CHAPTER-II

REVIEW OF RELATED LITERATURE

Research takes the advantage of the knowledge, which has accumulated in the past because of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems, which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journals, hooks, dissertations, theses, and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.

Personality studies are of varied nature. Some of them are of biographical type, some are dealing with the work and contribution, and some portray philosophy and lifestyle, other deal with the psycho-social aspects, a few others working on their career and personality traits. On the basis of collected data, a biographical sketch is prepared or by studying the type of service rendered to the society and the type of traits, personality profile is prepared.

Personality studies or biographical type in physical education are very rare in India. Much of the studies on personality are there based on 16 PF Inventory. Personality traits of coaches, athletes, physical education teachers and other social workers are studied mostly with the help of 16 PF inventory and are numerous. Biographical studies are found in other fields like literature, art and music. A few studies from physical education and other fields are reviewed here under:

The researcher gathered the information from related studies books, abstracts, Journals, Magazines, Research Quarterly Encyclopedias, Master, M. Phil. And Ph.D. theses are listed down in such studies in this chapter to add further dimensions and scope for their study.
Agyajit Singh\textsuperscript{1} says, in recent years, there has been an increasing amount of attention to inter-relationships of personality variables and psychological factors with athletic performance. It is assumed that the physical abilities of an individual are related to his personality structure because the environment in which physical abilities are displayed (i.e. in games and sports) constitutes an ideal setting for the development of desirable personality characteristics such as sociability, emotional stability, confidence, cooperativeness, personal adjustment and extraversion, which are very essential for increasing the athletic ability of the players and sportsmen.

Miroslav Vanek\textsuperscript{2} has conducted the personality trait test on Mira; an Olympic Figure skater who performed at the highest level clearly stated that she was introverted. Although she acknowledged others, she would generally not speak unless she was spoken. She was aggressive and much happier when the competition was difficult. She could not find an outlet for her aggression in the controlled way permitted in the intelligent and her intellect applied to her training and sport in several ways.

Kane\textsuperscript{3} who reviewed the literature pertaining to personality and physical ability came to the conclusion that a positive relationship exists between athletic ability and stability as opposed to anxiety, athletic

According to koul\textsuperscript{4} review of the related literature, besides to allow the researcher to acquaint himself with current knowledge in the area in which he proposes to conduct research, serves the following specific purposes.

A) Enables the researcher to define the limits of the study. The knowledge of related literature brings the researcher up to date on the work which others

\textsuperscript{1}Agyajit Singh, (2008). p.29.
\textsuperscript{2}M. Vanek, & B. J. Cratty, pp.189-190
\textsuperscript{3}J.E. Kane, (1964). p. 19.
have done and thus to state the objectives clearly and concisely.

B) The investigator can avoid unfruitful and unrelated problem areas.

C) The researcher can understand the research methodology, which refers the way the study is to be conducted. It helps to know about the tools and instruments, which proved to be useful and promising in the previous studies.

D) The specific reason for reviewing the related literature is to know about recommendations of previous researcher for further research.

The investigator before finalizing the report on the literature for this study went through the guide to reference materials, Encyclopedias, Dictionaries, Year Books, Research periodicals, Research Abstracts, Theses and Dissertations, Government documents, Newspapers, Journals and magazines, Books on Research Methodology, Monographs and Computer-generated reference materials.

Whiting\(^5\) noted that the degree of condition ability of an individual reflected by his relative standing on the extraversion/introversion and neuroticism dimensions has great relevance. Particularly in fear situations. However, this concept needs further development.

Dr. Kamlesh\(^6\) says, a case study survey in research methodology is a complete analysis and report status of a particular and unique individual, subject, schools and institutions, for the improvement of status of the case studies. The talent idea of case study is to know the reality to ascertain weakness and strengths and finally to bring about desirable change or improvement.

