CHAPTER-1
INTRODUCTION
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In this new and modern scenario, everyone desires to do one’s personal best, to excel, to attain the highest standard of performance, and to be supreme in one’s chosen field. This is a worthy human ambition which has led, and can continue to lead to increased standard and personal growth. Yet high level of achievement and excellence in any area do not come easily. There are numerous obstacles to be overcome and barriers to be pushed aside. The greatest barriers we confront in our pursuit of excellence and psychological and sociological barriers.

In the present time of competitive world of sports, it is not only physical differentials which matter but the psychological make up of an individual is also of paramount consideration as it players decisive role in the performance of the competitors. Sports psychology is concerned with psychological factors that influence participation and performance in sports. Sports psychology is a division of psychology aimed at better preparing the mind of an athlete for competition. Sports psychologists study motivation, personality, anxiety, group dynamics, leadership, mental imagery, self-concept, aggression, adjustment and many other dimensions of participation in sports and games. It is well established fact that there are numerous psychological factors which effect and improve the sports performance. Sports psychologists, coaches and physical educators who teach sports psychology and work with athletes to improve performance and enhance the quality of the sports and games.

The area of applied sports psychology has grown tremendously in recent years. As evident by the number of physical educators, coaches and athletes who is over looking to sports psychology for a competitive edge.
These individuals have turned to various psychological training programmes to learn among other things, ways to manage competitive stress, control concentration, develop confidence, increase communication skills and team harmony. The aim of psychological interventions is to learn consistently to create the ideal mental climate that unleashes those physical skills that allow athletes to perform at their best.

Psychological barrier like anxiety, fear, self-concept, adjustment and aggression other such parameters impose ourselves sometimes knowingly or unknowingly. These problems become a big obstacle in the path of progress. Although the person is in full form competition, high level anxiety affects the biological system of the body and imbalance the body movement and sociological barriers in the shape of facilities which are provided to us in our field are not enough to show good results.

It is important to say that competitive sports place very high psychological and physical demands on the participating individual. At any given point besides the need of adequate physical strength, they also require adequate level of mental, emotional and self esteem strength.

The variables of anxiety, self-concept, adjustment and aggression have implications in the field of sports psychologist’s behaviour that cognitive processes determine the behaviour of individual in specific situations. This also manifests individual's perception of the situations that manifests behaviour and the variables of state, trait and sports competition anxiety. These variables are therefore important from the practical and theoretical point of view.

1.1 HISTORY OF PHYSICAL EDUCATION:

The field of physical education has gone through many cycles over its long history. These cycles range from a strict authoritarianism to the liberal
democracy of today. This transformation to the democracy has opened the field of physical education to many new sciences, which are creating many new professional opportunities. If the cycles of physical education continue, this new professions will hopefully pave the way to future discoveries and studies of physical education.

The Spartans and Athenians were the first to have a type of physical education. Though very different, both systems served the people and their needs. The Spartan system was similar to a dictatorship. Male children were taken at the age of seven to learn basic military skills while living in barracks. When the children reached the age of fourteen, they began learning group fighting tactics which would allow them to succeed while in the military from the ages of twenty to thirty. Once thirty, the men could then marry a woman who had been doing some training of her own in order to make strong babies. The philosophy of the Spartans was basically to allow them to invade other countries if desired, and to prevent other countries from invading them.

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The philosophy of the Athenians was quite different as compared to the Spartans. The Athenian culture was very democratic, and focused on training
the mind and body. Reading and writing was a large part of society as well as physical activity which took place in the centre of the city where the gymnasium was located. The philosophy of the Athenians was the high point of physical education for many years.

Some other cycles in physical education that we have evolved from are that of the Romans, the dark ages, and the crusades. The Roman era is a bit disturbing, but is nonetheless a cycle of physical education. Physical education for the Romans was about athletics: which was primarily about entertainment. People were forced to fight to the death, and oftentimes fed to lions. During the dark ages, religion viewed physical education as a waste of time and a work of the devil. The dark ages were a very sedentary time for human civilization. Following the dark age in approximately 1096, were the crusades. The crusades were a time of muscular Christianity, because of the Muslims conquering Jerusalem. Muscular Christianity is basically Christians believing that the more one trained to become good soldiers, the more Christian a person was. In 1270, the crusades ended and so did the thought of physical education being worthwhile until approximately 1400 when the renaissance period began. Physical education during the renaissance period is quite similar to physical education today. It is done to better oneself, not to be doing something for someone else. The development of physical education had another setback in the 1600's when it was very functional and not a priority. People believed that if it did not have a specific purpose, than it was a waste of time.

During the 1700's, there was a big change in physical education that can be largely attributed to three people: Rousseau, Johan Simon, and Guts Muths. Rousseau was the first person to promote education for the masses and he also thought of play as being educational. In 1712, Rousseau invented
an activity that is still used by millions of children everyday, recess. Johan Simon was the first physical education teacher and believed physical education should be taught along with reading and writing. Simon believed physical education should include a lot of physical labour. Guts Muths developed a series of gymnastic apparatuses and believed physical education developed very important social skills. These people of the 1700's and the things they did begin paving the road to where we are today.

During the 1800's, physical education programs were finding their way into universities which contributed too many things we have today. New sports were being invented, intramurals were being brought into schools, women began exercising, gymnasiums could be found in most colleges, and many recreational areas and parks were being built in order to decrease the crime rate. This continued the 1900's which brought the creation of the National Collegiate Athletics Association to regulate college athletics, and the golden age of sports during the 20’ and 30’s. During this golden age of sports, the number of people in sports increased dramatically, the number of teachers increased, and physical education began moving toward the involvement of sports. In 1941, World War II began which brought a big shock along with it. With this, physical education began to be very strongly pushed in schools in order to improve the health of the American people.

Since World War II, the United States has continued to stress the importance of physical education which brings it to the present scenario a highly complex field with many different sub-disciplines. The sub-disciplines are:

"Exercise physiology, which is the study of bodily systems and their reactions to the stress of exercise."
Kinesiology, which is the study of how the muscular system moves the bony structure of the body.

Biomechanics, which is the study of the human body as a mechanical system, utilizing principles and applications from physics.

Motor learning, which is the changes in motor performance related to experience and practice.

Sports sociology, which is the social structure, social patterns, and social organization of groups engaged in sport.

Sports Psychology, which is the study of behavioural and psychological issues and problems in sports.

Sport pedagogy, which is the study of the processes of teaching and coaching, the outcomes of such endeavours, and the content of fitness, physical-education, and sports programs." (Siedentop)

These sub-disciplines have created many new jobs for people in the field of education, and will expand in the future. Physical education has definitely come a long way since the Spartans and Athenians. From an authoritarian type system to promoting lifespan physical education with many sciences studying the different intangibles of physical education in order to better the mind and body. These new sciences have obviously broadened the "umbrella of physical education", but when looking to the future, there is really no end in sight. The growing "umbrella" will enlarge with new sciences.

"SPORTS IS A UNIVERSAL LANGUAGE, AT ITS BEST IT CAN BRING PEOPLE TOGETHER NO MATTER WHAT THEIR ORIGIN, BACKGROUND, RELIGIOUS BELIEFS OR ECONOMIC STATUS"

KOFI ANNAN UN SECRETARY GENERAL
By nature human beings are competitive and ambitious for the excellence in athletics performance not only by supremacy challenging the other nation. This can only be possible through scientific, systematic and planned sports as well as by finding out their potentialities. The success and failure of an individual athlete depends upon the blending a physical ability conditioning, training mental preparation and the ability to perform well under pressure. Studies have shown that champions in different games and sports differ in their psychological variables. It has been observed that the performance of a player in any game is influenced by psychological traits, physiological, biomechanics and motor learning functions which help him to attain better performance.

1.2 HISTORY OF KABADDI:

History means a methodical record of public events or past events or eventful career may be called as a sequence of events. Every organized system has got its own history. So is with the game of kabaddi.

The importance of the sports is self explanatory; sports provide education of the body to develop health, strength, ability and qualities of sportsmanship, leadership and better international understanding. It is the ideal of oneness of the humanity that we have to imbibe in our youth through sports. The value of Games and Sports hardly needs any justification. It is obvious that individual needs some kind of play as a diversion from the present tense world.

