Human Resource Development and a cabinet minister has been appointed to
look into the promotions of sports. Today world belongs to the best and the fittest. Sports Authority of India under the chairmanship of Prime Minister has also floated a number of schemes for the promotion of sports in India.

Every nation wants to show its supremacy by showing excellence in sports. The challenges stimulate and inspire every man and woman, young and old, to sweat and strive, to run faster, to jump higher and to throw farther than others. Latest technologies have covered every aspect of assistance to human life including sports. However in spite of giving better incentives to the sports person in the form of scholarships, special quota for admission in various educational institution, coaching camps of two to three years duration, desired results have not been achieved. Large contingents of India return without any single gold medal.

There is a lot of hue and cry all over the country. Even certain sessions in our parliament are rocked with very emotional speeches by the Hon'ble members of the parliament expressing their views about disgraceful performance. However nothing changes and everything is forgotten very soon.

The research scholar is of the firm view that to achieve desired results in the fields of sports, nation needs competent and dedicated professional people like Sh. M.K. Kaushik. The very purpose of taking this research project is to highlight the qualities of Arjuna Awardee Sh. M.K. Kaushik which will serve as a light house to the people connected with the promotion of physical education and sports. He is a role model whose example can inspire and motivate people to work hard. A large number of governmental and non-government
organisations, in close collaboration with private agencies administer and supervise the development of physical education & sports. Every nation in the world attaches great importance to the development of sports in order to improve the nation's health and for the well being of future generations. Increased participation by athletes in the Olympics and other international event from all over the world, is also an indication of the popularity and the developments of the sports.

Declaring physical education sports as fundamental right of all the UNESCO (1986) charter stresses upon governments and non governmental organisation to promote the development of physical education and sports. National plan I on physical education and recreation was prepared in 1956 by the Union University of education. This plan provided useful guidance of syllabus of physical education for primary and secondary schools. Due to this syllabus many scheme were contemplated to raise the level of fitness. A national college of physical education was established at Gwalior and national plan of physical education and recreation was finalised in 1956 itself. However in 1959-60 with a purpose to create consciousness and enthusiasm amongst the people of our country for physical fitness and to step up the interest for physical welfare was created through the national physical efficiency drive by the Union Ministry of Education.

The need of every citizen irrespective of age and sex is to participate in and enjoy games, sports and recreational activities. Therefore, hereby recognized physical education and sports should be made an integral part of the curriculum as a regular subject in schools and in the other similar institutions. Therefore, in order to achieve the objective of mass participation in physical education programmes in
particular and sports in general; the government of India has come out with a new education policy (1985-86) in which a greater emphasis has been laid on the creation of infrastructure of sports and physical education in terms of facilities.

Planner feels that a great deal needs to be done for sports in the country. Sportsmen are the product of culture promoted by a particular society in a particular era of the history. No society can produce soldiers without the impact of sports on defence culture. If Indian soldiers are rated one of the best in the world, it is only because of their sportsman like devotion to defence culture.

It can thus be stated that sports have had tremendous impact on Indian society but sports programmes did not emerge automatically, they were sponsored and patronised by administrators, rulers and leaders.

History is full of evidence as to how things, maharajas, and rulers patronised sports and sportsmen in order to establish high traditions of sports culture and through these achieved deep social impact.

The society has started viewing sports from different angles. As such today's sports are considered as international discipline, for the promotion and development of international understanding and universal brotherhood. Sports are one of the consolidating factors of national integration and for developing national character, which is the urgent need of the present day in Indian society.

Sports influence the behaviour of each individual and the group and thus they fit in the society as useful members. Thus, the people
have turned to sports for achievement of greatness in terms of whole nation such that the world health organization has set a target that every person in the world should became fit and health conscious by 2010 A.D.

SIGNIFICANCE OF THE PRESENT RESEARCH

I. To know the contribution made by Sh. M.K. Kaushik towards Hockey in India

II. The findings of this study will be a great source of inspiration to the present and future Hockey Players.

III. This study will add to the professional literature of sports on Hockey in India.

IV. This will be a valid document of the past and reveal historical prospective to the coming generations in the field of sports and administration.

STATEMENT OF THE PROBLEM

The purpose of this study is to high light the contribution and achievement of Sh. M.K. Kaushik towards Indian Hockey. Secondly, this study is helpful to study his philosophy with regard to Indian hockey his professional leadership qualities as a sports promoter and administrator. The problem is stated as, "Dronacharya Awardees M.K. Kaushik an Eminent Sportsman, Coach and an Administrator —A case Study."
OBJECTIVES OF THE STUDY

1. To trace out his qualities as a Player, Coach and Administrator.
2. To find out motivational factors that make him persist in sports.
3. To study the social traits specific to him.
4. To find out his leadership qualities.
5. To study his personality traits.

DELIMITATION

The study is confined to:

1. The contribution and achievement of Sh. M.K. Kaushik to Indian Hockey in India.
2. M.K. Kaushik's career was to be studied with regard to his philosophy and leadership.
3. M.K. Kaushik's career was to be studied with regard to his personality and his training schedule.
4. He was a strict disciplinarian in the field of sports.
5. He contributed a lot for the development and promotion of hockey in India.

LIMITATIONS

The scholar depended on the interview with Sh. M.K. Kaushik, his family members, his colleagues, selected coaches of Haryana Sports.
Department and trainees. Data was collected through questionnaire, magazines, newspapers etc.

