CHAPTER 1

INTRODUCTION

Asian Games is perhaps the only forum at the continental level that brings together almost all countries of Asia on a single platform and under one banner to display the sporting skills of the sportspersons of the participating countries. There seems no exaggeration in saying that after Olympic Games, it is the Asian Games where such a large number of countries (44 countries were represented in XIV Asian Games held in 2002 and at the XV Asian Games held in 2006 in Doha (Qatar), 45 countries were represented) are represented. Attempts at involving youth of Asian countries through sports were being made from the beginning of the twentieth century itself. In 1913 an Asian Meet in the name of Far Eastern Championship was organized at Manila in the Philippines in which four countries-India, China, and Japan along with the Philippines took part. Subsequently, this event came to be known as ‘Orient Championship Games’ and later on as “Western Asiatic games” till 1934. New Delhi, still under British rule, had the privilege of hosting the ‘Orient Championship Games’ in 1934. These games were held opposite to India Gate, then known as Irwin Amphitheater and now called National Stadium. The second meet of the ‘Orient Championship Games’ scheduled to be held in Tel Aviv in 1938 had to cancelled in the wake of unfavourable situation in the region and subsequent outbreak of the Second World War. Despite adverse developments, enthusiasm was still there for conducting those games (Francis, 1997: 9).

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Communism in China coincided with the sharpening of Cold War rivalry between the Soviet Union and the United States. China supported the Soviet Union during the prime period of the Cold War, until the close of 1950s, when it fell with the Soviet Union as well. The Cold War adversely affected China's participation in the Asian Games until China joined the United Nations in 1972 and beginning of the Sino-American rapprochement during the same year. This paved the way for China's entry into the Asian games at the 7th Asian Games held in Tehran. China's debut performance in Asian Games was very impressive as it bagged 30 gold medals as compared to four gold meals won by India.

India has almost regularly participated in each Asiad. In 1978 Asiad, India could win a total of 39 medals, including 11 gold medals. In 1982 India hosted Asian Games in which India could win a total of 57 medals, inclusive of 13 gold medals. In 1986 India's total medal tally was 37, of which five were gold medals, at the Asian Games. During the 1994 Asian Games, India could win a total of 22 medals, inclusive of four gold medals. During the Asian Games of 1998 and 2002, however, India's performance declined. Since the advent of Asian Games, India has seldom shown remarkable performance in Asian Games, except for a few occasions when Indian participants displayed better performance. Poor medal tally won by Indian players in most of the Asian Games does reflect upon the quality of players and it does cast doubts about India's performance in international games in general and Asian Games in particular.

It becomes interesting to ascertain as to why other participating countries in Asian Games, particularly China, Japan, two Koreas, Central Asian Republics, and other Asian countries, are ahead of India in the realm of sports. As regards Asian
Games, since its entry into Asian Games in 1974, China has consistently and considerably improved its performance and medal tally-winning spree. It is in this background that the present research study makes a humble endeavour to find answers to these and other related questions.

REVIEW OF LITERATURE

Review of the related literature enables the researcher to discern as to what extent one's designated area of research has been subjected to academic probing and what new avenues remain to be delved into. This also provides the means to the prospective researcher to view research proposal from different viewpoints. It is helpful in developing an interdisciplinary approach. An assessment thus made enables the researcher to gauge the gaps in the existing literature and to get familiar with the central issues belonging to the designated realm of research. There is plenty of literature in English language on sports and its related fields. Other than the printed books and numerous research articles, there also exist many dissertations and thesis (mostly unpublished), which are available in different universities in India and abroad. It is almost physically impossible to present a review of existing literature on sports. Thus it seems advisable to review the representative works of prominent authors and scholars.

Wuest and Bucher (1995) provide a comprehensive contemporary view of physical education and sports. The whole book has been divided into four main parts and each part consists of four chapters. The first part deals with an orientation toward physical education and sports and the second part provides historical and scientific background. Third part encompasses career opportunities and professional responsibilities in the field of physical education and sports. While taking a look at
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policy-makers in different countries can learn from how their counterparts elsewhere respond.

The paper by Jennifer Hargreaves (2003) deals with women in sport from 'marginalised' groups in different nation states - specifically drawing examples from Black women in sport in South Africa; Muslim women in the Middle East; Aboriginal women from Australia and Canada; and lesbian women and disabled women from across the world. The debate about personal and national identities is a central focus of the paper. While dealing with the emergence of the 'Women's International Sport Movement', the author seeks to identify whether or not it is representative of all groups of women from its different member nations.

In many countries certain sports have become identified with the nation and its distinctive character. Sports have also been created to express a particular nationalist vision. John Hutchinson (2003) examines the relationship between the rise of sports and sporting organizations and the vision of nationalism, notably its activism, its focus on a golden age, its vision of integration and regeneration, and its emphasis on the education and training of young men. National sports have multiple functions that include physical and military training, moral regulation, cultural differentiation from 'the other', induction into a general counter cultural movement, and underground politics. The author asserts that definition of national sports, however, is not uncontested, and rivalry between sports can express different visions of the nation.