Kabaddi is one of the oldest indigenous games and seems to have its origin in antiquity. There is however concrete evidence that the game is about 4,000 years old. In many parts of India like any other recreational games, Kabaddi has an aid to developing martial skill. According to one estimate it was enjoyed very much by Lord Krishna and it was played by gang of
cowboys while grazing their herds. Its popularity throughout the country is well known. It is a team sport which requires both skill and power and combines the characteristics of wrestling and rugby. It was originally meant to develop self defence in addition to responses to attack and reflexes of counter attack by individual and by groups or teams. It is rather a simple and inexpensive game and neither requires a massive playing area nor any expensive equipment. This explains the popularity of the game in rural India. Kabaddi is played all over Asia with minor variations. Its skill stuff and play patterns remain more or less the same. In South India kabaddi is known as 'chedu gudu' in Bengal it is called Do-Do and in Maharashtra its original name is Hu-To-To, Kaun Bada is a North India version of the name of kabaddi which devotes sports of challenge to the opponent.

Kabaddi is the only game in which we have to develop control over involuntary muscles. The movements of involuntary muscles which are governed by autonomous nervous system. In kabaddi we expect to have deeper breath and longer “cant” “kabaddi- kabaddi- kabaddi” that too with fully enthusiastic and aggressive body movements. It may be termed as “Pranayama tending towards Yoga.”

In the history of kabaddi it was an exceedingly auspicious and golden day when the beloved Prime Minister of India Late Pandit Jawaharlal Nehru inaugurated the Ashwinik Kumar Hour Gold Cup Kabaddi Tournament on Thursday, 26th December 1963 at St. Xavier College Gymkhana, Darrel, Bombay.

Another precious occasion worthy of record in the golden ink in the history of kabaddi was the visit of the Prime Minister of India Smt. Gandhi to the invitation exhibition Kabaddi match on St. Xavier Stadium Bombay on Wednesday, 23rd October 1968.
The inclusion of Kabaddi as priority discipline for the first time in the 2nd Asian Indoor Games at Macau (China) is landmark in the history of kabaddi. This has given a golden opportunity to showcase kabaddi. This has given a golden opportunity to showcase kabaddi in the South East Asian countries and would remain as an epoch-making event by Macau in the sports history of Asia specially South East Asia. Shri. E. Prasad Rao (SAI) was deputed as coach for Macau (China), Doha (Qatar) and Sri Lanka for coaching and development of the game Kabaddi. For the first time in the history of Asian Game separate indoor stadium was built for Kabaddi competition and training in the 15 Asian Game held at Doha (Qatar) 2006.

The 15th Asian Games Doha provided an excellent opportunity to showcase kabaddi to the Europeans and Australians who were in large numbers in organizing the Asian Games. Kabaddi had been included as a major discipline in the 2nd Asian Indoor Games to be held at Macau from 25th October to 3rd November 2007 and in the Asian Beach Games being hosted by Indonesia in 2008, which were major landmarks in the history of the games. There has been gradual but significant change in the trends of the game since the past 50 years. What was once considered a game of brawn is not so now. The introduction of mats, shoes, new techniques and changes in rules has made the sports more interesting and advantageous to skilled players who are now able to defeat heavier players with better skills and techniques. Since the competitive status and nature of playing kabaddi game (Synthetic mat, beach kabaddi) is gaining momentum day by day in various states and other countries along with creation of new records. Advancement in its technical skill as well as training requires various research studies of high calibre.
Types of Kabaddi

In India kabaddi is recognized in three forms (1) Amer (2) Sanjeevni (3) Gaminee.

1. Amer

In the Amer form of kabaddi when ever any player is touched (out) he does not go out of the court but stays inside and one point is awarded to the opponent team. This game is also played on a time basis i.e. the time is fixed. This form of kabaddi is played in Punjab, Canada, England, New Zealand, USA Pakistan and Australia. In the Amer form of kabaddi each team consist of 5-6 stoppers and 4-5 raiders. At one time only 4 stoppers are allowed to play on the field. Every time a stopper stops the raider from going back to his starting point the stoppers team gets 1 point on the other hand every time the Rader tags on of the stoppers and returns to his starting point, his team gets one point. At one time, only one of the stoppers can try.

2. Sanjeevni:

In Sanjeevni kabaddi one player is revival against one player of the opposite team who is out, one out one in. The duration, the number of players, dimensions of the court etc. have been fixed by the kabaddi federation of India. This form of kabaddi is the closest to the present game. In this form of kabaddi players are put out and revived and the game lasts 40 minutes with a 5 minute break in between. There are nine players on each side. The team that puts out all the players on the opponents side scores four extra points for a ‘Lona’. The winning team is the one that scores most points after 40 minutes play. The field is bigger in this form of kabaddi and the ‘cant’ different in various regions. Modern kabaddi resembles this form of kabaddi especially with regard to ‘out and revival system’ and ‘Lona’. The present form of kabaddi is a synthesis of all these forms with changes in the rules.
3. Gaminee

This form is played with nine players on either side in a field of no specific measurements. The characteristic is that a player put out has to remain out until all his team members are out. The team that is successful in putting out all the players of the opponents' side secures a point. This is akin to the present system of ‘Lona’ after all the players are put out the team is revived and the game continues. The game continues until five or seven ‘Lona’ are secured. This form of kabaddi has no fixed game time. The main disadvantage of Gaminee is that the player is not in position to give his best performance since he is liking to remain out of the better part of the match until Lona is scored.

The Deacon Gymkhana at Puna (Maharashtra) gave kabaddi a definite shape and prepared the 1st set of rules in 1921 for kabaddi championship on the pattern of Sanjeevani and Gaminee combined from. There after committee was constituted in the year 1923, which amended the rules framed in 1921. The amended rules were applied during the All India Kabaddi Tournament organized in 1923.

All India Kabaddi Federation was formed in the year 1950 to look after the promotion of the game and the senior national championship started from the year 1952. The new body, Amateur Kabaddi Federation of India (AKFI) came into existence in year 1972 affiliated to Indian Olympic Association (IOA) with a view to popularize the game in India and neighbouring countries of Asia. After formation of this body kabaddi took a new shape and national level competition started for junior, sub junior boys and girls also.

The 1st Asian Kabaddi championship was held in the year 1980 and was included as a demonstration game in the 9th Asian Games New Delhi in the year 1982. The game was included in the South Asian federation (SAF)
games from the year 1984 at Dacca in Bangladesh. Kabaddi was included as a discipline in the 11th Asian games Beijing 1990 and India won the alone Gold Medal of Kabaddi. India is the reigning champion in the succeeding Asian games held in Hiroshima 1994. Bangkok 1998, Bussan 2002 and Doha 2006 recently at Guangzhou 2010 and created history in Indian sports by winning six consecutive Gold medals in the Asian game so far.

The 15th Asian Games Doha provided an excellent opportunity to show case Kabaddi to the Europeans and Australians who were in great numbers in organizing the Asian Games. A good many spectators belonging to European countries, USA, Australia, Western Asia and the Mediterranean countries who saw the game for the first time were very impressed with the simple rules and the thrill of the sport and desired to introduce this sports in their countries. This has given Kabaddi very good and positive exposure for its future development in the continents of Europe, USA, Australia and Africa.

For the first time in the history of Asian games a separate indoor stadium was built for kabaddi competition and training in the 15th Asian games held at Doha (Qatar) 2006. The training/warming up courts and main field of plays was made up of puzzle mats of Korean make. The main field of play was equipped with a giant public screen which displayed replays and running score. Two 'Tissot' plasma scoreboard info terminals for the presentation crew the ceremony crew and the media were provided.

Kabaddi was included in the 2nd Asian Indoor games held at Macon from 25th October to 3rd November 2007. Once again India won the Gold. Kabaddi men and women both was included in 1st Asian Beach Games being hosted by Indonesia in 2008 at Bali, India won both the Gold Medals of men and women events. India has remained world champion since it was included in Asian games. Kabaddi is now a very popular game and is a regular sports
in Asian Games, Asian Indoor games and Asian Beach games apart from SAF games. Fourth Asian Games were hosted by Kathmandu, Nepal in 1983 and have since been held every two years except for some occasions.