\(^4\) Lokesh, Koul. (1984). p. 82
Ability and extraversion as opposed as introversion”. The results of the investigations conducted since kane’s review have been equivocal as provided by considerable evidence showing that success in sports is dependent upon certain physical capabilities. Kane also examined the relationships between various physical abilities, personality factors, physique, and sociometric status. He found, A) that a high level of physical ability favors’ extravert development , B) that among those of high physical ability, only those achieve high standards in competitive conditions who rate highly in extravert, and C) that size supports stability.

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According to Eysenck extraversion is at best a behavioral description of personality, but that it does posses biological causal source implication. He believes that his extraversion-introversion scale reflects the strength of the excitatory-inhibitory functions of the central nervous system.

Miroslav Vanek has administrated personality test on Jan, a former Olympic thrower, revealed that high needs for achievement were accompanied by several trait that were likely to interfere with his performance. He proved to be introverted and at

times would exhibit paranoid tendencies. His level of sociality was low. He tended to try to dominate those around him. His frustration tolerance was low and he would evidence extra punitive reactions to frustrations for a bad performance such as blaming other people and conditions rather than blaming himself. When he lost, he would invariably blame judges, the equipment, the climate or an old injury. His intelligence was average. At times, he would seem to be aware that others on the team are intellectually superior but he could be careful not to show his awareness of their superiority. His tension level was high. His moods fluctuated from one day to next and characterized by feeling of depression alternatively with feelings of relation.

A study of personality on Dick, an archer, reported the following results. Miroslav Vanek\textsuperscript{10} has conducted personality test on Dick, he was introverted and reserved. He was emotionally unstable in some ways particularly when tension and pressure on his performance would mount. His intelligence was high. Dick’s frustration tolerance seemed to lessen. However, as he approached the final rounds in each competition, he evidenced needs of dominance and at times controlled aggression. His moral character was high and he held up high standards for those around him to follow. He considered himself as a man of principle. He was more realistic than philosophical. He lived in a world of facts ‘rather than Meta physical. He was punctual when beginning a work out. His teammates said that they could set their watches by his comings and goings around the training areas. If he was in charge of a meeting it well knew that they would wait not more than two minutes after starting time before calling it to order. He was generally low in sociability. His tension level was usually high. He was at times explosive.

Vanek\textsuperscript{11} has conducted personality test on the International superior

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\textsuperscript{8}H.J.Eysenck, (1947), p. 22
\textsuperscript{9}Ibid, pp. 171-172.
basketball player Torn. He was outstanding and extroverted. He could meet and talk to people at all levels with ease. He was sociable at all settings. He was aggressive, at times excitable and often impulsive in his behavior. His frustration tolerance was low and would evidence extra punitive aggression. He was high in intelligence stability were low. His intelligence was slightly below average. In both Eyseneck and Cattell tests the scores obtained reflected the tendency of his moods to change frequently and unexpectedly. He showed high level of anxiety. The scores on personality test showed that he was patient.

About case study Portfied, says “Only some of man’s experiences can be learned by observing him in action. To understand his behaviors fully and intimately, he must supply a detailed and penetrating account of what he does and has been done, what he expected to do and ought to do”.

Garratty says, “The biography, however must not deal only with the facts of subjects career, with what he did and how he influenced his times and was in turn affected by them, he must also describe the man himself, his personality, his character and his individuality.” they are constantly undermining, creating, shaping and transporting social need and activity of every kind.

Though the influence of the family on the achievement of the individual is profound, the role of race, according to Cratty cannot be under minded. The family has the earliest influence and a most vital influence upon the Childs attitudes towards and the opportunities for physical activity. The parents continually evaluate the efforts of the child, and as a result, his relative need for subsequent achievement is mould;

socio-economic status and race also influence the child’s opportunity for proficiency in physical activity.

Family background, environment, heredity, socio-economic status is the factors that generally influence a person’s top level performance. Heredity is the sum total of inborn traits whether they are exactly similar to those of the parents or not. Environment status for all the external forces physical, social, economic, geographical, political etc, which are potential enough to the maximum extent possible, but is in capable of altering the patterns set by the heredity forces.