The paradox of nation-building in many deeply divided societies is one of reconciling ethnic allegiance with overarching loyalty to the state. This is because the forces of ethnicity and nationalism that emerged in these societies tend to be
social and politically salient, thus, making the process of nation-building not only difficult but also a complex task. Broadly speaking, nation-building refers to a process of constructing national identity that could accommodate ethnic pluralism while simultaneously inculcating an overarching sense of nationhood. As a plural society, nation-building has always been a great challenge for Malaysia. While terming the role of sport in nation-building as being multi-faceted, Ishak and Fawzee (2003) argue that sports has the 'power' of creating the sense of national pride and socio-psychological equilibrium and can be considered as one of the important means of constructing the sense of belonging which is crucial for the development of national integration. Sport provides people with a social context where they can encounter other people in a non-threatening way and can get rid of harmful emotions that can cause ethnic divisions.

While dwelling on the Australian successes at the Sydney Olympics that drew attention to Australia's elite sports development system and stimulated people in other countries to consider whether or not such measures would be advisable for their countries, Jackson and Farkas (2003) in their paper state that some people in established nations advocate it while others do not. In order to test the wisdom of such opinions in respect of Canada, they present three possible models Canada model the status quo; the Australian model, and the zero funding from government model. The likely consequences of each model are discussed and an "optimum" solution is suggested in the paper.

Professor Grant Jarvie (2003) in the first part of his paper considers some of the core issues relating to 'Nationalisms, Identities and Nations'. The second part of this paper evaluates some of the arguments that have been used to identify sport with
the making of Nations. The paper suggests, in part, that the potential weakness in thinking of the nation, as a place is that it becomes fixed in content, time and space. While contending that the content, timing and symbolism of sport and nationalism in Ireland to-day is entirely different from what it was in the 1920s because Ireland itself as a process is different to-day from what it was in the 1920s, the author states that geographic place and time is just part of the transcendent or changing idea of the nation as it moves through history.

McKay and Tomlinson (2003) in their paper have opined that at one level, the lighting of the cauldron by Cathy Freeman and Muhammad Ali at the Atlanta and Sydney Olympics can be taken as vindication of the cherished Olympic ideal of universalism (AKA 'Celebrate Humanity'). At another level, these evocative acts also exemplify Barthes' concept of myth-making - the process by which we tell ourselves stories about ourselves in ways that naturalise and depoliticise social relations. They provide an analysis of the myth-making process surrounding the Freeman and Ali events with specific reference to the how some aspects of the attendant gender and racial politics were accentuated while others were marginalised and omitted.

Chiung-Tzu Lucetta Tsai (2003) in their paper, while examining the changing nature of the sport activities of Taiwanese women, try to seek to develop an understanding of those factors that serve to limit women's involvement in physical activities. The paper also attempts to explore the extent to which socio-cultural factors shape women's physical activities and participation in Taiwan. The author contends that since Confucianism is a crucial and universal variable that penetrates every aspects of Taiwanese life, it is necessary to take account of this belief
structure in order to explain women's physical activities in traditional Chinese societies such as Taiwan.

Lesley Wright (2003) in his paper champions the good side of nationalism by arguing that sport played at all levels can contribute to our sense of national identity. It is within this context that pride can be defended as an appropriate emotion, which can enhance sport as a human good and enrich our experience, whether we are watching or participating. It is a virtue worth preserving even when other, vicious nationalistic emotions, disguise or distort it. It is further argued that there can be a reciprocal relationship: where the value of sport can enhance benign national feelings; and enjoyment of sport can be intensified and inspired by the national dimension. However it is also acknowledged that there is a need for self-reflection.

Williams Dennis (1973) and A. I. Omo-osagie (1978) have endeavoured to analyze the attitudes of teachers and students toward the athletics. Steven Aicinena (1991) has demonstrated that teachers are better placed in influencing students' attitude toward sports. M. J. Organ (October 1976, 2069-A) shows that there are no significant differences between male and female attitude toward physical education. Barbara Meyers (1964: 64) is of the view that parental attitudes toward physical education are not related to socio-economic status. Ronald Cramer (1971:271) in his study on parental opinion of physical education demonstrated that parents were not generally satisfied with youth fitness and assigned the basic responsibility in that regard to the physical education teacher.

Horne, Tomilinson and Whannel (1999) provide sociological and cultural analysis of sports with particular reference to Britain. Besides, the other aspects incorporated
in this book, *inter alia*, include sports and the media, sports and politics, commercialization and political economy of sports etc. Undoubtedly, these aspects are interpreted in the British context, yet the book is useful for background information on the current state of affairs pervading the realm of sports in the Western world. Peter Bailey (1978) takes into account leisure and class in Victorian England, particularly in 1830-1885. John Hargreaves (1986) provides a socio-historical analysis of popular sports in Britain. Clarke and Critcher (1985) describe popular sports in the nineteenth century Britain. Allen Guttmann (1978) sheds light on the characteristics of sports in different socio-historical stages of human history. Loy, Kenyon and McPherson (1981), while examining the large body of assertions made about the so-called socialization benefits of sports participation, have argued that research in Social Sciences needs to move beyond rhetoric and examine the conditions under which different types of learning might be associated with particular types of games and games experiences.

