CHAPTER-I

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“Those who want to leave an impression for one year
Should plant corn.
Those who want to leave an impression for ten years
Should plant a tree
Those who want to leave an impression for hundred years
Should educate a human being.”

- Ancient Chinese Proverb

As the human species originated on the Planet Earth, Physical activity became the inseparable and vital part of existence because without it life would not have flourished, rather it would have perished. All material progress has its root in human effort to grapple with the multipronged problems. The build-up of humanity depends, by and large, on the capacity of the human beings on their physical process. With the passage of time, this very physical activity or activities became organized and took the form of a specific discipline called games and sports. Geographical conditions, cultural achievements and many other factors such as environmental conditions, contributed a lot in giving specific forms and shapes of the various kinds of physical activities and gradually they came to be known by different names having their own operational rules and regulations.

There is ample evidence to the fact that the Greeks took the lead and organized an Ancient Sports at Olympia village on 776 B.C. and that meet was conducted in accordance with certain well defined rules and regulations. The modern Olympics were organized in the year 1896. The credit for the revival of the ancient Olympic Games on the worldwide scale goes to a French nobleman Barren De Coubertin. Soon the Olympics gained popularity. Now many other sports meets like the World Championships in various disciplines have become very common and they attract the best talent from all over the world. Every nation is keen to take part in these meets because they bring laurels to their respective countries and make them establish their superiority. For the establishment and for the growth of the sports, it is essential to build up connectivity among common people. When the interest of the people for
sports is created, only then the development of the sports field is possible at a progressive path. The development must be started or initiated from the school level. These are the staunch views of the Dhyan Chand Awardee Brigadier Labh Singh (Former international athlete who represented India in Olympic Game, 1964 in Triple Jump)

We do expect national as well as international achievements from the sportsmen of our country. However the roots of this field are weak, then how can we can expect for the well-furnished and a fruitful green tree of the sports field in our country?

In the educational departments, sports are on a very sensitive path. Sports as well as sportsmen can be made strong, only if the ways that we are following are effective and exclusive.

To grasp the heights of the success of sports, we are to work from the depth of the texture. For such achievements, we have to work at the elementary level of the schools. But in the present era, there is no systematic path for the sports; there are no proper recommendations for sports activities.

Educational empowerment may be learned from the Chinese. They are dominating ways to initiate the skills of a person. At the initial level, the inter-section, at the second level the inter-class, and at the third level the inter-school competitions are arranged, so that the sportsmanship can be boosted among the students. At present, it as can be seen, that China is a dominating the sports arena in the world. One can also look upon American for quality sportspersons due to the policies of coaching at school levels. So, instead of highlighting the weak points, we ought to remove weakness of the sports field.

A message conveyed by Dr. Ajmer Singh, that in Indian sportsmen, we always try to explore up the bookish knowledge, instead of the practical. Unless we scatter the actual conceptual knowledge of the sports, we cannot expect the confidential development of the sports. He emphasized that government must enhance the budget of the sport finances; only then the actual growth of the sportsman of India can be achieved at the national as well as the international level.
By the views of Dr. Kamlesh the sports training facilities as well as the nutritious and knowledge of the sports, both are equally important for the achievement of sports goals successfully. With impartment of psychological education and physiological education, the mental and the energy level of the sportsman has been enhanced. In the present era, the sports achievements are raised with the impartment of Sports Science.

Sports betterment can also be achieved by polishing and changing the sports policies. Then only the international success can be attained. But for the successful dream, we are to work practically. Then only our country can achieve international standards.

In India, sports fanaticism is likewise as common as with the rest of the world. Anyone who has been to an Indian cricket match will be left in no doubt that the nation is passionate about sports. Other popular sports in India include football, hockey, lawn tennis and badminton. Although hockey is the official sport of India, cricket has become much more popular.

In common with much of Asia, India receives major European sporting events via satellite television although with less people gathered around televisions. Watching sport live in India is a social event.

It is not surprising, therefore, that more and more people in India are becoming interested in launching a career in sports. Academics from some of India's prominent universities say there are opportunities galore in the field. Universities and other educational institutions have also realized the importance of sports and physical education as a viable career option as well.

