Chapter II

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Sincere efforts were made by the research scholar to locate literature related to this study. The relevant studies found from various library sources that the research scholar is enumerated below.

What is play for the child is developed into sports when child develops itself into youth or adult. The term play, games and sports are used synonymously. A sport usually involves a game and game involves play. However, when sports become competitive and complex, it is natural that it may to some extent loss certain ethics or amateur principle.

This chapter reviews the important literature related to this study so as to add further dimension and scope for this study. Sports schools are the new phenomenon trying to provide a base for the sports promotion programme at the school level of education. The institutions are exclusively meant for selected boys and girls, outstanding in the filed of sports who along with their academic studies receive specialize coaching to improve their skills and talents in the field of sports.
In this modern world, sports stand as a mysterious and compelling phenomenon. Many persons have tried to explain the term sport.

Bucher\(^1\) describing the characteristics of sports and its meaning states that:

\[
\text{Sport is a highly ambiguous term having many different meanings. Some persons refer to sports when they are speaking of athletic competition while others refer to sport when they are discussing the organizational and financial status of the team. John W. Lay had stated that sports should be considered on different plans of discourse in order to understand its nature. He discusses sports as a game occurrence, as institutionalized game as a social institution and as a social situation.}
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Kukushin\(^2\) states as:

\[
\text{Health improvement and sports camps are set up during winter and summer vacation, thus ensuring the year round working of the children's and young people's school of sports studies are also of great help in this field. Physical education at young pioneered. Camps helps to strengthen children's health, improve their normal development condition. Their health and organize their active and interesting rest. Training sessions are voluntary and important in character. Obligatory measures are morning exercises, sun bathing, and swimming children master the GTO standards sports competitions are used widely. Each group's progress is assessed at the final sportakiad.}
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In the modern world, sports stand as a complex and compelling phenomenon. Many persons have tried to explain the term sports. Bucher describing the characteristics and meaning of sports and physical education states:

*Physical Education, an integral part of the total education processes a field of endeavor which has its aim to 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.*

Howard Slusher states

*In reality, sport, as life, is a place for happiness and well as grief. Through activity man builds anxieties, suffers pain, engages the tensions of life and frequently challenges actual death.*

When we think of all-round physical development in prospective plan, it should be put forward to selected groups in the sports schools.

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3 Charles A. Bucher, *Loc. Cit.*

Olupedwlor, miningpbnconbrhe yvwag spor*r mea of sir eight yeam. In the main emphasis will be on all round development of physical qualities.

In the prospective plan, training hours may be distributed weekly, monthly, and year wise in every academic year. For the above plan a concrete graph must be made in advance indicating the exact training hours and duties. Every month a concept of the monthly lessons must be prepared.

A seminar conducted by the University college of Physical education to prepare a master plan for the development of sports schools, considering the poor performance of India at the international sports arena, has prepared a sketch to offer guide lines for the organization of the sports schools. The proposal made was:

Well equipped sports schools should be started in all districts, throughout the state, for which a pre-planning has to be done by keeping in view the sportsmen and women of the state. The sports schools must be located at such places where, there is availability of plenty of play ground facilities and hostel accommodation is adequate. Not more than 20 to 30 students may be admitted to the school under each discipline depending upon the nature of the game and facilities with respect to

equipment and staff. The academic syllabi and medium of instruction may be English or regional language as in the other general schools. Regular staff should be appointed to teach academic subjects, regular administrative staffing pattern should be provided and qualified coaches to be provided in each of the disciplines to train the students to excel in sports. The school should be of residential in nature, boarding and lodging facilities to be provided to the students free of cost. 

Stepanov explains how the sports schools are growing and influenced by the authorities within one city. He states:

In drawing up plans for the development of physical education and sport in this town, we think first of all about children, because it is at the age of six to eight years, or even earlier, that an attitude towards physical training forms in little ones, and the foundations of physical and mental health are laid. It is for this reason that there is a virtually very kindergarten and as sports complex in almost all of the cities 55 secondary schools. The school stadiums often become sports centers for a whole neighborhood.