The first ever international federation for Kabaddi Sports “World Kabaddi Federation” (WKF) was officially founded in 2003 with a vision to find a way to unite all the Kabaddi organizations as well as to use Kabaddi sports to promote peace, Harmony, understanding and co-operation amongst the world community. Later as per the decisions of the First World Congress held on the 4th Nov, 2004, “World Kabaddi Federation” was incorporated under section 25 of the companies act, 1956 on 30th September 2005 with the ministry of corporate affairs, Government of India as an international sports federation to govern the game of kabaddi at international level in capacity of sole organization incharge of all forms of kabaddi sports in world. The representative authority in the world bodies responsible for common wealth, continental games, world games regional and international Olympic game and other sports related global activities and programmes. It shall protect the game of kabaddi from introduction of improper methods and practices by national and regional bodies which may bring the game into disrepute and it shall act as arbitrator in settlement of disputes of member countries and affiliates arising out of membership disputes and others. It shall organize and sanction international competitions, official world cup, world championship and all other regional and international tournaments. The 1st world cup of kabaddi was organized in 2004 at Mumbai (India) in which India won the first world cup by beating Iran in the final.

DIFFERENT STYLE OF KABADDI

There are different styles of kabaddi will be governed and played under the rules and regulation of Amateur Kabaddi Federation of India.
1. **Nation Style Kabaddi**: This style of game is played on the soft ground/mat-surface.

2. **Circle Style Kabaddi**: The games of circle style kabaddi will be governed and played under the rules of AKFI. Its ground will be level soft.

3. **Beach Kabaddi Style**: This game also governed played under the rules of AKFI. Its ground will be level with sand of maximum 30 cm depth.

4. **Indoor Kabaddi Style**: This ground will be mat surface all the rules & regulation followed which is approved by AKFI.

5. **National Professional Kabaddi league**: The aim of National Professional Kabaddi League (NPKL) is to involve the participation of each and every government departments, govt. of India undertaking productive and non-productive institutions, industries, company, corporate body, Bank and Airline in the National Professional Kabaddi League and to give equal opportunity to the players working in the said organizations for selecting and participation in the international kabaddi competitions. Further the participating team/organization will get more mileage through publicity on media and TV coverage.

**Skills of Kabaddi**

- Holding breath
- Raids
- Dodging
- Movement of hand and foot
- Formation
- Safe Raid
- Holding
- Offensive Skills
- Starting a Raid
- Body Position during Raid
- Movements during Raid
- Penetration
- Misdirection
- Touching with the hand
  - Vertical swing of arms
  - Horizontal swing of arms
- Defensive Skills
  - Wrist catch or Lock
  - Crd
  - Over the shoulder catch
  - Ankle catch and lock
  - Elephant stance
  - Charging elephant
  - Taunting

Table 1.1: Field Measurement Chart

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Field Measurement</th>
<th>Men &amp; Junior Boys</th>
<th>Women &amp; Junior Girls</th>
<th>Sub-Junior boys Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Side lines (AB, CD, EF &amp; CH)</td>
<td>13</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>End line (AD, BC)</td>
<td>10</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Lobby (AE, BF, DG, CH)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Baulk line (from Mid line (LN, KM, LR, KQ))</td>
<td>3.75</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Baulk line RQ MN)</td>
<td>8</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Mid-line (IJ)</td>
<td>10</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Bonus Line (TS, PO)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Bonus Line (MN, ST)</td>
<td>8</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Sitting Block (2 meters away from end lines)</td>
<td>8x1</td>
<td>6x1</td>
<td>6x1</td>
</tr>
<tr>
<td>10</td>
<td>Court (Each half of the playfield divided by the mid line)</td>
<td>6.5x8</td>
<td>6x6</td>
<td>5.5x6</td>
</tr>
<tr>
<td>11</td>
<td>Space surrounding the play field form side lines from side lines playfield divided &amp; end lines &amp; end lines by the mid line)</td>
<td>4 Meter</td>
<td>4 Meter</td>
<td>4 Meter</td>
</tr>
<tr>
<td>12</td>
<td>Duration of the match</td>
<td>20-5-20 Minutes</td>
<td>15-5-15 Minutes</td>
<td>15-5-15 Minutes</td>
</tr>
</tbody>
</table>
1.3 HISTORY OF ASSOCIATION OF INDIAN UNIVERSITY:

The idea of bringing together all the universities on a common platform emerged from the deliberations of a conference of the Vice-Chancellors of universities convened by Lord Viceroy of India at Shimla in 1924. The Inter-University Board (IUB) was formed on March 23, 1925 with the view of promoting university activities in the field of education, culture, sports and allied areas. The Inter-University board acquired a legal status with its registration in 1967 as a society under the scientist registration act 1860. In 1973, it assumed its present name: the Association of Indian University (AIU).

Government of India provides financial and other assistance to universities through (AIU) for conducting and participating in coaching and training of athletes of university teams with a view to broad boasting and promoting sports and physical fitness in colleges and universities. Government of India instituted Maulana Abul Kalam Azad (MAKA) Trophy award in 1956-57. Universities which had outstanding performance in the Inter-University tournaments during the preceding year will be selected for the MAKA Trophy. University Trophy, which is a rolling trophy along with a securing second and third position are also provided with cash prize of as 5 lakh and 3 lakh respectively.

Table 1.2: Sports Awardees for "Maulana Abul Kalam Azad Trophy"

<table>
<thead>
<tr>
<th>Year</th>
<th>University</th>
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</thead>
<tbody>
<tr>
<td>1956-57</td>
<td>Bombay University</td>
</tr>
<tr>
<td>1957-58</td>
<td>Punjab University</td>
</tr>
<tr>
<td>1958-59</td>
<td>Punjab University</td>
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<tr>
<td>1959-60</td>
<td>Bombay University</td>
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<td>1960-61</td>
<td>Punjab University</td>
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<td>1961-62</td>
<td>Punjab University</td>
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<tr>
<td>1962-63</td>
<td>Delhi University</td>
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<tr>
<td>1963-64</td>
<td>Delhi University</td>
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<tr>
<td>1964-65</td>
<td>Delhi University</td>
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<tr>
<td>Year</td>
<td>University</td>
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<tr>
<td>1965-66</td>
<td>Punjab University</td>
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<tr>
<td>1966-67</td>
<td>Kurukshetra University</td>
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<tr>
<td>1967-68</td>
<td>Punjab University</td>
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<td>1968-69</td>
<td>Punjab University</td>
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<td>1969-70</td>
<td>Punjab University</td>
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<td>1970-71</td>
<td>Punjab University</td>
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<td>1971-72</td>
<td>Delhi University</td>
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<td>1971-72</td>
<td>Punjab University</td>
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<td>1972-73</td>
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<td>1975-76</td>
<td>Delhi University</td>
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<td>1976-77</td>
<td>Guru Nanak Dev University</td>
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<td>1977-78</td>
<td>Delhi University</td>
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<td>1978-79</td>
<td>Guru Nanak Dev University</td>
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<td>1979-80</td>
<td>Guru Nanak Dev University</td>
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<td>1981-82</td>
<td>Guru Nanak Dev University</td>
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<td>1982-83</td>
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<td>1983-84</td>
<td>Guru Nanak Dev University</td>
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<td>1984-85</td>
<td>Guru Nanak Dev University</td>
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<td>1985-86</td>
<td>Bombay University</td>
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<td>1986-87</td>
<td>Guru Nanak Dev University</td>
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<td>1986-87</td>
<td>Guru Nanak Dev University</td>
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<td>1987-88</td>
<td>Delhi University</td>
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<td>1988-89</td>
<td>Delhi University</td>
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<td>1989-90</td>
<td>Delhi University</td>
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<td>1990-91</td>
<td>Delhi University</td>
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<td>1991-92</td>
<td>Guru Nanak Dev University</td>
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<td>1992-93</td>
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<td>1993-94</td>
<td>Guru Nanak Dev University</td>
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<td>Punjab University</td>
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<td>Guru Nanak Dev University</td>
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1.4 AGGRESSION:

The world aggression comes from Latin root aggedi, ad (to or toward) and gradior or walk, literally then the word means to walk or approach, to "move against" or to "move with intent to hurt or harm". Most psychologists describe aggression in terms of behaviour. Aggression behaviour has been associated with genital activity, drug and alcohol addiction, sports and exercise, crying complaining waging war etc.