Alam and srivastava\textsuperscript{16} have administered an adjustment inventory, extroversion, introversion, scale and sleep (S.S.) questionnaire on 120,17-21 old undergraduates to examine relationship between S.S. personality type, adjustment and frequency of nightmares. Result showed that nightmares were more frequent between S.S. with poor adjustment and introverted S.S. There was no significant interaction found between personality type and adjustment at any significant confidence level.

Kamlesh and sangral\textsuperscript{17} quote: wood worth and morrqios were of the views that. “The individual was a product of heredity and environment which has been presented in the form of a formula.” The formula given was H+E=O, where ‘H’ stands for heredity. ‘E’ stands for environment and ‘O’ stands for organism. Kamlesh and sangral stated as follows.

A) Environment means all the external forces physical, social, economic, political etc. which influence the individual and his development. All the different

forces of the surroundings mould the behavior of a person. As we grow in years, much of our in born behavior is modified and although a great deal of new behavior is learnt. Environmental force may not completely change the inherited traits yet they do modify them to some extent.

B) The family background, environment, heredity and socio-economic factors generally influence a person’s performance. Environment — stands for external forces, such as physical, social, economic, geographical and political which are potential enough to change or modify the behavior of the individual in his lifetime with in the patterns set by the hereditity forces.

C) Naturalists and scientists like Rousseau, Francis, Gatton, kari pearson, dugdale, Goddard etc, think that hereditity is more important while people like condole of France, Heward, John Locke etc emphasize more upon the environmental forces which mould the behavior of an individual. The notion put forth by these two classes of the people has equal weight age and no notion of either side can be under minded and under estimated.

About the things a teacher has to do unfold the development and personality, the same author continues. Similarly, the physical education teacher should know the potentialities of the child and try to provide a congenial environment for the unfolding the development of his total personality. Ability, attitude, aptitude, inclinations etc. of the child must be known by a teacher. Just like environment provided to the child, both socio-economic and physical, heredity also plays and important role in the formation of a sportsman.

Sports has been considered by a number of social scientists to be of major importance in socialization and personality formulation of the various forms of play
as reflecting the particular traits, values, expectorations and the degree of social control in given culture.\textsuperscript{18}

Dennis watts\textsuperscript{19} says that, There is no magic food, which if taken on the; day or several days before the race will transform the athlete to a world-beater. Indeed, if there were such foods every interesting. How ever, the omission of certain foods and the indulgence in certain others can and does affect dramatically.

Govindarajalu\textsuperscript{20} has said that, Food is necessary for the growth and development of the body, for its work as a tool of striving arid hiving and for the repair and replacement of its myriad of cells, many of which die from day to day in the process of living. Food also helps to maintain and it contrivances the expectations of life its supply at optimum. Kluchohn\textsuperscript{21} states, “A fairy exhausti.ve study of a person or group is called a life or case history”.

Flake\textsuperscript{22} study was conceived as an attempt to discover and synthesize data pertaining to life and professional endeavors of William Ralph Laporte, Chairman of Department of Physical Education at the University of Southern California from 1913 to 1954. A biographical profile of his life was constructed and his personal characteristics immortalize efforts and administrative techniques were identified. Three pre distortional factors were interpreted to be the unifying traits that significantly motivated and directed his choices in the alternatives of his life. They were concern for people, dedication to a cause and tenacity of purpose.

Fedrick\textsuperscript{23} has studied Rousseau’s Philosophy of naturalism in relation to

\begin{flushright}
\textsuperscript{18}Eric, Dunning.(1976) P.177.
\textsuperscript{19}Dennis, Watts. (1972). p.71
\end{flushright}
physical education. Three ideas, which greatly influenced American Physical Education, were his insistence on the natural and spontaneous movements for proper growth and development, his promulgation of the unity of mind and body and his belief in the value of the individual. Four primary beliefs in Emile and for reaching effect later

in wood’s programme of naturalism, Hetherington’s ‘New Physical Education’ programme which stressed the possibilities of character development, william’s theory of the importance and need of the individual to be creative and to experience emotional development.