Nevertheless, coaches have frequently cited ‘coaching experience’ as the primary source of coaching knowledge; researchers have yet to examine the process of how this experience is transformed into knowledge. Gilbert and Trudel (1999) in their paper have attempted to discuss Schon’s experiential learning theory as a conceptual framework for examining the process of how coaches construct knowledge through experience. The unique aspect of Schön’s theory is its focus on the construction of domain-specific knowledge in the context of professional practice. Research using Schön’s theory can be applied by coach education programme designers and directors of youth sport programmes to create contexts that nurture the experiential learning process.
It is noteworthy that the need to identify self-esteem development as an explicit objective in youth sport has received some attention during the past decades. Paterson (1999) in his study explored the relationship between the self-perceptions of cricketers aged 13-15 years (N=222) and their perceptions of their coaches' application of 10 instructional strategies. Data collection included: (a) pre- and post-season (10 weeks) measures of players' self-esteem using Harter's (1985) Self-Perception Profile for Children; (b) pre- and post-season measures of players' cricket self-perceptions, affective outcomes derived from cricket participation, and cricket motivation orientation using a cricket-specific adaptation of Klint's (1988) affect inventory; and (c) players' post-season perceptions of their coaches' application of 10 coaching strategies using an inventory designed by the author. Pearson product moment correlations were used to measure the strength and direction of the relationships between the variables (Vincent, 1995). Results revealed: (a) significant correlations between dimensions of self-esteem, cricket self-perceptions and the affective outcomes of pride, excitement and happiness, and (b) significant correlations between the cricketers' perceptions of their coaches' application of the instructional strategies and dimensions of their post-season self-esteem, cricket self-perceptions, affective outcomes and intrinsic motivation orientation. These findings provide further insights for coaches seeking to develop athlete self-esteem on the sports field.

Current practice in vogue in various sport systems is dominated by the interests of the coach and precludes attention to the goals of the performers. However, keeping in view the fast pace of changes taking place in the society at the cusp of the 21st century, sport systems need to be restructured and become congruent with
the changing characteristics of athletes. Another factor that requires attention relates to the need for coaching leadership which is more responsive to athletes emerging from newly evolved family configurations. No longer will highly structured, coach-centred approaches coincide with skills and abilities of the athletes and the organizations that sponsor them. Lombardo (1999) in his article has tried to review the educational models of sport, models which can respond not only to the emergent needs of performers of the new millennium, but also be responsive to other aspects of society which will require individuals who can think for themselves, analyze situations and respond appropriately, independently, and wisely. Sport must capitalize on its educational nature and assist in the development of capable thinkers as well as competent movers.

Hardin (1999) in his study has attempted to identify, compare, and contrast the teaching attributes of expert coaches in their dual roles of physical education teacher and coach. The subjects had (a) a minimum of five years coaching experience, (b) a 70% or greater won/lost record or a record of two or more post season playoff titles (i.e., city, district, region, or state championships), (c) awards for outstanding coaching (e.g., coach of the year, divisional coach of the year), (d) leadership roles in establishing coaching training or sports clinics, and (e) accessibility to the researcher.

The results of the study were derived using the constant comparative method to develop themes and categories from the data. Data sources included: (a) field observations, (b) structured and semi-structured interviews with the teacher/coaches, and (c) document analysis. The major findings led to the development of five categories describing distinct differences between teaching and
Hoffman’s (2006) book contains a comprehensive collection of normative data for numerous fitness, performance, and health components across a range of ages, abilities, occupations, and athletic backgrounds. It lays the foundation for working with normative data by detailing the purpose and benefits of norms. It reviews relevant statistical information to assist the reader in understanding and interpreting descriptive statistics, including a limited discussion on inferential statistics.

While discussing the importance of fitness and health assessment, the book outlines the development of testing protocols, and provides a basic understanding of statistical interpretation of data. It also provides normative data for various athletic performance and fitness components. These chapters focus on the variety of tests available for each component and provide normative data for various age groups, professions, and sports in both laboratory and field tests. Gender differences are also addressed where applicable. It offers normative data for various health issues, including cardiovascular profiles (blood pressure, heart rates), lipid profiles (cholesterol, triglycerides), hematological profiles (hemoglobin, iron), energy expenditures, and caloric values. An appendix is also available that outlines testing methods for 24 different tests and activities. The book is indeed a solid reference for fitness instructors, physical educators, exercise scientists, coaches, and various civil service professionals. It is the most comprehensive compilation of normative fitness and health data in existence and provides a basic understanding of statistical analysis of those norms.