Aggression means violent attacking or efforts relate to the goal directed behaviour setters interference our first reaction is offered one if attacking and attempting to remove the obstacle. Aggression has long been a part of the sport domain. In fact the term aggression is extensively used in sports. If people in game are surveyed and asked to identify the characteristics of successful players aggression would be high in the list. Competition without aggression is a body without soul. Competition and Aggression are like twins. There is clear evidence in general aggression is more boisterous game like kabaddi helps in performance because it arouses players overtly to put in harder effort and keep them motivated to do and die for the success of the team. Contrarily aggression committed by players in contexts, situations or
position in Kabaddi may impede performance of individual skill as well as success of the term. It has been emphasized since few decades that aggression or aggressive behaviour plays a vital role in different sports and games according to nature of activity some time it gives good results and sometimes it may cause very dangerous. Aggression directly effects on the sportsman's performance. Aggression is as old as human race it is so commonly manifested by supposedly higher from of intelligence such as man in this work. I am trying to address some of important issue such as aggressive behaviour, assertive behaviour and violent behaviour. In sports contexts violent behaviour continue in competition because sports involvement and socialization presents a unique opportunity for young players to acquire behaviours that in most other social setting would be considered inappropriate. In addition to learning aggressive behaviour in field, young athletes may be exposed to role models television and other media which imply that violence in sport is legitimate or lawful. Why do players aggress in sports. A number of reasons have been proposed to explain players engage in retaliatory aggressive in sports, aggression that transcends hard play and the spirit and meaning of rules. These reasons includes operational and as well as situational variables.

We believe that aggression is more than convention; it is moral issue which can be investigated as such. If this is true, there should be an inverse relationship between the maturity of athletes' moral reasoning and their acceptance of aggression. Establishing a link between moral reasoning and sport aggression is only the first step in understanding it. We can develop a more complete portrait of sports aggression by exploring the unique patterns of moral & reasoning that sports encourages.
In psychology, as well as other social and behavioural sciences, aggression refers to behaviour between members of the same species that is intended to cause pain or harm. Predatory or defensive behaviour between members of different species is not normally considered "aggression". Aggression takes a variety of forms among humans and can be physical, mental or verbal. Aggression should not be confused with assertiveness, although the term are often used interchangeably among laypeople, e.g. an aggressive salesperson. There are two broad categories of aggression. These include hostile, affective or retaliatory aggressive which is spontaneous and unplanned and instrumental, predatory, or goal oriented aggression which is planned in advance, rehearsed solo or in group keeping in mind the opponent or adversary.

Freud (1950) stated that aggression is inborn drive similar to sex or hunger. Konrad Lorenz (1966) who later extended Freud's hypothesis posited that discharging instinctual aggression in a positive societal context (competitive games and sports) satisfies a basic human need.

Dollard et al. (1939) hypothesized that aggression is a universal reaction to frustration. Hence, the theory's name, Frustration-Aggression. This theory suggests that frustration, the blocking of goal directed behaviour creates a drive to aggress against a person or subject.

Bandura, Albert (1973) maintains that athlete indulge in aggressive behaviour which is learned through modeling and reinforced by rewards and punishment. Bandura's work led him to believe that aggressive behaviours are modified and shaped by learning and experience and seldom represent the work of isolated biological instinct. Successful, unchallenged aggressive acts, according to Bandura, lead to further aggression. The circular pattern of aggression may continue and escalate until this vicious cycle is interrupted by a counteracting reinforce.
Bredemeir (1983) defines aggressive behaviour as "The intentional initiation of violent and or injurious behaviour. "Violent" means any physical, verbal or nonverbal offense, while "injurious behaviours" stand for any harmful intentions or actions" . Shields and Bredemeier (1986), injuring another living being who is motivated to avoid such treatment. Thus:

- Aggression is an act and not a cognitive state.
- Aggression is not accidental: it is an intentional act to harm.
- Aggression acts involve only living beings harm to objects does not count as aggression.
- The receiver of aggression does not want to get hurt.

VIOLENCE

Violence refers to specifically the physical component of aggression. Terry & Jackson (1985. P.27) defined aggression as " harm inducing behavior bearing direct relationship to the competitive goals of sports, and relates, therefore, to incidents of uncontrolled aggression outside the rule of sports, rather than highly competitive behaviour within the rules of sports rather than highly competitive behaviour within the rules of boundaries.

There are three major theories that seek to explain violent aggression in sports (Terry & Jackson, 1985: leonard, 1988) as stated here under.

Biological Theory: It suggests that aggression is a basic, inherent human condition. Within this context, sport is used as a socially acceptable way to discharge built-up aggression, a safety valve.

Psychological Theory: It states that aggression is caused by frustration; it is situational. Frustration results when one's efforts to reach a particular goal are blocked (Leonard, 1988). In sports, Frustration can be caused by questionable calls by officials, failure to make a particular play, injuries that
interfere optimum performance, heckling from spectators, or taunts by coaches or parents.

Social Learning Theory: It has received the most empirical verification (Leonard, p. 171) and maintains that aggressive behaviour is learned through modelling and reinforced by rewards and punishments. Young athletes take sports heroes as role models and imitate their behaviour. Parents, coaches and teammates are also models who may demonstrate support for an aggressive style of play (1988).

Violence, in relation to sports, consists of a breach of the rules by those practicing in the sports in question, or in a breach of the public order by the spectators. Specialists rightly distinguish between violence in sports (violence engaged in by sportsmen) and violence associated with sports (violence by spectators in and outside the stadia). It must not however serve to mask the relationship between violence on field of play and violence in the streets, the interaction of which is all the more intense when the sport is also a spectator sport. Tables 1 and 2 show the main forms and the causes of violence (UNESCO, April 1987). adopted a definition as “aggression is initiation of an attack with intent to injure”.

Cratty et al., 1989) stated that aggression, the institution of direct physical contact with another, is not confined only to the human species. Studies of animals all along the evolutionary scale, both in the wild and in the laboratory have focused on aggression.

Straub (1980) Stated that aggression can be used interchangeably with hostility and is very different from the aggressiveness needed to perform effectively in sports.

Aronson (1977) defines "aggression as behavior intended to cause harm or pain". The key to this definition is the word “intended”. If there is no
intent to injure the opponent and the athlete is utilizing legitimate means in order to achieve his /her goals then the athlete is not aggressive.

Aggression, according to Hunsman (1974) can be classified into two types: hostile aggression and instrumental aggression. In hostile aggression, the primary aim of the aggressor is to injure the opponent and to make him suffer. Violence is the outcome of hostile or reactive aggression. Instrumental aggression is non-emotional aggressive behavior that serves as a means to achieving some goal.

Tatum stated that aggression can be defined as the deliberate intent to harm another person. This includes physical, psychological, and social harm, but in sports the primary focus is the physical harm (1980).

In sports aggression takes on the following forms.

- Assertive play
- Instrumental aggression
- Hostile aggression

Assertive play is having no intent to harm a legitimate force within the rules with unusual effort and energy. An example of this could be during a tennis match.

A performer could be seen to perform an aggressive shot or serve to win a point. They may have no intent to harm or injure their opponent, but merely try and win the point so they are one step closer to winning the match. It is sometimes called channelled aggression. Instrumental aggression is having no anger but with the intent to harm, their goal is to win and uses the tactic 'dirty play'. This is illegal in all sports except boxing. An example of this would be in football game within two players have a confrontation and later on one of those players has possession of the ball and the other player may put
in an aggressive tackle to retaliate. Hostile aggression is having the intent and goal to harm but with the arousal and anger involved. These are occasionally seen during a match, but these acts are the ones that are more than likely going to be written about in the following days newspaper headlines. This could happen when a player wants to take out a very influential player of a team, possibly the captain so puts in a powerful tackle. These are many reasons why sports players may get aggressive but the main reasons are such as home or away embarrassment, losing, pain, unfair umpiring, playing below their best, large score difference, low league standing, tiring near the end of a game, reputation of opposition, and last but certainly not least retaliation.

As kabaddi is a body contact game in which lots of physical strength is needed and has been traditionally played by the martial tribes of India, aggression is found to be an integral part of the game. All three types of sports aggression viz. assertive play, instrumental aggression and hostile aggression are witnessed in any game of kabaddi. During a raid, both the raider and the anti's display assertive play to dominate the other team physically as well as psychologically. When an anti displays overly aggressive play the raider may take an effort and try to show instrumental aggression when the anti comes on a raid in his half. Hostile aggression is also not an uncommon play witnessed in kabaddi.