Ingrams\textsuperscript{24} has studied on J. F. Williams who was popular physical educationist in United States of America during 1960. The study was primary covered the subject’s early life, emotional background, professional life and recreation to the extent that personal and documentary sources were available. The procedures followed in developing the biography were described and recommendations were made.

Dewar’s\textsuperscript{25} purpose was to show the contribution of Dr. James Naismith to Physical Education and Inventions. Areas given special consideration were his personal Philosophy, Professional career, Montreal, spring field, Denever, Lawrence and St. Louis were used and the researcher made visits to this locations.

Mckeon\textsuperscript{26} used all available material concerning Arnold, his family background, his professional activity since 1888 and the evolution of Arnold College for hygiene and physical education from its origin as the Broolyn National School of Gymnastics was analysed in relation to changes in American society, Education and

\textsuperscript{22}Rhita, Flake, (1986). p. 234. 23K.
\textsuperscript{23}Fedrick, and Mary, (1964). p.78.
\textsuperscript{24}Ingrams, Dorothy, (1964). p.198
concerned with biographical materials and Physical Education from civil war to 1930. Arnold was dominant factor in establishing admission requirements and curriculum content for physical Education through his leadership on national committees. He also had considerable influence the place state assembly that made physical Education mandatory in the public school of place.

Peter\textsuperscript{27} has studies on Mrs. Emma W. Plunkett. The information on this pioneer in Health Physical Education in Oklahoma, who was an active leader on many levels within the profession, was obtained from family records, personal, departmental organizational files, personal interviews and a questionnaire survey completed by a large number of persons throughout the state and the nation. The collected data were analyzed, interpreted and organized into five major characteristics; family history and environmental influence, childhood, education and early teaching days, the years at central state college, personality. Philosophy, contribution, honors and Awards.

Peterson\textsuperscript{28} has analyzed professional career of Dorothy S. Ainsworth. The data for this study were obtained from the literature and from interviews with more than 50 people from all over the world. S. Ainsworth was president of six national and international organizations and received reorganization from four countries. She also created a graduate course for teachers at Smith College.

Hills\textsuperscript{29} has revealed that Mrs. Mahling, former state supervisor PHE in Ala was the first female to fill such position in U.S.A. She worked for better programme in Ala, through visitations, lecturing, preparing materials, bulletins, helped to develop

\begin{thebibliography}{9}
\bibitem{25}John, Dewar, (1966). p.212
\bibitem{26}J.A. Mckeon, (1966). p. 109
\bibitem{28}Hazek, Peterson, (1969). p.123
\bibitem{29}Ann, Hill, (1972) p. 342.
\end{thebibliography}
curriculums for public schools. Mrs. Mahling planned and administered many conferences, clinics and schools of instructions of social recreation training and square dancing. The female administrator served in many professional honors for her endeavor’s including being the first female president of the society of state director’s and president of the southern district of AAPHER. Mrs. Mahling received the honor by the American Academy of Physical Education in 1944 with the Academy Award. Her efforts through the years created an opportunity for every child to participate in the programme of AAPHER in Ala.

Freeman\(^3\) studied biography of William Jay Bowerman who spent his life in the pursuit of physical fitness and excellence in sports. Born in fortland, Oregan on February 19, 1911. He was graduated from the University of Oregan in 1934 with the degree in business administration. Active as a student in school affaires and athletics. He spent nine highly successful years in teaching and coaching in medfold, Oregon, High School service. One year as President of the oregan Association of Health, Physical Education and recreation. Coming to University of Oregan as track and field coach in 1948, he developed the school into national power winning several NCAA titles.