Thomas, Nelson and Silverman (2005) have authored a book which effortlessly guides the students of sports and physical education through the research process.
In addition, the text of the book contains a new chapter on using power to plan and interpret research and provides information on traditional perspectives and alternative approaches to the research process. The latest edition of this book retains its strengths from the previous edition. The text is arranged in four parts that systematically guide the reader through the research process. While introducing readers to statistical and measurement issues in research, it presents various types of, and approaches to, research. It thoroughly equips the readers with practical research tools. For instructors teaching a research methods course, an instructor guide, test package, and presentation package specific to the textbook are available.

The authors have frequently made use of humorous anecdotes, sketches, and corollaries to enliven the reading and drive home key points, as well as to demonstrate that research processes are not to be feared and to the contrary, they are useful tools to be used by students and professionals. The text of the book attempts to remove the fear and confusion often associated with the research process and shines a light on all the aspects of research that readers need to know—whether it's reading, understanding, planning, carrying out, writing, or presenting research.

Drowatzky (1996) in his book explores the important relationship between ethics and the research process. This process of exploration undertaken by the author also takes into account penetrating questions such as whether scientific studies that expose subjects to potentially harmful situations can be justified if the subjects are volunteers; or should students be required to participate as subjects in research projects developed to benefit their professors, or whether a single set of ethical rules
should apply to all research situations. The author has tried to answer these and other related questions in this book.

The book begins with a discussion of the scientific method and basic parameters of ethical behaviour, and then focuses on ethical concerns that can arise under different situations. Fifteen case studies highlight the text and help readers develop sensitivity toward ethical issues in research and how to think ethically. The author encourages readers to consider potential ethical issues from the moment the research problem is contemplated until it has been studied and published. The book also describes how to discipline fraudulent researchers and proposes how to improve ethical conduct.

Sport is all around us. Yet few of us look critically at how it affects our lives—and even fewer look at how we as a society affect sport. The book authored by Woods (2007) is an outstanding introduction to the multifaceted roles of sport and physical activity in society and the perfect tool for examining sport from a critical perspective. The text’s engaging writing style, full-color format, and sound learning tools make it accessible and effective at getting students involved in and excited about the material. Arrays of instructor resources make this book a highly functional and enjoyable way for instructors to introduce this subject to their students.

While the book is solidly grounded in research, it does not wholly dwell on theory. On the other hand, it is written to whet the appetite of students in sport management and sport studies for a deeper look at the issues, contradictions, and confusion that characterize our love–hate affair with sport. A notable characteristic of this book is its heavy emphasis on areas that other texts often overlook—including the role of coaches, importance of lifetime sport and fitness, sport in education, and
sport for special populations such as the physically and mentally challenged and the elderly. As a result, students gain a complete view of what constitutes sport and physical activity and a firm grasp of the socio-cultural considerations vital to their understanding of sport. Students are encouraged to see the sport world not only with their eyes wide open to the problems but also with an optimistic, encouraging view of its future.

While drawing upon his lifetime experience in sport as a participant, observer, fan, teacher, coach, administrator, and critic, the author presents a wide-lens view of sport that can help students make sense of the world of sport and physical activity and, more important, apply it to their own personal and professional lives. Author’s easy-to-comprehend distinction between sport for recreational participation, high performance, and spectating illuminates for students the profound differences in how sport can be viewed and challenges their thinking about their own roles as participants and spectators.

Apart from setting the stage for studying sport in society, the book examines the scope and effect of sport on society. It further explores sport as an institution and how it functions within other institutions such as schools, colleges, and the Olympic movement. It focuses on the interaction between our society’s culture and sports. The author enthusiastically invites students to explore many issues, such as how a participant, spectator, coach, and administrator may have differing views of sports; how to distinguish between different levels of play, games, and sport when assessing the role of sport; and what trends to expect in the future and how to be part of a positive development of sporting structures.
Undoubtedly social psychology in sport has grown impressively in the last decade, but no single text has addressed all the important topics in the field—until now. Through the contributions of an international group of established scholars and creative young minds, Jowett and Lavallee (2007) in their jointly edited book offer readers a global perspective, a broad base of knowledge, and the latest thinking on topics such as social relationships, communication, coach leadership, team cohesion, motivation and motivational climate, audience effects, and morality.

This text allows readers to gain insight into the interactions and dynamics that affect sport performance and the sport experience for youth and adults. Using the latest research in the field, the book provides a complete and current analysis of the field, exploring the social aspects of interactions, relationships, influences, and perceptions. While addressing a broad range of topics from theoretical, empirical, and applied perspectives, it delves into established areas of interest such as group dynamics and coach–athlete and peer relationships and dissects emerging topics such as relational efficacy, passion, and cross-cultural issues.

By following a progression of theory, research, and application, the book offers a framework that other sport psychology books often don't provide. With this approach, readers can appreciate the historical context of social psychology topics while also studying new, exciting, and developing social psychological questions. Through the applicable nature of the research, it is expected to fuel more research interest, ensuring that the recent growth in the field continues well into the future. It is an ideal book for social psychology of sport and physical activity courses as well as courses in the psychology of coaching, sport psychology, and sport sociology.
Undeniably it can be said that in the contemporary world, people’s perceptions of various individuals, countries, races, genders, schools, and even companies are often affected by the sports they watch, read about, or listen to. Yiannakis and Melnick (2001), in their jointly edited book have attempted to gauge the impact of sport on these perceptions extensively. The book provides some of the best contemporary writing and research on the sociology of sport. The book, *inter alia*, includes 34 articles from writers and researchers with varied backgrounds. Introductions are provided for each of the units. They include brief summaries of the articles that follow and probing study questions that challenge the reader to think critically about the material.