India is not lacking in the talent among the sportspersons, rather we lack the effective ways to groom the concerned sports person for the relevant events of the sports. After the establishment of the Commonwealth Games, the improvements in the infrastructure of the universities are brought under the plan. So, to achieve great goals at the Olympic Sports level, we are following the rich path of great concepts of the sports. And all in all, the policy makers, trainers and the coaches of the sports fields are to working co-ordination, collaborations and with concentration to achieve
the great dreams of the achievements of a successful sportsperson. Former champions and competitive players of yester years train the budding young men and women by acting as their coaches. These dedicated coaches channelize the energies of the younger generation and contribute a lot in producing a polished sportsperson.

Coaching comes when the coach has to analyze and develop training programmes to help develop the athlete. This analysis process relies heavily on the coach's experience and knowledge of the sport and the athlete concerned. By understanding the science, which is the foundation of training, a well designed training program can be developed that will help an athlete reach his full potential.

The coaching philosophy must be precise and explained thoroughly to clarify many aspects of the coach's delivery which presents a consistent and positive message to the athletes being coached. One of the strongest benefits arising from a consistent and sincere approach to coaching is trust. A strong bond between coach and athlete leads to higher levels of commitment and athletic performance. With that in mind it is the wise coach that takes the time to think through and formalize his or her personal coaching philosophy.

A coach must be able to encourage players to learn, to believe in what he's teaching them and to help them stay optimistic. There should never be an assumption that any of the new athletes can understand or perform what he is trying to teach them.

To start with, an evaluation should be done in order to determine the potential player's physical and mental abilities. Subsequently, the coach should try and raise the athlete's ability by skill work and techniques on the field and using classroom work off of the field. The trust developing between the coach and athlete during this time will encourage the player to believe in the coach's teachings. In the same manner, it is important that players know that their coach has their best interest in mind.

Similarly, a coach must know the rudimentary of Sports Psychology. The increased stress of competitions can cause athletes to react both physically and mentally in such a way that it can negatively affect their performance. For this reason, the coach should be able to know the techniques that athletes can use in the
competitive situation to maintain control and optimize their performance.

The objective should be to create an environment in which all players, including the least gifted to the most gifted athlete, develops a mindset that they are all an important part of the team.

The coach should also consider individual differences, particularly in the manner and rate each athlete learns. Some players will learn by memorizing the material written on the board. Others will learn orally and still others can only learn by experience. It is up to the coach to show these presentations and drills to the team and decide what avenue of teaching is best for each player. The coach should then be able to make improvements in his athlete's abilities by coaching and showing him where he can advance and improve his skills.

It is also crucial that the coach keep his players on a positive mode, even after an error is made. One good technique is to sandwich a negative comment or correction between two positive statements. Usually, a player knows when he has made an error, so it is up to the coach to focus on the positive to help the player get over the negative. This will help keep the athlete from beating himself up about his error.

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A good coach knows his sport. The coach must have an in-depth understanding of his sport, from the fundamental skills to advanced tactics and strategies. The coach must understand the rules of the game. Coaches may have experience as former players. A good coach always seeks out new information. A good coach continues to learn about new training techniques, attends coaching clinics, knows about the latest in rehabilitation for injuries and seeks out tips from other top coaches and athletes.

A good coach is a motivator who is able to lay out a plan to guide the athletes to achieve goals. This includes keeping practices fun and challenging. It includes helping the athlete believe in himself, providing a supportive environment for players and never letting them down. A good coach instills discipline in athletes. The coach has rules of conduct for athletes to follow both on and off the playing field. When violations occur, appropriate, immediate and consistent discipline follows. A good coach leads by example. He follows the rules he sets out for his players. He is a model of integrity, dignity and honesty. He maintains a positive attitude for his athletes to emulate. A good coach is able to communicate effectively with players. He is able to provide clear instructions and feedback, is able to reframe instructions if players don't understand them, and uses language that is respectful to the athletes.