1.5 ANXIETY:

In the present world scenario education has a very essential role in the primary and secondary spheres of life. It is the basic necessity to get success in human life and for the development of nation. In spite of education being an asset of an individual, academic achievement becomes a race to reach the top for the students. The education system of our country ranks the student's
intelligence and capability by the marks they obtain in the exams. Even the admission for the higher education is based on the marks obtained in the lower class which discourages the student and causes the mental tension, worries and stress. Greater expectation from student exhibits the symptom of anxiety. Whenever someone faces the physical and psychological situations, the person experiences the effect of stress and it is termed as anxiety.

It has been studied as a relatively stable personality trait or a drive, as a conditioned response in which a fear of anxiety has become associated with previously neutral stimuli.

According to Hall (1966), anxiety is one of the most important concept in psycho-analytic theory and plays an important role in the development of personality as well as in the dynamics of personality functioning.

Anxiety arises when a man feels difficult to understand the meaning of life and self centers into the dynamic view of psychotherapy and psychopathology. The ambiguity and diversity in the status of anxiety stems from the fact that different investigators have investigated this term with a variety of meaning and have focused on different aspect of it. It has been studied in terms of the stimuli that evoke it and the responses that define it.

Spielborger (1960) defined anxiety as a ‘state of arousal’ caused by threat of well being Here ‘state’ refers to the condition involving the entire organism and ‘arousal’ refers to a condition of tension, unrest or uneasiness of a readiness to act in response whereby threat refers to anticipation of pain or danger or serious interference with goal seeking activities.

Due to biological and developmental changes adolescents find themselves in a fix. The body is transformed absolutely into a different form from that of a child to that of an adult with the size, shape, proportions and functioning of an adult body. Remarkable and outstanding changes occur in
the development of sex characteristics which are the gateways of bringing anxieties and worries among adolescents.

Matthews et al. (1989) in many cases stress may damage health-physical and mental as an important casual factor of illness. Actually stress can be helpful or harmful depending upon its amount. When there is no stress, challenges are absent and performances are likely to be low.

Stress is harmful only when it exceeds rational limits. Then it starts inhibiting our creativity, health and general feeling of well-being and becomes a source of concern.

In the past people like Spielberger (1960) have regarded anxiety as a form of personality trait which in turn affects behaviour. According to Frost (1971). Anxiety is an uneasiness and feeling of fore boding often found when a person is about to embark on a hazardous venture. It is often accompanied by a strong desire to excel.

Kaur (1980) and Keith (1963), anxiety is a state of mind in which the individual responds with discomfort to some event that has occurred or is going to occur.

In general people lend to worry about events, their occurrences and consequences, and these are the sources of anxiety. However, anxiety can be either somatic or cognitive in nature. The symptoms of somatic anxiety comprises mental worries and fears. In simple words, it is a type of emotional disturbance due to a crucial disturbing situation. Whereby cognitive anxiety is the stress that drives from an athlete thinking consciously about what may go wrong, which may be detrimental performance.

According to Sarbin (1966), anxiety typically used with reference to a mental state and is thus "On to logically mythical".
State Anxiety

Generally, anxieties can either be a trait or state anxiety. State anxiety (A-State) is a transitory emotional state or condition of the human organism that is characterized by subjective consciously perceived feeling of tension and apprehension and heightened autonomic nervous system activity.

Trait Anxiety

Trait anxiety is a pre-disposition to perceive certain environment situation as threatening and to respond to these situations with increased state anxiety.

During this period adolescents can’t tolerate too much restriction. They resist adult authority. Whenever parents and teachers impose their authority and put some restraints and checks on them, they become lustre, imitable and stubborn. Sometimes because of the conflicting and different views of their parents and teachers, their relation with them becomes unhealthy and unsound which cause a great anxiety on their minds.

Dastur (1985) a certain amount of stress is necessary to keep one feeling healthy, active, creative and useful. When we put deadlines on our goals, we create a certain amount of stress that helps us to produce new ideas and things indeed, without stress not much can be done in this world.

Mohan (1989), stress is the hand maiden of anxiety but it is not necessarily be harmful. When stress functions as a drive to do work which gives you satisfaction it is not stress. But when stress gives anxiety, worry and tension, then it becomes distress. Similarly all anxiety is not bad. An examinee must have some realistic anxiety only then he or she will be motivated to study. But when anxiety takes a neurotic turn, it is then that it becomes harmful. Similarly when an individual becomes chronically anxious
and develops a personality which is overtime jumpy, fearful, mistrusting and depressing then that deleterious effects become manifest.

**Academic anxiety**

Omizo, Omizo and Suzuki (1988), writes on academic anxiety as generated in students should be of concern to all because it has negative effects on the physical, emotional, social, and psychological component of the children.

Thus with mounting standards, using stress on intellectual content and sharpening competition we are adding to the number which shows the symptoms of tension and stress. The current educational and technological revolution has generated in student especially a feeling of helplessness, meaninglessness and consequent stress. This all gives the birth to the academic anxiety.

During adolescence period a number of anxieties take birth and bloom due to adolescent rapid developmental changes, new social relationship, worries about career and future making and new relationships which they have to tackle. They are anxious about the evaluations of other about them, about being a part of group for which they are chosen, about ability to live up to parental expectations or not in short, the sources of anxiety in the environment are numerous. At this time, adolescents are so much worried and anxiety ridden that it becomes very difficult for them to cope and adjust with the environment. Because of these anxieties and problems person is in great stress and strain. Certain psychologists like Hail, Smith and Freud found academic anxiety to be a kind of academic institutions including teachers, certain subject like mathematics, English etc. have labelled this period as “a period of great stress and strain, storm and strife”.
In the school, adolescents have a high anxiety because of academic stress. A high competition during school time generates anxiety among students. Some of the students have anxiety about excelling in examination. Others have anxieties about getting through an examination. They are very anxious about their careers because they are not sure whether they have chosen the right streams to settle down in life.

Anxiety may be defined as a state of psychological and physical disturbance induced in a person by real or imagined threat in life. Anxiety is also considered as an important determinant of sports performance. It affects the performance of an athlete to great extent.

Fearfulness or anxiety influences physical state of mind. Weinberg and Flunt (1976) found that highly anxious subjects performed with an excess of muscular tension composed to less anxious subject, when confronted with a task purporting the "measure of general athletics ability".

Anxiety when experienced by an individual in a large extent has a negative effect upon the individual. It is a cause of various illnesses. Greater anxiety leads to tremor in limbs, swearing of hands, blushing of face and neck, heart palpitations, high blood pressure, inability to sit still and concentrate tenseness restlessness etc. Too much anxiety also interferes with the performance as progress of the work.

Anxiety in the form the fear is due to psychological factors. The situations or objects which provoke such anxiety are open or enclosed spaces, travelling, snakes, spiders, heights and thunder etc. The person who experiences this type of anxiety is afraid that 'Something tremble' is going on to happen, but he does not know what it is such anxiety is seen in psychiatric patients suffering from anxiety stated but is uncommon in the general
population. King (1992) found out that high anxiety children indicated a greater fear than did low anxiety children.

In the field of education, anxiety influences the relationship between the administrator, teacher, parents and pupils. In the classroom situation, anxiety level of the students effect the teaching of the teachers and binders effective communication between teacher and students. Under such circumstances when adolescents not able to adjust with the teachers, administrators, peer group, self etc. He faces problems in school adjustment. Presence of anxiety negatively affects the academic achievement in their research.

In general, students also experience greater anxiety when they have to prove their superiority. People who already posses high anxiety often become more motivated and perform somewhat better than they do under neutral conditions. But they tend to do less well when motivating instructions emphasize the test like threatening. The basic reason behind this is that high motivation and threat increase self preoccupation and defeatism. Highly anxious subjects showed poor performance on standardized test of reaction, time and hand steadiness.

If the parents of school going child exhibit high general anxiety and remain very anxious about their child’s academic achievement as well as about how other students progress, disappointment at the position of their child and at the inability of their child to reply to a question in the class in their anxiousness, the parents take a strict step and sometimes punish their child when he doesn’t come to the level of their expectations. Thus further contributes to anxiety-ridden nature of their children.

Perove and Spieiberger (1966) found out that the degree of anxiousness in college students seemed to be greater for the young adults whose parents were strict and prolonged in their childhood punishment.
Anxiety is a psychological and physiological state characterized by somatic, emotional, cognitive and behavioural components. The root meaning of the word anxiety is 'to vex or trouble', in either the absence or presence of psychological stress. Anxiety can create feelings or fear, worry, uneasiness and dread. Anxiety is considered to be a normal reaction to a stressor. It may help a sportsman to deal with a difficult situation by prompting one to cope with it. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder. The intensity and reasoning behind anxiety determines whether it is considered a normal or abnormal reaction.