While providing the reader with a historical background on the development of sociology of sport, the book addresses several critical issues about the relationship between sociology, physical education, and sociology of sport. It includes an explanation of the growth of the sociology of sport field since 1980, the emergence and growth of the New Physical Education, and a review of the emerging field of sport pedagogy. Specific focus is on the power and influence of sport on American values, attitudes, behaviours, and cultural practices and its manifestations in our interpersonal and gender relations. While examining the positive and negative effects of high school sport participation, in relationship to other extracurricular activities, on the educational and developmental experiences of student-athletes, the book further explores the realities, demands, and opportunities created by commercialized, high-visibility collegiate sports and their effects on athletes and universities.
It also illustrates and examines how race-related discriminatory practices continue to manifest themselves in the world of sport. Specific topics include the allocation of playing positions by race, the use of racially insensitive team names, and racial stratification in professional sport. It takes into account the mass media’s coverage of selected athletes and their sports, and how heavily mediated representations influence perceptions of race, class, gender, and sexuality.

While examining the underlying causes of deviance in sport and focusing on such activities as larceny, drug use, and aggression outside of sport, the authors have attempted to explore the role and structure of alternative sport communities, especially in creating and maintaining personal identity, in satisfying psychological needs, and in providing contexts for resistance to dominant sport ideologies. In its final analysis, the book reviews the influence of Americanization and globalization processes on local sport cultures and practices.

Senn’s (1999) book offers the most up-to-date and comprehensive history of the Olympic movement on the market. It is not a record book full of sterile results and statistics. Rather, it is an insightful and accessible exploration of the history of the Olympics and how big a role politics has played since the modern Games began in 1896. The book covers the entire 20th century and includes Sydney’s bid and preparation for their 2000 Games. Apart from being an analytical and judicious interpretation of the myths surrounding the games, it shows the political and economic realities as ritual, sports, politics, and show business is combined in the largest regularly scheduled international gathering in the world.

The book provides information about who’s who of the International Olympic Committee and what they do, how the various host cities are chosen, and even
which countries, teams, and athletes get to participate. The unique visibility of the Games makes them an attractive target for political and social causes, and many of these controversies are discussed in details in this book. It is noteworthy that many of today's controversies are not all that new, and the book offers a unique historical perspective into the who, what, when, where, how, and-most importantly-why behind the many disputes and conflicts that have plagued the modern Games.

The book jointly edited by Costa and Gullinie (1994) is the most comprehensive study to date on the past, present, and future of women and sport. More than 20 expert contributors examine, analyze, and synthesize the issues surrounding women and sport from historical, biomedical, psychological, and sociological perspectives. It takes into account the historical and cultural foundations of women's sport from ancient times to the modern era, as seen through the eyes of the participants and general public. It further examines biomedical considerations, touching on such topics as body composition, cardiovascular fitness, and gender differences in muscular strength, exercise-induced amenorrhea, and osteoporosis. It also provides an analysis of the psychosocial dimensions of women's sport, including sociocultural, political, and economic factors that have led to changes for women in sport and reviews the oppression historically experienced by women and men in sport. The comprehensive nature of topics covered in this book makes it equally appropriate for sport sociology, sport history, general women's studies, and gender-oriented psychology, sociology, and anthropology classes. In addition, female sport participants who want to know more about how their own sporting heritage has been influenced by social, psychological, and biomedical factors will find the book valuable.
The book authored by Sage (1998) addresses a wide range of topics, including as to how sport is embedded in the social, political, and economic structures of American society; how the sporting experience is shaped by powerful individuals as well as ordinary people; and as such how sport both unifies and segregates individuals, social classes, racial and ethnic groups, and competing political loyalties. The author blends sociology, history, and cultural criticism into an innovative synthesis that will change the way readers think about sports. Clear, accessible, and passionately argued, it challenges the status quo of big-time sport and points the way toward a more humane, equitable sporting culture.

When the first edition of book authored by Gruneau (1999) was published in 1983 it stood the world of sport sociology on its collective head. The original edition brought social theory to sport studies and signaled sport sociology’s coming of age. The author brilliantly captured the current conditions within the field and anticipated where it was going. Unfortunately, this classic had been out of print since 1993. The new edition features the original ground-breaking text, a foreword by R.W. Connell of the University of Sydney, and a postscript by the author. In his postscript Professor Gruneau places the book within a scholarly, historical context 15 years after its first printing. He also explains how he might have written the book differently had he written it today. The book is regarded as the most ambitious, provocative, and penetrating effort yet undertaken by a North American sociologist to locate sport within the framework of the classical tradition of sociological theory.