DEFINITIONS OF THE TECHNICAL TERMS USED

1. **Play:**

   "Play is very important for the preservation, growth and development of the organism".

       .......McDougall

   "Play is joyful, spontaneous, creative activity in which man finds his fullest expression".

       .......Ross

2. **Game:**

   "A form of playful rule governed competition in which outcomes are determined by skill, strategy or chance.

3. **Education**

   "Education is the process of the individual mind getting to its full possible development. It is a long school which lasts a life time".

       .......Dr. Zakir Hussain

   "Real education is that which prepares a man for struggle of existence. It prepares a man for social service, develops his character and finally imbues him with the spirit and courage of lion. Any other education is worse than useless"

       .......Swami Vivekanand
4. **Physical Education:**

   "*Physical Education is the sum of the changes in the individual caused by experiences centring on motor activity*"

   ....Rosalind Cassidy

   "*Physical Education is an education of and through human movement where many of the educational objectives are achieved by means of big muscle activities involving sports, games, gymnastics, dance and exercises*"

   ....Harold M. Barrow

5. **Psychology:**

   "Psychology is the study of human behaviour and human relationship."

6. **Sport Psychology:**

   "The study of behavioural and psychological issues and problem in sport."

7. **Personality:**

   "*Personality is that which permits a prediction of what a person will do in a given situation*"

   ....R.B. Cattel
"Personality is the effect upon others of a living being's appearance and behaviour so far as they are interpreted as distinctive signs of that being”

......Carl Pearson

8. Career:

"Mode of living course, progress through life" (1974)

"Career, in the contexts, of this study, refers to Miss Mamta Kharb educational career from childhood, her career in the field of sports in relation to Hockey”.

9. Contributions:

"Contribution in this study refers to Shri M.K. Kaushik’s achievements and services rendered in the field of Hockey at different levels.”

10. Biography:

Biography may be termed a form of history .... A form not applied to nation and groups, but to the single man or woman, history is certainly from one point of view a compound of innumerable biographies. All study of the past, whether for pleasure, instruction of moral growth, must be based upon a reading of history and biography, and it is a poor literary prescription which demands one at the expense of the other.
11. Case Study:

"Case study is a comprehensive study of a social unit be that unit a person, a group, a social institution, a district or a community"

"The case study is concerned with everything that is significant in the history or development of the case. It probes deeply and intensively analysis interaction between the factors that produce change and growth. It also emphasizes the longitudinal or genetic approach, showing development over a period of time."

... Best (1978)

12. Leadership:

"Leadership is the activity of influencing people to strive willingly for group objectives expressed".

.......George R. Terry

"Leadership is the exercise of authority and making of decisions".

.......Durlin, R.

13. Coach:

"The wise coach develops not only the fullest physical potential in his charges, but also those capacities and habits of mind and body which will enrich and ennable their later years"

.......Dyson
14. Sports Training:

"Sports training is a planned and controlled process in which, for achieving a goal, changes in complex sports motor performance, ability to act and behaviour are made through measures of content, methods and organisation"

.....Martin

"Sports training is the basic form of preparation of sportsman"

.......Matwejew

15. Recreation:

"Recreation is a worthwhile social accepted leisure experience that provides immediate and inherent satisfaction to the individual who voluntarily participates in an activity"

....Hut Chinsuh

16. Eminent:

"An eminent person is somebody renowned in a particular field; a person who has contributed a lot in that field and achieved greatness in that area".

17. Arjuna Award:

Arjuna Award is the Supreme honour, which is awarded to sportsperson by the Government of India. This award is given to such sportsperson who achieves extraordinary position during that year and who has been achieving extraordinary performance during the past
three years. This award was started in 1961. Arjuna Award includes a statue of Arjuna (Mahabharata) made of Bronze, a Diploma and 3 lakh rupees cash. This award is given in the memory of Arjuna of Mahabharata.

18. **Dronacharya Award:**

It has been started in 1985. Dronacharya award is the highest award which is awarded to coaches in games/sports by the Govt. of India. It is meant for the honour of eminent coaches who have successfully led individual sports performance of teams and caused them to achieve outstanding results in international sports tournaments during three years preceding the award. This award includes a statue of Guru Dronacharya, scroll of honour and a cash of Rs. 3 lakhs. It is also given by the President of India.

19. **Hockey Stick:**

The name "HOCKEY" is perhaps derived from an old French world 'Hoquet' which means a shepherd's curved stick.

The Hockey stick has a flat face on its left side. The head of the stick is curved, and made of wood, without the metal fittings, sharp edges and dangerous splinters. The length of the curved head is 4 inches (maximum). The size and width of stick, inclusive of any covering, shall be such that it can be passed through a ring having 5.10 centimetres of diameter. The total weight allowed for a stick is 12.28 ounces.
20. **Ball:**

The ball shall be spherical hard, either solid or hollow, with a smooth outer surface of natural or artificial material. Seams or indentations on the outer surface are allowed in case it does not change the shape of ball. The inside portion of the ball can be of natural or artificial material in any composition or mixture. The traditional colour of Hockey ball is white but it can be of any other colour as long as it contrasts with the colour of playing field. The total weight of the ball can be between 5½ to 5¾ ounces, and circumference from 22.4 to 23.5 centimetres.