Today the total number of athletes in the city exceeds 100000 people. They include 8000 trainees of children's sports schools under the Ministry of Education and 10000 teenagers of 34 sports clubs sponsored by housing officers.

Stein and sports in Karnataka, (Bangalore University, 1976), pp. 3-5.

Sports activities in Savastopal are most diverse. The city sports committee alone holds over a hundred competitions a year in 32 sports, and hundreds of all possible Amateur tournaments are staged.

The primary necessity towards improving the standard of sports is to develop it from grass root level. The base no doubt is the school level of education. So, it is necessary that sports should start from the school level itself.

Maneckshaw explains:

Involvement in games must start in schools, children must be made to love sports and incentives must be given. There must be an awareness of sports in the minds of headmasters and teachers.

Unfortunately, sports are not given enough attention today. Another thing we must not forget is nutrition. I find out sports women are so small and frail. I do feel that in schools we would pick out the promising ones and send them to sports school where mental and physical education should be imparted and a balanced nutrition diet provided. This is done in many countries but since ours is a very large country with limited resources; neighboring states may get together in setting up such sports schools.

Parappa explaining the way to improve the standard of sports in

Maneckshaw, No Pressure I Won’t have It, Sports Week, (Bombay: Inquilab Publications, 1979), p.12.

India, is of the opinion that the public schools are the best to introduce a crash programme of sports. He states:

*These schools are the best bet to introduce a crash programme of sports. The sports programme of these schools has to be intensified with more specialized sports teachers and provisions for specialized training for the students.*

Gribachev\(^\text{10}\) states the quick growth of the sports school at Leningrad as:

*Less than two years old the sports club at the Elektrosila production association is one of the youngest in Leningrad. Twenty two sports are cultivated here and a children's sports school functions with the sections for Greco-Roman wrestling, Basket ball, Badminton, skiing and track and field enthusiasts have everything they need, there is a sports center with four specialized halls and health club in victory park with a membership of 1600.*

Kukushkin\(^\text{11}\) explain the two kind of programme in schools. He states:

*At secondary schools there are two kinds of programme those envisaging two hours sessions a week. According to the schools time table and that of training sessions in sports sessions and groups for general physical training. The regulations of physical education in general schools are based on links between class, extra- class and outside school forms of physical education and the responsibility of the administrative personnel and teaching collective and by officials of public education organs for their relation. The achievement of the higher level of comprehensive development of physical abilities and sports perfecting of school children are all determined by the programmes of children's and young pupil's sports schools.*


Physical education in vocational, secondary specialized and higher schools is regulated by the compulsory programme, with provisions for additional, optional sessions in various sports.

Popov and Srebnitsky\textsuperscript{12} state the equal value of physical training with other subjects as:

\textit{Physical education is compulsory at all schools. Physical training, just as for language mathematics and physics are entered in pupils reports and in the school graduation diploma.}

\textit{While physical training classes are compulsory for all. Participation in sports is purely voluntary sports groups are organized at every school.}

Cowell and Hazelton\textsuperscript{13} emphasizing the importance of Administration states:

\textit{Administration is the process of directing organized efforts towards the accomplishment of chosen objectives. It paves the way so that the programme of activities may be carried on. It is involved with such non-instructional activities as providing equipment. Supplies, facilities play space, leadership and so forth. Its function is to enable the right pupils to receive the right education from the right teachers under the right education from the right teachers under conditions which will enable the pupils best to profit by their training.}


Borrel\textsuperscript{14} conducted a survey and evaluation of the physical education curriculum, facilities and administrative organization in the public secondary schools of Tacoma, Washington. He found that the schools were strong in activity, programmes, and locker and shower facilities, supplies of equipment, organization and administration of class physical education programmes. 15 schools were below average in outdooring facilities and had no swimming pools. All these schools were found substandard in adopted physical education programmes.