The book written by Griffey and Housner (2007), apart from shedding light on contemporary perspectives about learning, is also helpful in creating learning tasks
that can motivate participants, and design tasks for use with participants of all ages and abilities. Viewed in a broad perspective, there is more to helping participants develop motor skills than just coming up with relevant drills; if you want participants to succeed, you need to structure learning tasks to keep them interested, motivated, and engaged. But, while there are many resources available to help teachers and coaches improve their curriculum, teaching skills, and management, little has been written about the critical issue of effective task design until now.

The book vests the future and practicing teachers and coaches with sound principles and practical tips for designing effective tasks for their students and athletes. While differentiating between skills (the desired motor, fitness, cognitive, or social outcomes) and tasks (the instructional activities used in teaching each skill), with specific focus primarily on motor skills, the book explains how to analyze each skill being taught; structure tasks to promote success; develop tasks that are fun, engaging, and safe; design tasks that stimulate cognitive engagement; and assess participants' learning as part of the task. It takes the most current research on learning and teaching movement activity and translates it into practical, down-to-earth suggestions for coaches and teachers. Using examples both in the gym and on the playing field, the book shows teachers and coaches alike how to develop instructional tasks that will keep participants interested and engaged—ultimately helping them to succeed.

The book authored by Carpenter (2007) guides you in developing health and fitness programs for students in grades 4 to 9 or ages 9 to 14. It is helpful for students to assume control over, and responsibility for, healthy and active lifestyles.
It contains specific progressions and activities that have proven successful in teaching students how to set personal health and fitness goals and manage their progress toward those goals, including overcoming barriers to leading healthy and active lives. The book, inter alia, includes general programme recommendations to set the stage for success; worksheets and guidance to help you plan and personalize purposeful programs for all students; activities and task cards for team sports, individual and dual sports, and alternative activities; guidelines to help students create their own personal health and fitness plans.

The focus of the book is also on practical ideas for building home and community partnerships, a wide scope of relevant student-centered activities; a wealth of assessment tools to help you evaluate students’ progress and direct; your future teaching etc. It entails the potential of enabling the teachers to be able to improve students’ confidence and increase their interest in physical activity and their motivation to lead healthy lifestyles. It also imparts new ways to define and measure success in making students more physically active. It is a comprehensive, practical resource to help physical educators teach the applicable skills of goal setting and self-management to help students develop and maintain healthy lifestyles.

Viewed in broad perspective, sedentary habits have been identified as a major public health problem in many countries. However, the book jointly edited by Bouchard, Blair and Haskell (2007) timely addresses an unmet need by providing a comprehensive treatment of the relationship between physical activity and health outcomes. It brings together the results of the most important studies in this rapidly changing field and offers a detailed yet concise and clear presentation of key
concepts. It provides a conceptual framework to help readers relate results from single studies or collections of studies to the overall paradigm linking physical activity and physical fitness to health.

This book completely integrates and examines the relationship between physical activity and health by providing a history of physical activity, including how levels of physical activity have changed over time and how this has affected the overall health of society. The differences in the effects of physical activity on fitness across age, gender, and ethnic groups are highlighted in it. While describing how various systems of the human body respond to physical activity, it illustrates the relationship between physical activity and health concerns such as obesity, diabetes, cancer, and mental health. It also offers guidance for determining the proper amount and type of exercise to be undertaken; and suggests new directions for research in this growing and changing field.

The text of the book explains the latest advances in understanding the effects of acute and chronic participation in physical activity and reviews the relationships between regular physical activity and health outcomes, including cardiovascular morbidities, mental health, and all-cause mortality. It also focuses on the prevention of diseases, quality of life, and well-being. While defining the basic concepts, it traces the history of the field, and summarizes evidence accumulated on the relationship between levels of physical activity and fitness and variations with age, between genders, and among ethnic groups. It takes in to account the latest advances in understanding the effects of acute and chronic participation in physical activity. While reviewing the relationships between regular physical activity and
health outcomes—including cardiovascular morbidities, mental health, and all-cause mortality—and the levels of fitness and the same health outcomes, the book focuses on the "how" and deals with dose-response issues and types of exercise programs. It further explores as to how advances in genetics challenge our understanding of the complex relationships between physical activity, fitness, and health. It offers a practical integration of all the issues discussed in the preceding chapters.

The book authored by Mitchell, Oslin and Griffin (2006) is helpful for students to expand their ability to perform specific skills through modified game play in which they apply tactics in game-like situations. The tactical games approach, as adopted in this book, is a proven method used in teaching students and athletes sport-specific skills through modified game play in which they must execute tactics in game-like settings. This book explains how to apply this approach and provides 245 ready-to-use lessons to help do it. These lessons include tactical questions to help elicit students' responses that identify the need for skill practice. The lessons also guide in adapting them to students' needs, either simplifying or increasing the challenge of the tasks involved. The lessons feature more than 200 clear diagrams that make setup and execution of the games easy.