A good coach is a good listener, someone who hears athletes' concerns, listens to players' ideas and is able to summarize and "mirror back" what players have said for maximum clarity and understanding. A good coach is committed to his profession and to the team. He is doing his job because he loves it. He looks out for the best interests of every and each player.

Coaches play a very important role in sports in general; coaches teach and lead their players to complete tasks that govern their performance. All good coaches instill in their players a burning desire to win. The will to excel, to be the best must be drilled into the very lives of each squad member with the fanatical zeal of a missionary. If a coach ascends the ladder of success rest assured a kind and co-operative faculty helped his client. {James B. Bonder Ed.D 1961}. 
With more and more countries using sports as a means of increasing national pride, developing international relations and as form policies, many challenges face coaches in general and coach educationist in particular. It was noted that the quest for higher and higher sporting achievements would require coaches to have a greater width of knowledge and the ability to work closely with experts from the field of Sports Science, Sports Medicine and other related areas.

It was felt that with increase in standard, there would be increased pressure to win at all costs, as a result of this pressure to win, The need for coaches to protect their performers, themselves and their own was seen as paramount

Sports coaches assist athletes in developing to their full potential. They are responsible for training athletes in a sport by analyzing their performances, instructing in relevant skills and by encouragement. But they are also responsible for the guidance of the athlete in life and their chosen sport. Therefore, roles of the coach will be many and varied, from instructor, assessor, friend, mentor, facilitator, chauffeur, demonstrator, adviser, supporter, fact finder, motivator, counselor, organizer, planner and the Fountain of all Knowledge.

The role of the coach is to create the right conditions for learning to happen and to find ways of motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm. The coach will must assist athletes to prepare training programmes, communicate effectively, assist them to develop new skills, use evaluation tests to monitor training progress and predict performance.

Coaching is a complex business, coaches’ work in many different situations with wide variety of people of all abilities and ages. If talent is to be nurtured and developed in a systematic manner, then it is important that there are well-educated coaches working at all level of sports.

Throughout the world there is a growing recognition of the need to co ordinate effort among various agencies to develop a national strategy for coaching.’ Not all kids are born athletes but many are natural. With relevant guidance, one can be the world-beater but someone needs to guide them. That is where coach comes in and like athletes, coaches are not born they are trained {Australian Coaching Council}.
It can be said that the role of the coaches in preparing the sportspersons is of great significance. No doubt sports culture, infrastructure etc. are important but the coaches are the agents who through their hard work, dedication and expertise do the most important job of moulding the human resource into polished players and athletes.

There are three basic coaching styles:

- The authoritarian is where the coach makes all the decisions without any input from his/her athletes. This style may help the athletes learn to follow orders, but will not necessarily help the young athletes develop thinking skills and personal qualities. Also, because one person is making the decisions, athletes may rebel against the coach and not follow his demands. Also, the athletes are told what to do, but not necessarily why.

- The casual coach basically lets the players run the programme. This is the easiest style to put into practice and is used by coaches who are not very experienced. The athletes typically enjoy this style of coaching the most. However, the greatest issue with this style is that the athletes will not improve very much due to the lack of direction and training. As a casual coach, you’re basically a supervisor than a teacher.

- The co-operative coach has the players sharing in the decision-making process. The coach guides the athletes with decisions and athletes buy into this style because they are part of the decision-making process. Athletes will work harder to achieve the goals set by the team and will show more respect and be more willing to listen if they know that the coach is genuinely interested in their opinions. It also makes the coach more approachable if an athlete or the team has questions or concerns. However, this style requires some skill and balance by the coach to know how much decision-making is required of the athletes, because not all athletes see the team perspective, but have their own individual perspective. S. Saini used this style the most.
A good coach will use each style at different times. Co-operative is good for teaching new skills, decision-making, and problem solving. Casual is good when team morale needs improvement. Authoritarian is needed if the team is unfocussed and needs to be put back on track. However, the coach can use their preferred style in any of these situations or the one they feel is most appropriate for the situation.

Physical education and sports are two important aspects which prove to be determinants in shaping mass of people, into healthy citizens, who further enrich the quality of the nation. This facilitates in making sports as a medium under the ample leadership of sports-loving nation. Competitive sports cultivate the healthy habit of accepting challenge.