Babu\textsuperscript{15} conducted a study on the administration set-up of Physical Education in the Universities of Andhra Pradesh. Questionnaire and interview method was adopted for data collection. He found that only Sri Venkateshwara University and Nagarjuna University had Assistant Physical Directors. Krishnadevaraya and University of Hyderabad had no director of Physical Education and none of the universities except


\textsuperscript{15}Subrahmanya Prasad Babu, “A Study of Administrative Setup of Physical Education in the Universities of Andra Pradesh”, (Unpublished Master’s Degree Thesis, Bangalore University, 1981.)
Andhra University had coaches for different sports and games. He further concluded that Sri Venkateshwara Universities had 12 acres, Kakatheeya University had 20 acres, Andhra Pradesh Agricultural University had 15 acres and Andhra University 25 had acres of land for play field. All the universities except Kakatheeya had foot ball fields. All the seven universities had tennis, kabbadi, cricket, ball-badminton, volleyball and basketball courts. Out of seven universities, only four universities had hockey fields. All the universities were getting financial aid from the university grants commission and students’ fees.

Facilities like proper play, sports kits are more important aspects where best standard of the game can be attained. The success of any sports programme in Colleges / Universities / Clubs / Sports Associations will largely depend upon the nature of the facilities that are available. Facilities those are available now in the country are slightly better than the past years. Yet they are mean, therefore adequate and ample facilities should be provided in all educational Institutions / Clubs / Associations etc., Facilities are not only the basic needs for sports but also improve the performance in a better way. In the modern sports more scientific principles are involved in all the sports facilities and it should be on par with the international standards. Uniformity in the facility is a must to attain a high standard in the performance.
Regarding facilities for sports at all levels Parappa states:

It is heartening to note that the central and state Governments have come forward to offer matching grants to construct stadiums and gymnasiums. The Government and the local bodies should envisage a time bound plan to facilitate the construction of stadium and gymnasiums at district level. Minimum necessary play fields and equipments should be provided at the village level. The state Governments may supply sports equipments through NIS and Sports Councils at subsidized rates to the village sports clubs, schools and colleges.

A committee of the Mysore state sports congress is of the opinion that a college with a population of 1000 to 1500 students should have a minimum of 10 acres of play field.

A committee on National Plan of Physical Education and recreation has recommended that 5000 to 10000 square feet of play field for student should be available in colleges.


Deshamukh's committee on physical education recommended that it is necessary that each college should aim at having about 8 to 10 acres of land for play fields.19

The Seminar conducted by the University college of Physical Education, Bangalore has suggested the following facilities for a sports school or a sports hostels.20

Proper sports facilities go a long way in helping to improve the standard of sports and games in the country. Lack of play field and equipments stand as a hurdle, in the promotion of sports and games. Various seminars and conferences have made many recommendations in this regard. The above said recommendations have set certain standards for providing play field facilities.


20 Report of Master Plan for the Promotion of Physical Education and Sports in the State of Karnataka, (Bangalore University, 1976).
Lakshminarayana\textsuperscript{21} conducted a study to find out the existing facilities offered at the major sports stadiums of Bangalore City. Survey method was adopted for the collection of data. He found that, out of five stadiums, three stadiums were maintained by the state associations with the help of state government. One stadium was maintained by the corporation authorities. Sri Kanteerava Stadium was mainly for Athletics and Cycling. Jayanagara Stadium was for multipurpose activities. He also found that the staff positions for foot ball, Tennis, were not satisfactory. All the stadiums were properly planned except corporation stadium. Cricket stadium has spectator capacity of 50,000.

All the stadiums had the facilities of score board, rooms for officials, reading rooms, television, shower, except in corporation stadium. Main source of finance for all the stadiums were; membership fees, rent and gate collection, advertisements, public donations and government grants.

\textsuperscript{21} K. Lakshminarayana, “Study of Facilities Offered at the Major Sports Stadiums of Bangalore City”, (Unpublished Master’s Degree Thesis, Bangalore University, Bangalore, 1985).
Thomas is of the opinion:

Coaching in sports and games is never divorced from Physical Education. This is in Japan, Australia, Austria, Russia, East European Counties and U.S.A. where scientific coaching is accepted exception if any are rare index. Our schools and colleges are our hopes and hence the roots are nurtured only through Physical Education.