This book is helpful in expanding students' ability to perform skills and tactics, use key concepts throughout teaching and coaching to facilitate students' learning and development of game play skills; teach students and athletes how to transfer problem-solving knowledge and experience from one sport to another, and add variety to your curriculum as you enhance your students' tactical understanding and skill development.
It is widely acknowledged that assessment serves a crucial role in developing physically educated children, but selecting the right criteria for assessment can be an overwhelming task. The book written by Schiemer (2000) bridges the gap between theory and practice. This new, practical resource shows physical educators how to design and implement assessment strategies. The book includes 68 ready-to-use, reproducible assessment sheets that physical educators can use to assess students' cognitive, psychomotor, and affective learning. All the sheets include teacher tips designed for implementation of the assessment strategies. By using this book teachers will save time, money, and, best of all, energy.

The book provides strategies for managing assessments in the everyday world of the physical educator; strategies for developing teacher-generated assessments based on the needs and interests of their own programmes. Apart from making available a comprehensive listing of the critical elements for basic nonlocomotor and locomotor skills, the book also provides a wide variety of assessments strategies, such as video projects, student projects, and portfolios, which reflect the levels of Bloom's Taxonomy, as well as developmentally appropriate, culturally balanced visuals for children and nonreaders.

These studies, as briefly reviewed supra, deal mainly with physical education and are conducted in the Western context. They contain nothing useful that can shed light on sports in India, with particular reference to performance of Indian players in the Asian Games.

Academic endeavours in terms of empirical studies have been made in India as well. S. S. Basu (1990) in his unpublished thesis examines parental attitude toward
physical education. His findings show that most of the parents had a favourable attitude toward all aspects of physical education but lamented at the political interference in sports. R. H. Tiwari (1988) in his research study has revealed that the ancient Indians practiced Yoga, recreation and sports in order to acquire essential skills in sports and to maintain good health. G. Kasat (1990) in his research study on physical education programmes at school level in the Vidharbha region of Maharashtra had shown that the school authorities were satisfied with the existing facilities for physical education. R. K. Mahajan (1989) is his study has dealt with sports facilities and programmes in the schools of Nepal. K. A. Z. Akram (1992) in his thesis deals with programmes and facilities of physical education in the colleges of the Vidharbha region of Maharashtra.

Darshan Singh (1992) in his research work has analyzed sports achievements in secondary schools of Punjab. Sukhjeet Dhillon (1991) presents a comparative appraisal of physical education institutions in Punjab, Haryana and Delhi. Daljit Kaur (1990) provides an assessment of physical fitness of high school girls of Punjab. Kewal Singh (1992) has dealt with physical fitness and personality traits of boxers. It becomes discernible from some of the representative research studies briefly reviewed above that these mainly pertain to empirical domain of data interpretation regarding technical aspects of physical education and sports. These studies are in no way helpful in ascertaining the performance of Indian players in the Asian Games.

M. D. H. Blah (1988) has concentrated on the role of the state government in the promotion and development of sports and cultural activities in Meghalaya. S. S. Desai (1989) in his research work has highlighted the morphometric measurements among university sportsmen to develop norms with regard to selected sports. H. S.
Brar (1991) in his study provides the policies of physical education and sports in India since independence till early 1980s. This study is more descriptive and lacks in-depth analysis. A. N. Khodaskar (1991) has conducted a normative study of the cantability in male kabaddi players and provides a comparison of selected Yogic and non-Yogic exercises on cardio-respiratory endurance and cantability in comparison with non-Yogic training programmes. Darshan Singh (1991) dwells on the theme of self-image, body image and movement image of sportspersons in relation to their level of participation.


M. S. Rathi (2002) has attempted in his research work to provide an in-depth evaluation of India’s sports policies since independence till 2001. This study throws ample light on the evolution of India’s sports policies in post-independence period. It
takes into account the sports policy mechanism, parliamentary debates on sports, recommendations of various committees constituted by the Government of India from time to time to ameliorate the sports. Apart from the financial crunch that has adversely affected the growth of sports in India, this work also critically examines the sports policy documents of 1984, 1986 and 2001. It further examines India's performance in international games—Asian Games, Commonwealth Games and Olympic Games. It is a useful study to understand India's sports policy in a critical perspective. However, it does not deal with China's performance in international games. On the whole it is a useful study to understand India's sport policy and is limited in scope.