There are many dimensions of fear and anxiety in athletes and non-athletes. Some writers have considered anxiety a personality trait related to stress tolerance in general. Whereas other writers have become interested in "situational anxiety" or fear specific to a given situation or classification of situations. Anxiety may be height tended prior to a contest, subside during the competition, and increase again following competition as the contest is replayed in the contestants' minds. Most of the times athletes as well as others under potential stress are more anxious about failing to live up to social expectations (failure anxiety) than they are about the physical harm that might befall them in their forth coming efforts.

Anxiety appears higher during the more productive years of an athletes career from the twenties to the thirties than at other times in his or her life. Moreover anxiety is at a time related to the political climate of a country and the security the athlete feels within a culture.

The economic status, and social consequences probably encountered of failing to win or to do well are important. A sports achievement is always a many sided phenomenon in the sense that depends on many factors such as
physique techno tactical actions, motor fitness, physiological conditioning personality traits motivation, socio-economic status and anxiety etc.

Anxiety is found as a culture explanatory concept in almost all contemporary theories, personality and it is regarded as principle combative agent for such divers behavioural consequences as insomnia, unmoral and sinful acts while fear and current anxiety have perhaps always been a part of means lot apparently not until to twentieth century did anxiety emerge as an explicit pervasive problems.

Anxiety is a generalized mood condition that can often occur without an identifiable triggering stimulus. As such it is distinguished from fear, which is an emotional response to perceived threat. Additionally, fear is related to the specific behaviour of escape and avoidance, whereas anxiety is related to situations perceived as uncontrollable or unavoidable. An alternative view defines anxiety as "a future-oriented events", suggesting that it is a distinction between future as present dangers which divides anxiety and fear.

Competitive anxiety is one of the psychological parameters which of effects the performance of the players. All these types of anxieties have a positive as well as negative effect upon the individual. The effects of a anxiety are positive only when it is experienced within a limit. When the anxiety ridden subjects are motivated and reinforced to do some work. They show better result. Keeping in view the determining role of anxiety in competitive performance the investigators decided to undertake research to study the level of anxiety of medallist and non-medallist men kabaddi players at the level of all India Inter University Tournament.

An optimal level of arousal is necessary to complete a task such as performance or competition event. However, when anxiety or level of arousal exceeds that optimum, the result is a decline in performance. The same is the
case in kabaddi. The coach of any kabaddi team tries to arouse his team optimally by way of pep talk or motivational talk but the effect of that talk on individual players is different. Some are motivated and some feel anxiety of different degrees. The effect is also different with the motivated ones giving a performance equal to or above their capabilities and the others performing below par or turning in rough or bruising game.

It has been observed that the anxiety being felt by kabaddi players before or during a game can be due to the extrinsic reasons also. These extrinsic reasons could be their coach, village men, club members or officials, or the media reporting that match. In India kabaddi is the game of the rural and poor folks who normally play for their village or teams pride. Therefore the anxiety level during a match is of a feverish pitch and some times can turn a game in to a free for all situations also.

1.6 SELF-CONCEPT:

Self-concept is a multidimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and non-academics), gender role and sexuality, racial identity, and many others. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept.

Different views are held by different psychologists for the term self-concept. Some perceive self-concept as a technical expression given to the self, while the others view it as a concept by which the individual relates himself to his social environment. This concept includes physical and
psychological images of the self. While the former is quite positive and apparent, the latter is based on his thought feeling and emotion which give rise to qualities such as courage, honesty, independence, self-confidence and aspirations. The physical and psychological image fuse gradually to make unified self-concept. When the child grows up to be an adult Saeaswat and Gaur (1981) defined self-concept as the individual’s way of looking at himself. It also signifies his way of thinking, feeling and behaving.

The self-concept is an internal model which comprises self-assessment features but are not limited to personality, skills and abilities, occupations and hobbies physical characteristics, etc. For example the statement “I am Lazy” is a self-assessment that contributes to the self-concept. However, the statement “I am Tired” would not be part of someone's self-concept, since being tired is a temporary state and a more objective judgement. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises.

Furthermore, the self-concept is not restricted to the present. It includes past selves and future selves. Future or possible selves represent individuals’ ideas of what they might become, what they would like to become, or what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives for future behaviour and they also provide an evaluative and interpretive context for the current view of self.

Assessment of the self-concept has been shown to differ across cultures. In Western cultures, "the normative imperative ......is to become independent from others and to discover and express one’s attributes" Relationships, memberships, groups, and their needs and goals, tend to be secondary to the self. In Asian and non-Western cultures, an interdependent
view of the self is more prevalent. Interpersonal relationships are more central than one's individual accomplishments. Great emphasis is placed on these relationships, and the self is seen primarily as an integral part of society. When asked to complete 20 “I am” statements, members of non-Western cultural tend to describe themselves in more interdependent terms than do members of Western cultures, whereas members of Western cultures describe themselves as more independent.

Self-concept is usually termed as a group of feeling and a cognitive process in professional literature. This is inferred from the observed or manifest behaviour. Self-concept many be considered as the person's total appraisal of his appearance, background and feeling, which eliminates behaviour directing forces we hold that a person's conscious awareness primarily guides, controls and regulates the performance and actions.

Self-concept implies that an individual thinks about himself. It is his own conception and attitude towards health, physical and mental, physique, temperamental qualities, emotional tendencies, academic status, intellectual abilities and socio-economic status. The totality of attitudes, judgements and values of an individual relating to his behaviour, abilities and qualities is called self-concept. It is a by product of learning experiences and its apex is the culmination of all the social and personal experiences the child has had all through.

La Brnne and Greene (1969) are of the view that self-concept is a person's total appraisal of his appearance, background and origins, abilities and resources, student and feelings which culminate as directing force in behaviour.

Self-concept grows within each individual. The self-concept influences the behaviour of adolescents. It may either put the young person in a series of
problem to help him to sail through smoothly. An adolescent's concern is finding answers to questions like: "Who am I?" or "What am I?"

Fersild (1989) comments on self-concept to be a composite of a person's thoughts and feelings, strives and hopes, fears and fantasies, his views of what he is and what he has been, what he might become and his attitude pertaining to his watch.

Saraswat (1984) has given the six dimensions of self-concept with their optional definitions.

**Physical Self-concept**

Individuals view of their body, health, physical appearance and strength.

**Social Self-Concept**

Individuals sense of worth in social interactions.

**Temperamental Self-concept**

Individuals view of their prevailing emotional state of predominance of the particular kind of emotional reaction.

**Education Self-Concept**

Individuals view themselves in relation to school, teachers and extramural activities.

**Moral Self-Concept**

Individuals' estimation of their moral worth right and wrong activities. Intelligence and capacity solving and judgments.

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Intellectual Self-Concept

Individuals awareness of their intelligence judgment and problem showing capacity.

As the child grows and develops, he learns not only about the world around him but also about himself. The process of self discovery is actively going on at least as long as he wants.

Chauhan (1978), remarks self-concept to be the means by which we create our image and identity. Therefore, self concept is the core of the personality pattern. A change in the self-concept will bring changes in the entire personality. Hence self-concept is the concept he feels regarding himself as how he actually is, not as he would like to be or as other perceive him.

Horney (1989) administered the state-trait anxiety and coppersmith self-esteem inventory and found that low levels of anxiety are associated with high levels of self esteem.

High level anxiety persons have poor self-concept and they are characterized as those who bite their nails, pack their noses, pull their hair, chew an object giggle, grind their teeth and twitch nervously.

Iqubert (1993) in his research indicated that more frequent hair pullers and nervous twitches scored low on self esteem and high on anxiety. They were in the habit of giggling and biting their finger nails.

Similarly, self concept is the psychological measure which affects the performance of the person. The self understanding is related to many important aspects of human behaviour. Even though the self is essentially private. It is translated into action by most of the things we say and do as well as by the attitude we express. Therefore, it influences the behaviour of a
individual which grows within the person it may either put the students in a series of problems or help him to sail though smoothly.

In the context of physical education and the all round development of man, self-concept acquires a position of considerable importance as it forms the basis of his behaviours. The child tries to become what it perceives of itself in terms of its physique and physical performance. All the sports activities are therefore, directed towards self-actualization of the self-concept. The self is composed of the following four dimensions: the perceived self; the idea self, the real self, and the social-self.