Coaching as well as training is very essential for the development of sports. Coaching is both an art and a science. It is the supreme part of the profession of Physical education. Coaching is the application of advanced training methods and forms by a coach to get the best result from an individual, whereas training is a series of planned activities indulged in by individuals or groups who have completed their basic education in the particular area, which will improve the physical as well as the mental condition.

Many factors such as interest, psychology, learning, Intelligence, integrity, leadership character in total the personality necessary for the success of coaching.

Bucher\textsuperscript{23} is of the opinion:

One of the most popular services that Physical Educators perform is that of coaching. A great many students who show exceptional skill in some inter-scholastic sports such as basketball, baseball, or football feel that they would like to become members of the Physical education profession so that they may coach. They feel that since they have proved themselves athletic in high school they will be successful in coaching. This, however, is not necessarily true. It may seem paradoxical to the layman, but there is sufficient evidence to show that exceptional skill in any activity necessarily guarantees that one can be a good teacher of that activity. Many other factors such as personality, interest in youth, psychology of learning, intelligence, integrity, leadership. Character and a sympathetic attitude carry as much or more weight in coaching success.

A coach must be equipped technically in his area of specialization and conform in attitudes and appreciations to approved standards of Educational Practice. In selecting the coach, great care must be taken. According to Yost\textsuperscript{24} there are three fundamental questions that should be asked about a man before he is entrusted with the responsibility of coaching. He states:


\textsuperscript{24}Yost, F.H. "The Place of Varsity Athletics in a programme of Athletics for All" Journal of Health and Physical Education. (June, 1931), p.7.
It seems to me that there are three fundamental questions that should be asked about a man before he is entrusted with the responsibility of coaching boys. The first question to be answered is: what manner of man is this? How does he speak and act? Is he sound and clean in mind so that his influence is inspiring and uplifting? Would he set a fine example – not by posing but by being – the type of man we want each of his boys to be? If these questions cannot be answered favorably, stop then and there. No other qualities can supplement the fundamental qualities of character. The next question is: Just how well does he know? what he wants to teach? Is he thorough or superficial? Is he progressive or reactionary? Is he original or without imagination? In short can he bring with him a thorough, solid knowledge, and will he keep that knowledge constantly abreast of changing conditions? And finally: can he teach others what he knows? Can he take knowledge, and expressiveness and impressiveness of speech and action, imbue with enthusiasm and give his students something that will not only be easy to grasp but also pleasant to master?

Surely the athletic coach of toady must measure up to rigid high standards of both education and essential manhood. Any profession so exacting and so demanding is being built upon the bed rock of education and must continue to grow and evaluate itself constantly to higher planes.

Millions of people like to take part in the Spartakiade. Many competitions have been staged on different levels, Gramov\textsuperscript{25} states:

\begin{quote}
In dealing with the specifics of the Spartakiade mention should definitely be made of the resolution of the C.P.S.U Central Committee and the Russia Council of Ministers.
\end{quote}

adopted in September 1981, which is concerned with the development of mass scale physical training and sport in the country. We are telling about a document - whose principal ideas and provisions pressure one aim - to improve the Soviet people's health. This policy making do comment in the field of physical training, drafted in accordance with the decisions of the 26th C.P.S.U. Congress has become a historic milestone in the development of the Physical fitness movement in a society of matured socialism. It is the touch in the all encompassing work to introduce physical training into every day life.

Ulrich\textsuperscript{26} in the following lines:

Games make use of both the competitive and co-operative process probably utilizing each process to the same extent. Although there is a tendency to emphasize the competitive aspects of sports and games it should be acknowledged that competitions cannot occur without co-operation between the opponents, with regard to rules and tactics, and without co-operation among the team mates, with regard to task and responsibility.

Kamalesh and Sangral\textsuperscript{27} opine:

A competition is a conscious struggle or rivalry in which a person or a group seeks to gain advantages over the other person or group. A rivalry being a sort of open conflict increase activity there is a natural competition. The individual has an innate desire to improve his own students and achievements.