It can be evidenced from the brief review of the related literature on sports that the works mentioned supra have appraised sports and its related aspects from various perspectives. There is no trace of assessment of the performance of Indian players in the Asian Games. Even M. S. Rath (2002) in his work provides a brief account of India's performance in Asian Games. Thus penetrating questions like—what factors can be attributed to other Asian countries particularly Japan, South Korea, Central Asian Republics and China for their superb performance in Asian Games as compared to India? Is it due to official sports policies or due to people's own enthusiasm or whether there are better sports facilities in those countries than India and how can India improve its performance in international games, particularly in the Asian Games to come up to the level of those countries etc., have remained unanswered in the plethora of existing literature. It is in this academic yearning that the present research study endeavours to find answers to these and other related issues.
STATEMENT OF THE PROBLEM

The problem for research that has been selected is: PERFORMANCE OF INDIAN PLAYERS IN ASIAN GAMES (1974-2002): A DIAGNOSTIC STUDY

OBJECTIVES OF THE STUDY

The present study has the following objectives:

(i) It critically examines the sports policies of India with particular emphasis on Asian Games in order to ascertain whether other Asian countries have special sports policies in this regard;

(ii) It tries to find out the impact of socio-cultural, behavioural and historical factors on the performance of sportspersons in India;

(iii) It has endeavoured to appraise financial aspects, training facilities and availability of sports infrastructure for sportspersons in India;

(iv) It has taken into account the performance of Indian players in different games in various Asian Games in order to have a comparative overview of the performance of the Indian players, with particular emphasis on areas where Indian players lack in performance;

(v) It also makes an attempt to look into the fact whether there exist special incentives in other Asian countries for sportspersons that motivate them to perform better in international games and can India emulate their example in this regard or not;

(vi) It endeavours to explore the possibility of increased cooperation between India and other Asian countries like Japan, China, and South Korea etc., in different fields of sports through exchange of coaches, players and mutual tournaments in different games.
HYPOTHESIS

Following hypothetical assumptions have been tested in the present study:

(a) That other Asian countries like Japan, South Korea, China etc., are far ahead of India in terms of their performance in international games, particularly in Asian games;

(b) That these Asian countries have a well-concerted national sports policy with specific emphasis on International Games and Asian Games is a part of it. Whereas, India has no clear cut sports policy with regard to International Games, inclusive of the Asian Games;

(c) That as compared to India, other Asian countries allocate sufficient financial resources for the promotion of sports while India allocates meagre financial resources for the sports;

(d) That there is lack of better sports infrastructure like training and stadia facilities, sports equipment and other paraphernalia for its sportspersons in India;

(e) That there is a dire need of reorienting the training facilities, making more incentives available for the players, and better coaches to motivate the players;

(f) Mutual cooperation between India and other Asian countries like Japan, South Korea and China in the realm of sports is advantageous for India to learn from them and thereby help improve its performance in international games.
SCOPE OF THE STUDY

The present study is comprehensive in scope, as it provides a comparative appraisal of the performance of India and vis-à-vis other Asian countries like Japan, South Korea and China etc., in Asian Games encompassing a period of about three decades commencing from 1974 to 2002. It also takes into consideration the shift of emphasis on sports in terms of policy formulations and allocation of financial resources for sports in India, especially during the period under review. For performance analysis of India in Asian Games, only selected games in which India participated, have been taken into consideration.

Since the present study dwells on the theme of comparative evaluation of performance of India vis-à-vis other Asian countries in Asian Games, hence it offers an in-depth analysis of various aspects related to sports, particularly Asian Games. The trends emerging from the present, dichotomy of the problems afflicting the Indian sports and the subsequent remedial suggestions can be useful for the sports policy makers, sports analysts, coaches, and sportspersons. Undoubtedly the available literature on sports lacks a genuinely academic and research-oriented work that shed ample light on India's comparative performance in Asian Games. Hence, this study is helpful not only in bridging the yawning academic chasm but can trigger further research in the related fields of sports thereby enriching the literature.

LIMITATIONS OF STUDY

The present study has been subject to following limitations:

(i) This study concentrates on performance of Indian players in Asian Games from 1974 to 2002. Analysis of past period has been dealt with briefly for the purpose of keeping the continuity and sequence. It is
both descriptive and analytical in nature. The descriptive part of the present study is based on the data, papers and other material acquired through official publications of India, books and research articles, and newspapers etc. It is presumed that data thus collected from Primary Sources and Secondary Sources is correct and authentic.

(ii) Only selected games in which India participated in the Asian Games during the period under review have been taken into consideration instead of dealing with the whole set of games.

RESEARCH METHODOLOGY

The basic tools of research—historical, comparative and analytical—have been used in the proposed study. Historical method enables in discerning the genesis of a problem in its past context so as to discern its present relevance and comprehend the future potential. Relevance is also placed on comparative method to ascertain the levels of performance of India vis-a-vis other Asian countries in the Asian Games in order to find out the high and low of India’s performance vis-a-vis those countries in the Asian Games. The analytical method is helpful in analyzing the contents with reference to their appropriate context to ascertain their logic and veracity. Besides, it also enables to discern the overt as well as covert aspects of policy statements. Both primary and secondary sources will be used in the proposed study. Primary sources comprise government publications, parliamentary debates, and statements of the leaders as well as concerned officials. Primary sources provide authentic data and other facts that help in arriving at correct and logical conclusions. The use of secondary source material is helpful in discerning variety of views and opinions that can be relied upon either for substantiating or facilitating rebuttal of the arguments. Elaborate use of tables/figures has been made to compile and present the data in a clear and cohesive order at appropriate places in the proposed study. Optimum caution has been exercised to present an objective and dispassionate analysis.
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