Ziegler (1979) pointed out that the people and communities that cared for their bodies and engaged in vigorous physical activities remained strong and prosperous whereas those who neglected them waned and perished. Thus, the need of the hour is to take steps to bring awareness in the nation for development of physical education, sports culture and sports coaching. Though there is rapid development in field of physical education and sports, yet this discipline has not received its due reorganization. Research studies in this field are mainly limited to physiology of exercises, sports training, sports psychology. The research in physical education and sports administration, Sports Coaching, Sports Celebrities and Sports Coaches doesn’t figures in the priorities concerned. So to cover it, research on a case study towards these factors is of utmost need of the hour. A case study is in-depth study of one person. Much of Freud’s work and Theories were developed through individual case studies, nearly every aspect of the subject’s life and history is analyzed to seek patterns and causes for behavior. With the hope that learning gained from studying on case can be generalized to many others.

Being a nation full of avid sports fans and players, interest in watching sports and participating recreationally continues to expand at a rapid rate. Some amateur athletes dream of becoming paid professionals, such as players, coaches, or sports officials; but very few actually succeed in making a full-time living as a professional athlete. Those who do beat the odds, discover short careers and insecure jobs. Disregarding the small chance of getting a professional job, there are several options
Athletes and sports competitors entertain spectators by playing in officiated and controlled sports. Athletes must know the strategies of the game and abide by any rules and regulations as they play. Athletes can compete in a variety of team sports, such as baseball, basketball, football, hockey, and soccer; and they can compete in individual sports, such as golf, tennis, and bowling. Just as sports can be different, so can the degree of difficulty, varying from unpaid high school athletics to the professional level where the supreme athletes play on worldwide television.

On top of playing in games, athletes also spend numerous hours in hard practices every day, perfecting skills and learning teamwork under the direction of a coach or sports instructor. They also spend more time analyzing video tapes, so they may critique themselves on how they play and gain an advantage as they scrutinize their opponents’ playing strategies and weaknesses. Some athletes receive strength training to build up muscle and endurance and prevent injuries. All levels of competition are very fierce and security in a job is always unstable. Consequently, several athletes must train consistently year round to keep exceptional form, technique, and good physical condition. There are very few breaks for professional athletes. In accordance to physical training programmes, athletes may also be required to go on strict diets during the prime playing season. Several athletes push themselves as hard as they can during practices and games, increasing their risk for injuries that could end their career. Minor injuries are detrimental as well because the athlete could be replaced.

Coaches instruct and arrange amateur as well as professional athletes in essentials of individual and team sports. In individual sports, instructors might often have these same responsibilities. Coaches prepare athletes for a competitive season through directing practices where athletes perform drills to improve their abilities and endurance. Using their knowledge in the sport, coaches help the athlete with proper form and technique in beginning higher level exercises trying to make the most of the players’ physical potential. In addition to supervising the improvement of athletes, coaches also are accountable for running the team during while practicing and competing, and for instilling in their athletes good sportsmanship, the spirit of
competition, and working together as a team. They may also choose, store, issue, and stock equipment and supplies. During competitions, for example, coaches decide who will play to optimize fluid team work. Additionally, coaches conduct team strategy and impose certain plays during games to surprise and overpower opponents. To select the optimum plays, coaches assess or “scout” the opposing team before the competition, permitting them to decide on game strategies and certain plays.

Several high school coaches, mainly academic teachers, complement their income by being a part-time coach. College coaches treat their jobs as full time; they travel frequently looking for potential players.

Sports instructors instruct professional and nonprofessional athletes individually. They arrange, teach, train, and direct all types of athletes in sports such as bowling, tennis, golf, and swimming. Because sports are so diverse (from weight lifting to gymnastics to scuba diving) and may involve self-defense sports such as karate, instructors usually specialize in one or two areas. In addition to coaches, sports instructors also may have daily practices and be in charge of equipment and supplies. Using their sporting, physiology, and corrective technique expertise, they establish what the kind of exercises to use and how hard the exercises should be. They also give the athlete certain drills while correcting bad technique. A few instructors also give directions on using training apparatus like trampolines or weights, correct athletes’ weaknesses and enhance their training. Sports instructors use their best knowledge to evaluate athletes and their opponents to devise a game strategy.