\textsuperscript{27}Sangral, (Ludiana: 1977), p.83.
Competitions or Tournaments are very much necessary for a sports person which gives an opportunity not only to display skills which the players have acquired during the years. Emphasizing that the competition should be conducted in a conducive manner so as to achieve the desired results Williams\textsuperscript{28} says.

\begin{quote}
Competitive activities properly conducted in Physical Education emphasize that struggle and effort are of utmost importance in personality development that struggle to improve one self and to realize one's potentialities more fully given fiber to personal development. Thus, in sports, as well as business or other competitive situation. Excellence should be the aim not privileges, and performance should be valued rather than unfair advantage.
\end{quote}

Physical Education considers competitions as an opportunity for self expression and expression of emotions, which cannot be exercised in a successful manner thorough other means. It is believed that through other competitions and healthy rivalry the youth learn better co-operation and understanding and become fit citizen to live in this competitive world. Man is simply a bundle of emotion is a confirmed statement by the world's known psychologists. A good competitor considers his opponents as temporary enemy and develops healthy rivalry with his opponent.

\textsuperscript{28}J.F.Willimas. The Principles of Physical Education. (8\textsuperscript{th} Ed: Philadelphia: W.B. Saunders Company, 1964), p.82.
This kind of behavior is not necessarily bad because this restricted to competition only, never for the rest of the time.

Singh\textsuperscript{29} is of the opinion that:

\begin{quote}
Success comes to those who dare and act. There is not royal road to success. One cannot be a champion without long spells of practice and also participation in number of contents, the most important thing is that everyone must set before himself some Lofty goal or high ideal which should pursue through life. It should be so high that a whole life practice, wishes and ambitions can be dedicated to it.
\end{quote}

Parappa\textsuperscript{30} in his paper submitted to the SNIPES has stated as follows:

\begin{quote}
Training for international competitions is a long term process which aims at converting the future prospective potential into successful performance U.S.A Russia, East and West Germany, occupy top positions in the medal tally in the Olympic Games. This happy footing could be attributed to the long range training plans executed by the dedicated officials, Physical educationists and coaches. It is high time that the India is too below the foot steps of these countries taking into account good lessons learn out of such schemes.
\end{quote}

\textsuperscript{29}Milkha Singh, "The Secrete of My Success", \textit{A Souvenir of XVI All India Open Athletic Championship}, (Jallandar, 1978)

Yahya\textsuperscript{31} in his keynote address delivered in a seminar on Master Plan for promotion of Sports and Physical Education in Karnataka said:

\begin{quote}
The urgent and immediate need of the day is to spot the talent emerging out of the school sports, plant and mould these talents into top potential through organized competitions, scientific coaching and \ldots
\end{quote}

Vimalakumari\textsuperscript{32} studied the achievements of women volleyball players of Andhra Pradesh. She adopted interview and documentary analysis techniques. The official documents at the office of Directors of Physical Education and the State Volleyball Association were examined for the data collection. She found that Osmania University was the only one which contributed a lot towards the promotion of volleyball in the inter-university competitions and also found that the participation and the achievements of women students of University are very less. She concluded that Andhra Pradesh women players were the winners of national competitions held in 1966-67, 1968-69, 1970-71 and 1980-81. And were runners in 1964-65, 1967-68, 1969-70, 1974-75 and 1978-79.

\textsuperscript{31}\textsuperscript{S.M.Yahya, Paper presented in Seminar on Master Plan for Promotion of Sports and Physical Education in Karnataka, (Department of Physical Education, Bangalore University, Bangalore, 1976).}

\textsuperscript{32}\textsuperscript{N.R.Vimalakumari, “Achievements of Women Volleyball Players of Andhra Pradesh”, (Unpublished Master’s Degree Thesis, Bangalore University, Bangalore, 1982).}
She also found that there were five women players from Andhra Pradesh represented India in various International Volley ball competitions.

Prasad\(^{33}\) studied the achievements of Karnataka in national and international soccer. For the purpose of data collection he had visited Karnataka state football association and interviewed some players of the state those who played at national and international level tournaments.

He found that in the span of one and a half decade of participation in national football championships Karnataka Players won the trophy twice and the runner-up trophy twice. Where as in international football championships the achievements were very low and they failed miserably in the international soccer championships.