**Perceived-self:**

This is an individual concept about himself. This is influenced by his physical appearance, dress and grooming. It is furthered by his abilities and dispositions, his values as perceived by the self. This relates to the aspects of one's nature that have been detected and integrated into a pattern. Thus an individual comes to constitute and entertain the concept about one's self.

**Ideal-Self:**

Ideal self means what we would like to be in Smith's (1961) words, "The ideal self is regarded as the highest level of self and provided a standard against which the rest of the self is judged".

**Real-Self:**

Real self is the expression of one's nature with all its potentialities. An individual is not fully aware of all aspects of his being. He is aware of some and unaware of others in his own self. The real self, therefore, includes both the perceived self and the unconscious self.
Social-Self:

This relates to the self vis-à-vis other persons or as seem by them. This concept may not correspond with other people's perceptions of him; nevertheless it has an important effect on his behaviour. "We all own traits and our behaviour or organized in layers, like those of an onion, some being external and peripheral and some being internal and central."

Self concept is "the attitudes, perceptions, traits, thoughts, feelings and other characteristics which an individual perceives to be a part of himself."

Since the self changes gradually, integration of self is a slow, long and difficult process. The self is not a furnished product at birth but is something, which develops.

The variables of self concept are significant and need to be studied both from the theoretical and practical point of view. The knowledge about these variables enables the teachers and coaches to take decisions in their jobs with young athletes from different disciplines of sports and develop them in proper way.

Since the self-concept regulates the behaviour of person, therefore, one must have higher self-concept. It is the higher self-concept, which generates the feelings of confidence and courage. So one must keep in mind the importance of self-concept as significant determinant of performance.

Like wise in kabaddi the self-concept is not to preserve one self but to put the team in front of everything else. The concept or the basic premise of kabaddi is not an individual or independent game but rather interdependent on every member of the team. It is like the musketeers' slogan: "one for all and all for one". During a raid all the anti's display this attitude and try to catch the raider getting out or of they fail to act in unison the raider is back in his own help safely and the anti's have to play heavily by getting out in numbers.
Self Concept and Sports Achievement:

The self concept is highly complex component of behaviour composed of both cognitive and effective dimensions and has at lead for orientations the real self the perceived self the ideal self and self as perceived by other. The flexibility of this orientation of self offers many possibilities with regard to exploring situational specific behaviour within the sports future frame work attitude, real or percent can be obtained from a variety of perspectives for both the athletes and others.

According to Alderman (1974) self awareness means how a person perceives himself what he thinks of himself how he values himself, and how he attempts through various actions to enhance himself.

The psychological aspect of sports involves gaining attention among the sports administrations or coactive who can communicate efficiently with athletes and can provide an environment that is conducive to motivate performance and develop favourable self concept.

One of the acknowledged consequences of regular movement in sports or physical activity is increased fitness level and give feeling of physical well being. Fitness may have psychological consequences, because enhanced fitness level often hubs positive effect on one’s body image. Since a positive relationship generally exists between body and good jobs. Their physiology systems of the body and the psychological health may or not work effectively. They should be doctors or engineers even it with ill health. The syllable is so vast and the students have to mug up, which causes the anxiety, depression, physiological problems and behaviour disorder. Even some students become the victim of negative motivation and start taking drugs attempting suicides etc. In this way the study would help many budding citizens who might have been lost in this competitive world. Parents and teachers should join hands for
directing the generation on the right path and thus help them to be on the road of success.

Thus knowledge might help in the use of techniques to control excessive anxiety level and good result in academic and sports field. The need for achievement determines human behaviour in different areas such as management, academics and sports if the sports activates are encouraged by the teachers and the parents. It may develop their self-concept and good heath and also helps to achieve success in all sphere of life. That is why there is a dearth of comparative studies in the field of sports achievement, academic anxiety and self-Concept.

The knowledge will provide insight to the teachers, parents and physical education leaches and other people who come close in contact with children can help them and guide them in a proper manner so that the child is able to make optimum use of his abilities. Parents can opt for the school according to the capabilities of their child. Academic stress can be decreased for the better development of personality of the child, to develop attitude towards school and self to show better results in sports.

1.7 ADJUSTMENT:

The achievement of desirable life adjustment is dependent upon the recognition of significance of inherited potential and environmental conditions as those effects as way of life. Adjustment may be referred to as a continuous process of maintaining harmony among the attributes of individual and the environmental conditions which surround him. The individual potential and characteristics are in-born but are also modified though experience. The effective adjustment will involve both personal and social criteria and value judgement.
The term "adjustment" has two meanings. In one sense it is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. The direction of his effort may be towards modifying his own behaviour and attitude or towards changing the environment or both. Others may contribute towards this adjustment process either by helping the environment or by helping to change the person's outlook on his environment. In other sense adjustment is a state i.e. the condition of harmony arrived at by a person whom we call "well adjusted" descriptively this person is relatively efficient and happy in an environment which we judge to be reasonably satisfactory.

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. In those days the concepts was purely biological and he used the term adaptation. The adaptability to environmental hazards goes on increasing as we processed on the photogenic scale from the lower extreme to the higher, when examine the various activities of an individual life. You will find that most of them involve adjustment of the individual to his vocational, social and economical problems. The process of adjustment starts from the birth and continues till his death.

Adjustment and success, particularly in team sport, go hand by hand. Social and emotional adjustments are considered to be the constant sources of inspiration to a player to adjust himself/her self to the changing conditions that competitions present and to regulate his/her emotions to contribute to team's success. A well adjusted individual can meet his needs with the resources available in his/her emotions to contribute to team's success. A well adjusted individual can meet his needs with the resources available in his/her environment. Successful players are better adjusted ones when compared to
unsuccessful and non-sports persons. Adjustment can be defined as a person’s interaction with environment. Each person constantly strives to meet his need so as to reaches his goals. At the same time he is under pressure from the environment of behaviour in a certain way. Adjustment involves the interaction of personal and environmental demands.

Psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society. Thus we see that adjustment means reaction to the demands and pressures of social environment imposed upon the external or internal to which the individual has to react. Observe the life of a child, he is asked to do this and not other things. He has to follow certain beliefs and set of values which the family follows. His personality develops in the continuous process of interactions with his family environment. There are other demands which may be termed as internal such as food, water, oxygen and sleep etc. If we do not fulfil these internal demands we feel uncomfortable with the development of the child, these physiological demands go on increasing and become more complex.

1.8 STATEMENT OF THE PROBLEM:

The purpose of study is to find out the impact of psychological variables in the field of physical education and sports.


1.9 SIGNIFICANCE OF THE STUDY:

The present research will be useful to understand the psychological differences between two groups: medalist and non-medalist kabaddi players.
The findings of the study will be helpful in promoting mental health, positive self-esteem and to control sports competitive anxiety.

Aggression is an inevitable element in the make up of human personality and has long been an indispensable part of the sports domain especially in the games relating to close physical contact with the opponents. Aggression may help in realising the performance because it arouses players to put in hard effort and the spirit of do and die for the success of the team. Aggression thus is an important psychological variable which was examined in various different sports settings to enable the players, coaches, and other concerned, to channelize and utilize the efforts appropriately. Competitive behaviour to a great extent depends on the strength of bonding among the members of the team. Since it is the team which wins or loses, not the individuals in kabaddi aggression appeared to be very important variable both from the performance and developmental point of view.

Anxiety has long been recognized as vital sports psychological issue. Competition creates some anxiety in almost all the participants and for some individuals. The anxiety is also intense that the successful performance becomes impossible. The study is significant because it explored the phenomenon of state anxiety, trait anxiety, and sports competitive anxiety with varying levels of performance across gender in selected sports groups.

The present study proves to be helpful tool in understanding the phenomenon of success and failure among the participants of kabaddi players with special reference to these selected variables. Further, this study may facilitate the process of developing techniques and ways to develop those characteristics which can be helpful in achieving success in sports.
“Sports is not a pristine activity in utopia but rather one that occurs in a society where on the fittest survive” (Stanley Eitzen, 1988) the history of sports activities is as long as the history of human evolution. Fitness played an important role in human evolution. Since sports descended from hunting and from the fitness that was and still is important for being successful in the fight for survival. Some hold that sports manifest a hegemonic masculinity. Encounters in sports reflect the aggressive and violent tendencies of both the players and spectators, and tend to produce satisfaction. Sports weather it is contact and non-contact involves Aggression, Anxiety and Violence, which in term the players required to get adjusted to these psychological variables to achieve the require goal. These psychological variables play a crucial role in the performance of the players. Sincere affort has been made by the researcher to investigate different types of behaviour of the players in contact game like Kabaddi

The study will also be helpful in creating awareness among the sports persons and facilitates the physical educators, coaches, physical trainers, sports psychologists and sports administrators in the process of selection, identification, physical and psychological preparation training for sports competitions.