Because of their different focuses, coaches and sports instructors often approach athletes in various ways. For instance, coaches work with the team during a game to optimize their winning chances. On the other hand, sports instructors, like those who instruct professional tennis players, usually are not allowed to coach their athletes during competition. Sports instructors spend a lot of time working one-on-one with athletes, which gives them time to plan custom training programmes for individuals. It is challenging for coaches and instructors to encourage players; however, this is vital for an athlete’s success. Several coaches and instructors get great satisfaction doing their job, helping children or young adults socially and
physically to improve and learn skills that will promote achievement in their sport.

Umpires, referees, and other sports officials officiate at competitive athletic and sporting events by examining the play, identifying infractions of rules, and imposing penalties according to the rules and regulations. They predict the plays and then place themselves in the best spot to see the action where they evaluate the situation and decide any violations. A few sports officials may work by themselves, such as those in boxing. Others such as umpires work in groups, such as baseball umpires. Officials’ jobs are highly stressful in all sports because they are often have to make a quick decision, sometimes causing strong disagreements among players, coaches, or those watching.

Professional scouts assess the abilities of athletes, amateur and professional, to determine their talent and potential. The scout is a sports intelligence agent who primarily finds the best athletes that will qualify for his or her team and down the road, will bring success. Professional scouts usually work for scouting associations or do freelance work. As scouts search out new talent, they perform their work in secret so their opponents won’t know of their interest in particular players. A college-level head scout is usually an assistant coach; however, freelance scouts may assist colleges as they provide coaches information about outstanding players. These scouts look for gifted high school athletes through reading the newspaper, talking to high school coaches and alumni, going to high school games, and reviewing videotapes of candidates’ performances.

Athletes are known for having irregular hours. The coach, umpires, referees, and other sports officials also share these hours. Athletes, coaches, umpires, and related workers sometimes work weekends, evenings and even holidays. Throughout most of the sports season and year, athletes and full-time coaches typically work more than 40 hours a week. A few coaches in educational systems, especially in high school, may coach several sports. Athletes, coaches, and sports officials may be outside in different weather conditions for a lot for outdoor sports; those coaching indoor have the luxury of climate-controlled facilitates, such as arenas, indoor stadiums, or gymnasiums. Athletes, coaches, and some sports officials travel regularly
The research scholar is of the firm view that to achieve the desired results in the field of sports, our country needs competent, dedicated and professional trainers. The very purpose of taking this research project was to study the supreme contribution of Dronacharyya Joginder Singh Saini who has produced (18) Arjuna Awardee (13 men + 5 women) namely Gita Zutshi, Beenamole, Shiny Wilson, Suman Rawat, Sunita Rani (all women) and Gurbachan Singh Randhawa, Hav. Tarlok Singh, B.S. Barua, Edward Sequeira, Inspector Hari Chand, S.S. Rajput, Gopal Saini, Charles Borrumeo, Capt. S. Yadav, Chand Ram, Raj Kumar, Bagicha Singh, Deena Ram and also produced 9 Padma Sri Awardee namely Dr. Gurbachan Singh Randhawa, Geeta Zutsi,Shiny Wilshon,Chand Ram,P.T.Usha,Charles Borrumeo,Shri Ram Singh, Sunita Rani,K.M.Beenamole and one Rajeev Gandhi Khel Ratna Awardee K.M. Beenamole. So, there is a need to study the life history of Dronacharya Jaginder Singh Saini which will serve as a lighthouse to the people, connected with the promotion of sports and Sport coaching. The study can inspire and motivate the coaches and athletes to be professional, skillful and talented in their approach, while handling a sports related activity. The inborn talent to read an individual and accordingly fit into the event of optimum suitability was one of the finest traits of Dronacharya Joginder Singh Saini. To be the strategist, while handling a touch competition, coaches got to learn from him the very basics of middle and long distance running, when to lead and when to follow, and that to at what pace and place. Sunita Rani is a case where from a junior camp (1996) and to compete with seniors and pip them at the tape. Most of the essentials of athletics have been grasped from the tracks. It’s an honor to learn about him.