Reddy\(^{34}\) studied the achievements of Andhra Pradesh post and telegraph in sports and games. He adopted documentary analysis and

\(^{33}\)Prasad, “Achievements of Karnataka in National and International Soccer”, (Unpublished Master’s Degree Thesis, Bangalore University, Bangalore, 1983)

observation techniques for the collection of the data. Data was obtained from documents such as reports, magazines, souvenirs, newspapers etc., and also from the documents available at Andhra Pradesh Post and Telegraph Regional Sports Control Board, Hyderabad. He found that, out of 13 years from 1970 to 1982 the Andhra Pradesh Post and Telegraph Athletic Team won team championships nine times in All India Post and Telegraph Sports meet. Andhra Pradesh post and telegraph won the football title five times and thrice runner up; in hockey runner up thrice, in Kabaddi nine times winners and thrice time runner up; in basketball they couldn't win any medal; in volleyball winners twice and runner up once and in lawn tennis runner up only once.

In table tennis winners for seven times and runners for four times, in swimming winners for eight times and runner up thrice, in shuttle badminton runners for thirteen times, in wrestling runners for seven times, weight lifting winners for eight times and runner up for five times; in power lifting thrice winners and twice runners; in best physique winners for six times and in cycling thrice winners in 1000m and thrice runners up in 4000m.
Chakradararao\textsuperscript{35} carried out a study of achievements of the athletes of the Andhra, Osmania, Sri Venkateshwara and the Nagarjuna University in the All India Interuniversity Athletic meets since 1969. The researcher adopted documentary analysis and interview techniques to collect the data. He concluded that, the athletes' participation in the all India inter-university meets from the four universities were very meager and discouraging. In the case of women athletes the participation was negligible in the all India inter-university athletic meets. The achievements made by the athletes of the four universities in a span of ten years were not at all encouraging.

None of the athletes from the four universities had ever won a first place in any of the events in the all India inter-university athletics. In a span of ten years, only three second places were won by the athletes of Osmania University. No athlete from any of the four universities had ever won the third place in all India interuniversity athletic meets.

Besides achievements the students should be provided with prizes

\textsuperscript{35}P. Chakradararao. "Study of the Achievements of the Athletes of the Andra, Osmania, Sri Venkateshwara and Nagarjuna Universities in the All India Inter Universities Meets Since 1969", (Unpublished Master's Degree Thesis, Bangalore University, Bangalore, 1980).
and incentives which encourage their spirit to participate and win prizes and helping them to bring out the hidden talent and latent energy.

In a seminar it is discussed that, our country incentives were always forthcoming in abundant measures. What is more important? Is that the incentive reaches the proper person at the proper time.

Sports organization should rise above the normal human weakness and direct its energy in encouraging and recognizing the real talent. When awards are given to the real talent to express the appreciation, it shall be encouraging the sportsmen and women to do better and best.

To keep the athlete a satisfied individual and making him feel important to be stimulated for better performance incentives and awards serve as positive media for attaining perfection.

Incentives and Awards, Seminar on Master Plan for the Promotion of Physical Education and sports, in the State of Karnataka post graduation Department of University College of Physical Education, Bangalore University Bangalore 1975.
Further to it adds:

*Attractive incentives and awards make the competition more colorful, influences the participation interest which is the need of the day in the field of sports.*

Incentives are stimuli acting upon an individual from his external environment and are referred to as eccentric motivation; incentives stimulate students and parents to respond in a particular way and are attracted in many forms, ultimately there will be intrinsic motivation also; which will take children a long way and towards lofty ideals.

Stressing the need for incentives to the students Jacob* states:

*Students belong to different age groups should be given fee concession in school and college and even grace marks in Government and University examinations. Job opportunities are an additional attraction to students and parents.*


While emphasizing the role of incentives and awards in the promotion of sports Parappa\textsuperscript{39}tates

\textit{Incentives and awards motivate better performance and act as social recognition. Some measures shall act as positive incentives in the promotion of sports.}

\textsuperscript{39}N.C.Parappa, Loc. Cit.