Conversely the findings of psychological research must also reflect in the work of coaches with athletes in different sports disciplines. Therefore variables of self-concept are significant. The study will also facilitate in the selection and training of the athletes and in the development of psychological profiles of athletes in the light of their performance level.

Everyone alive has troubles and problems, the most important consideration in determining personal effectiveness is not the amount of trouble or misfortune (within limits) a person encounters but how he responds
or adjusts to the challenges of life. Adjustment is an index of integration between needs and satisfaction, remains related to achievement, social acceptance, age, sex, economic security and moral standards. Adjustment is a state in which the needs of the individual on the one hand and the claims of the environment on the other hand are fully satisfied or the process by which this harmonious relationship can be attained.

1.10 OBJECTIVES OF THE STUDY:

For the present study researcher had formulated following objectives:

i) To assess the relationship of Aggression of Medalist and Non-Medalist men Kabaddi players at the level of All India Inter-University Tournament.

ii) To assess the relationship of Anxiety of Medalist and Non-Medalist men Kabaddi players at the level of All India Inter-University Tournament.

iii) To assess the relationship of Self-Concept of Medalist and Non-Medalist men Kabaddi players at the level of All India Inter-University Tournament.

iv) To assess the relationship of Adjustment of Medalist and Non-Medalist men Kabaddi players at the level of All India Inter-University Tournament.

v) To determine the relationship between Aggression and Anxiety of medalist men Kabaddi players at the level of All India Inter-University Tournament.

vi) To determine the relationship between Aggression and Anxiety of Non-medalist men Kabaddi players at the level of All India Inter-University Tournament.
vii) To determine the relationship between Aggression and Self-concept of medalist men Kabaddi players at the level of All India Inter-University Tournament.

viii) To determine the relationship between Aggression and Self-concept of Non-medalist men Kabaddi players at the level of All India Inter-University Tournament.

ix) To determine the relationship between Aggression and Adjustment of medalist men Kabaddi players at the level of All India Inter-University Tournament.

x) To determine the relationship between Aggression and Adjustment of Non-medalist men Kabaddi players at the level of All India Inter-University Tournament.

xi) To determine the relationship between Anxiety and Self-Concept of medalist men Kabaddi players at the level of All India Inter-University Tournament.

xii) To determine the relationship between Anxiety and Self-Concept of Non-medalist men Kabaddi players at the level of All India Inter-University Tournament.

xiii) To determine the relationship between Anxiety and Adjustment of medalist men Kabaddi players at the level of All India Inter-University Tournament.

xiv) To determine the relationship between Anxiety and Adjustment of Non-medalist men Kabaddi players at the level of All India Inter-University Tournament.

xv) To determine the relationship between Self-concept and Adjustment of medalist men Kabaddi players at the level of All India Inter-University Tournament.
xvi) To determine the relationship between Self-concept and Adjustment Non-medalist men Kabaddi players at the level of All India Inter-University Tournament.

1.11 HYPOTHESIS OF THE PROBLEM:

The following hypothesis has been formulated for the present study.

i) There will be no significant difference between Aggression of Medalist and Non-Medalist men Kabaddi players at the level of All India Inter-University Tournament.

ii) There will be no significant difference between Anxiety of Medalist and Non-Medalist men Kabaddi players at the level of All India Inter-University Tournament.

iii) There will be no significant difference between Self-concept of Medalist and Non-Medalist men Kabaddi players at the level of All India Inter-University Tournament.

iv) There will be no significant difference between Adjustment of Medalist and Non-Medalist men Kabaddi players at the level of All India Inter-University Tournament.

v) There will be no significant relationship between Aggression and Anxiety of Medalist men Kabaddi players at the level of All India Inter-University Tournament.

vi) There will be no significant relationship between Aggression and Anxiety of Non-Medalist men Kabaddi players at the level of All India Inter-University Tournament.

vii) There will be no significant relationship between Aggression and Self-concept of Medalist men Kabaddi players at the level of All India Inter-University Tournament.
viii) There will be no significant relationship between Aggression and Self-concept of Non-Medalist men Kabaddi players at the level of All India Inter-University Tournament.

ix) There will be no significant relationship between Aggression and Adjustment of Medalist Men Kabaddi players at the level of All India Inter-University Tournament.

x) There will be no significant relationship between Aggression and Adjustment of Non-Medalist Men Kabaddi players at the level of All India Inter-University Tournament.

xi) There will be no significant relationship between Anxiety and Self-concept of Medalist Men Kabaddi players at the level of All India Inter-University Tournament.

xii) There will be no significant relationship between Anxiety and Self-concept of Non-Medalist Men Kabaddi players at the level of All India Inter-University Tournament.

xiii) There will be no significant relationship between Anxiety and Adjustment of Medalist Men Kabaddi players at the level of All India Inter-University Tournament.

xiv) There will be no significant relationship between Anxiety and Adjustment of Non-Medalist Men Kabaddi players at the level of All India Inter-University Tournament.

xv) There will be no significant relationship between Self-concept and Adjustment of Medalist Men Kabaddi players at the level of All India Inter-University Tournament.

xvi) There will be no significant relationship between Self-concept and Adjustment of Non-Medalist Men Kabaddi players at the level of All India Inter-University Tournament.
1.12 DELIMITATIONS OF THE STUDY:

The present study delimited to best eight teams at the level of All India Inter University Men Kabaddi Tournament.

1.13 OPERATIONAL DEFINITIONS OF KEY TERMS:

Overall Adjustment:

It refers to individual achieving an overall harmonious balance between the demands of various aspects of environment, which are home, health, social emotional and school on the one hand and cognition on the other.

Self-Concept:

Self-concept is self awareness which a person acquires not only from his/her birth but also is the outcome of his interaction with the environment and social surrounding.

Intelligence:

It refers to the general mental ability which helps a person in thinking rationally and behaving purposefully in his environment.

Overall Mental Health:

This term refer to the overall combination of all the indices of mental health.

Anxiety:

Anxiety is uneasiness and feeling of foreboding when a person is about to embark on a hazardous venture, it is often accompanied by strong desire to excel.

Competitive Anxiety:

Competitive anxiety defined as the tendency to perceive competitive situations with feelings of apprehension or tension.
Medalist:
The term medalist relates to players securing first, second, third and fourth positions in All India Inter University Men kabaddi tournament.

Non-Medalist:
The term non-medalist relates to the players who secure fifth, sixth, seventh-eighth position in All India Inter University men kabaddi tournament.

Sports performance:
"Sports performance is a unity of execution and result of sports action or a complex sequence of sports actions measured or evaluated according to agreed and socially determined". (Schnabel, 1981)

Player:
This term has been used in the present study to refer to the team who participated in All India Inter University Men Kabaddi Tournament.

State Anxiety:
Tendency to become fearful only in specific situations.

Trait Anxiety:
Trait anxiety is a relatively individual difference in anxiety proneness.

Team Sports:
In team sports a specific number of players/athletes compete collectively against equal number of opponents.

Performance:
Performance refers to the achievement of an individual that is measurable both in qualitative and quantitative terms.
Health Adjustment:

The degree of the feeling about one’s ability to live most and serve best. It also includes the freedom from disease and malfunction.

Emotional Adjustment:

The degree to which the individual is able to channelize his emotional behaviour into adaptive patterns determined by the demand of his environment.

Social Adjustment:

The process where by the individual attempts to maintain or further his security, comfort, status or creative inclinations in the force of over charging conditions and pressures of his social environment.

Educational Adjustment:

It is the balanced satisfaction of the student between his needs educational aspirations, expectations and achievements obtained due to educational environment and administration.

Home Adjustment:

The degree of positive interaction with other members of the family i.e. mother, father, brothers and sisters.

Aggression:

Aggression is infliction of an aversive stimulus, physical, verbal or gestural upon one person by another. Aggression is an behavioural direction towards the goal of harming or injuring another living being. The terms seem to draw automatic association and produce positive or negative value judgement and emotional responses.