STATEMENT OF THE PROBLEM

The purpose of the study was to highlight the contribution and achievements of Dronacharya Joginder Singh Saini towards promotion and coaching of sports in the country. Secondly, to study his philosophy with regard to Sports Coaching as a profession in India. Thirdly, to enlist professional leadership qualities of Dronacharya Joginder Singh Saini. The problem was stated as “Dronacharya Joginder Singh Saini Eminent Coach, Teacher, Sports Administrator and Promoter - a case study”.

by bus, airplane, or car to scout out players at sporting events.
OBJECTIVES OF THE STUDY

1. To find out the contribution made by Dronacharya Joginder Singh Saini in the field of Physical Education, Sports Coaching and Sports.

2. The study would be a great source of inspiration to the present and future of Physical Educationist, Sports Organizers, Sports Coaches, Sports Administrator and Promoters.

3. The study would provide literature in Sports Coaching, Physical Education and Sports in India.

DELIMITATIONS

a) The study was confined to: the contributions and achievements of Dronacharya Joginder Singh Saini towards sports, sports coaching and physical education profession.

b) Dronacharya Joginder Singh Saini’s professional career was studied with regard to his philosophy, leadership qualities and his personality.

c) This study covered the distinguished features of Dronacharya Joginder Singh Saini’s life. The study covered the period from 1930 to till date.

LIMITATION

The scholar was dependent on the interview with Dronacharya Joginder Singh Saini, his family members, his colleagues, selected contemporaries, his students, athletes, his subordinate and coaches. Data was collected through questionnaire, text books, magazines, newspapers and internet.

DEFINITION OF TERMS USED IN THE STUDY

Physical Education

It would not be wrong if we say that physical education is the play-way method of education.
Various definitions of physical education are –

Barrow defined physical education as an education of and through human movement where many of educational objectives are achieved by means of big muscle activities involving sports, games, gymnastic, dance and exercise.

According to Webster’s Dictionary physical education is a part of education which gives instructions in the development and care of the body rending from simple callisthenic exercises to a course of study providing training in hygiene, gymnastics and the performance and management of athletics games.

Jackson R. Sharman points out that physical education is that part of education which takes place through activities, which involves the motor mechanism of human body which results in an individual’s formulating behavior patterns.

Charles A. Bucher defines physical education, “an integral part of total education process, is a field of endeavor which has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes.”

Central Advisory Board of physical Education and Recreation defines Physical education as an education through physical activities for the development of total personality of the child to its fullness and perfection in body, mind and spirit.

Physical education is the process by which changes in the individual are bought about through movement’s experiences. Physical Education aims not only at physical development but is also concerned with education of the whole person through physical activities.


A sport is an organized, competitive, entertaining, and skillful physical activity requiring commitment, strategy, and fair play, in which a winner can be defined by objective means. It is governed by a set of rules or customs. In sports the key factors are the physical capabilities and skills of the competitor when determining
the outcome (winning or losing). The physical activity involves the movement of people, animals and/or a variety of objects such as balls and machines or equipment. In contrast, games such as card games and board games, though these could be called mind sports and some are recognized as Olympic sports, require primarily mental skills and only mental physical involvement. Non-competitive activities, for example as jogging or playing catch, are usually classified as forms of recreation.

Physical events such as scoring goals or crossing a line first often define the result of a sport. However, the degree of skill and performance in some sports such as diving, dressage and figure skating is judged according to well-defined criteria. This is in contrast with other judged activities such as beauty pageants and body building, where skill does not have to be shown and the criteria are not as well defined.

Records are kept and updated for most sports at the highest levels, while failures and accomplishments are widely announced in sport news. Sports are most often played just for fun or for the simple fact that people need exercise to stay in good physical condition. However, professional sport is a major source of entertainment.

**Case- Study**

**Thomas (2011)** offers the following definition of case study: "Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the subject of the inquiry will be an instance of a class of phenomenon that provides an analytical frame — an object — within which the study is conducted and which the case illuminates and explicates."

"A case study is not a qualitative study – It is a research strategy which use qualitative data"

A case study is a research methodology common in social science. It is based on an in-depth investigation of a single individual, group, or event. Case studies may be descriptive or explanatory. The latter type is used to explore causation in order to find underlying principles.
Rather than using samples and following a rigid protocol (strict set of rules) to examine limited number of variables, case study methods involve an in-depth, longitudinal (over a long period of time) examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analyzing information, and reporting the results. As a result the researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research. Case studies lend themselves to both generating and testing hypotheses.

Another suggestion is that case study should be defined as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. Case study research means single and multiple case studies, can include quantitative evidence, relies on multiple sources of evidence and benefits from the prior development of theoretical propositions. Case studies should not be confused with qualitative research and they can be based on any mix of quantitative and qualitative evidence. Single-subject research provides the statistical framework for making inferences from quantitative case-study data”.

“Case study refers to the collection and presentation of detailed information about a particular participant or small group, frequently including the accounts of subjects themselves. A form of qualitative descriptive research, the case study looks intensely at an individual or small participant pool, drawing conclusions only about that participant or group and only in that specific context. Researchers do not focus on the discovery of a universal, generalize truth, nor do they typically look for cause-effect relationships; instead, emphasis is placed on exploration and description”.


Sports Coaching

In sports, a coach is an individual that teaches and supervises, which involved in the direction, instruction and training of the on-field operations of an athletic team or of individual athletes. This type of coach gets involved in all the aspects of the sport, including physical and mental player development. Sports coaches train their
athletes to become better at the physical components of the game, while others train athletes to become better at the mental components of the game. The coach is assumed to know more about the sport, and have more previous experience and knowledge. The coach’s job is to transfer as much of this knowledge and experience to the players to develop the most skilled athletes. When coaching its entail to the application of sport tactics and strategies during the game or contests itself, and usually entails substitution of players and other such actions as needed. Many coaches work at setting their own rules and regulations. They are expected to provide and maintain a drug free environment, act as a role model both on and off of the fields and courts. Coaches must ensure that their players are safe and protected during games as well as during practices. Turman (2001).

Coaching is the process of imparting techniques, skills, knowledge and attitude which aim at improving the performance of the individual by using methods appropriate to their ability and aspirations.

The term coaching is often used to cover a wide range of activities, usually to help someone prepare for something. Coaching in athletics has been described as the organized provision of assistance to an individual athlete or a group of athletes in order to help them develop and improve. Thompson (1991).

John Lyle (1999) highlighted the notion that ‘participation’ and ‘performance’ coaching were different, suggesting that ‘participation’ coaching concerned ‘initiating, improving and maintaining participation’ while ‘performance’ coaching was more intensive and ‘involves specific preparation for the performance of sport’. In particular he suggested that performance coaching was essentially a:

“Cognitive activity, with contributory elements of (skills-based) craft, which are related to interpersonal behaviour, managing the training environment, managing the competition environment and specific sport expertise” (Lyle, 1999, p7)

It’s important to note is that, regardless of whether which you’re talking about, sports coaching is about a ‘process’ and one that is managed/led/driven by the sports coach. John Lyle (1999) further defined the coaching process as:
“The purposeful improvement of competition sports performance, achieved through a planned programme of preparation and competition”

Quality of Practice

Quality of practice includes the content of a practice session what goes on during the practice situation. Content includes but is not limited to teaching requisite skills, transferring knowledge (information), and undertaking conditioning. Quality of practice also reflects the frequency and duration of practice. How often teams or individuals practice is the frequency, while the duration is the length of time practice sessions last. A coach must decide how often and how long athletes should practice to develop skills and knowledge most effectively. The timing of practices affects their quality, so coaches must also tailor practice to the season. In the preseason, a practice is usually shorter and emphasizes conditioning. During the season practices are longer (at least in the beginning, though they often get shorter as the end of the season nears), because so many materials typically need to be covered.

Communicating with Athletes

For coaches, communication often means making one’s point clear to athletes. Getting points across is essential to players’ success. The coach’s capacity to transfer knowledge (information) affects the outcome of both single contests and entire seasons. Then, too, communication is a two-way street. Successful coaches can interpret feedback given to them by players (and others) and use it in making decisions. Feedback can result in subtle or drastic adjustments or none at all.

Communication and feedback can sometimes be non-verbal. Coaches and players often recognize each others’ states of mind simply by observing mannerisms and gestures. If their characteristics include skill at communicating, they can use nonverbal cues to promote success.

Motivating Athletes

The ability to motivate athletes is a desirable trait that not every coach
possesses. A fairly elusive ability, motivating athletes is nevertheless a tool of the trade among successful coaches, who use it to help athletes play to their fullest potential. The amount of motivating players may need from a coach depends on the degree of both their ability and their desire. But even a high level of desire and ability does not guarantee success.

**Developing Athletes’ Sports Skills**

In every sport, at every level, performance depends on fundamental skills. During athletes’ developmental years, repeated drills in the fundamentals are essential. The purpose of repeating skills during practice is to make their use during competition a habit, done naturally and without much conscious thought. Successful coaches (and teachers) know the order, or progression, in which fundamental skills may be taught most effectively. Easier skills are taught first, at the entry level of play, while more difficult skills are taught at more advanced levels of play.

**Possessing Knowledge of the Sport**

A coach should know as much about his or her sport as possible, because knowledge of the sport is the most important factor in overall coaching success. Such knowledge can be gained through education and experience, but knowledge is more than just knowing rules and regulations. It is also the ability to draw on all one’s resources to make the right decisions.

**Opinion Questionnaire** Merriam-Webster’s Online Dictionary, s.v. "questionnaire," (accessed May 21, 2008)

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. The questionnaire was invented by Sir Francis Galton.

Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data.
However, such standardized answers may frustrate users. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them. Thus, for some demographic groups conducting a survey by questionnaire may not be practical.

As a type of survey, questionnaires also have many of the same problems relating to question construction and wording that exist in other types of opinion polls.

**Qualitative data and Quantitative data**

The term qualitative data is used to describe certain types of information. This is almost the converse of quantitative data, in which items are more precisely described data in terms of quantity and in which numerical values are used. However, data originally obtained as qualitative information about individual items may give rise to quantitative data if they are summarised by means of counts.

**Qualitative data**

Described items in terms of some quality or categorization that may be 'informal' or may use relatively ill-defined characteristics such as warmth and flavor. However, qualitative data can include well-defined aspects such as gender, nationality or commodity type.[1] Qualitative data can be a pass-fail, yes-no, or categorical data.

If qualitative data use categories that are based on subjective or intangible ideas, then these are generally of less value to scientific research than quantitative data. It is sometimes possible to obtain approximate quantitative data from qualitative data - for instance, asking people to rate their perception of a sensation on a Likert Scale.

**Quantitative data**

Numerical data (or quantitative data) is data measured or identified on a numerical scale. Numerical data can be analyzed using statistical methods, and results can be displayed using tables, charts, histograms and graphs. For example, a researcher will ask questions to a participant that include words how often, how many
or percentage. The answers from the questions will be numerical.

**PERSONALITY**

*Personality* can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations. *Ryckman (2004).*

The word "personality" originates from the Latin *persona*, which means mask. Significantly, in the theatre of the ancient Latin-speaking world, the mask was not used as a plot device to *disguise* the identity of a character, but rather was a convention employed to represent or *typify* that character.

**SIGNIFICANCE OF THE STUDY**

To know the contributions made by Dronacharya Joginder Singh Saini in the field of Physical Education, Sports Coaching and Sports. Findings of this study would be a great source of inspiration to the present and future Physical Educationalists, Sports organizers, Sports promoters, Sports Coaches and Sports Administrators. This study would be a very valuable addition to the professional literature in physical education and sports. This would be a valid document of the past and would reveal historical prospective to the coming generations in the field of Physical Education, Sports Coaching and Sports.