He was honored in the PRESIDENCE of National collegiate Track and coaches Association and Served in the Presidency Council on Physica) fitness. A member of the U.S. Olympic Committee. His major role was popularization of jogging in the United States, and his selection as Head track and Field coach for the 1972 U.S. Olympic Team.

Lomkin\(^3\) has studied to investigate the contributions made by some women towards the development of competitive tennis in the United States of America (1874-1984). Former players such as Hazel Wightman, USLTA officials,

\(^3\)W H. Freeman, (1974). p.2311
\(^3\)A. Lampkin, (1975). p.34.
and other involved with tennis as well as tennis record players biographies and tennis periodicals obtained from

USLTA and the national Lawn Tennis Hall of fame contributed the historical information of this study was full acknowledged and recognized. Not until the 1960’s and 1970’s did any women tennis players lead in the national women’s rights movements. Tennis was one of the early competitive sports tiered and allowed in colleges. Currently with professionals tennis women have attained a prestigious status, never before enjoyed by them in tennis. Partly as a result of this increased exposure of professional women’s tennis, the entire sports is experiencing a tremendous popularity boom.

Kidess\textsuperscript{32} historically studied the contributions of James Huff McCurdy. The author placed McCurdy’s work in the professional perspective of the period nearly a half century during which he was active. Only in this way can the true value of his principles and ideals be measured, not only in light of contemporary society but in light of the foundations he helped build for present day achievements in physical education.

McCurdy started his professional career director at the 23rd street YMCA in New York City. He joined the physical education staff at Springfield College in 1895, became director in 1907, and continued in this capacity until his retirement. McCurdy was editor of the American Physical Education Review from 1906 until its demise in 1929; he was secretary treasurer of the American physical education Association for all but the first of these years. He was a pioneer in research, especially in exercise physiology and wrote the first book on this subject in 1924; he was in the forefront in

the construction of tests typical of his period. Over the years, he developed the curriculum of physical education at Springfield College to a position of national and international stature, which has continued to this day.

Wrynn has examined the professional careers of three women who pursued satisfying and highly useful careers at a time when opportunities for females in both medicine and higher education were severely limited. All three made significant contributions to medicine and to physical education, and all engaged to varying degrees in scientific and or medical research. Each possessed the medical degree. Two had formal training in the field of physical education. All three worked closely with that field for all, or a significant part, of their professional careers.

Eliza Mosher served as an officer of the American Association for the advancement of physical education during that organizations formative year. She also developed the program in physical education for women and served as the first Dean of women at the University of Michigan.

Frances Hellebrandt influenced a number of women through the program she headed in the laboratory of exercise physiology at the University of Wisconsin. She also provided a substantial contribution to the field of physical medicine through her work at the medical College of Virginia in the 1940s. When hellebrandt returned to the University of Wisconsin, she assumed responsibility for the motor control laboratory.

Margaret Bell served as professor of Hygiene and physical education for women at the University of Michigan for thirty—four years. She also served as a physician in the University Health Service for her entire career. Bell was named president of the American Association for Health, Physical Education and Recreation in 1939-1940,

the last physician to serve in that capacity.

The three women who are the focus of this study, and others like them, have been absent from historical studies dealing of the field of Physical Education and more broadly, from historical studies dealing with the lives of women in the scientific and medical professions. Drawing upon new and expanded conceptions of ‘exercise scientist’ this study has reconsidered the historical developments of the field of physical education and exercise, using as its focus three women who made significant contributions. In so doing, it has contributed to the history of women and science in the professions as well as to a call to reconsider the history of physical education.

Gooch\textsuperscript{34} has conducted a study to investigate the personality traits of highly skilled Basketball and Softball women athletes. Evidence indicated that there was relationship between personality and physical performance. Variation in personality was found between successful and non-successful women athletes and between intercollegiate and non-intercollegiate women athletes.

Parsons\textsuperscript{35} has employed Cattel 16 P.F. questionnaire to national representative swimmers in Canada in 1962. The result of this study revealed that champion swimmers differed from the average population in 15 of the 16 factors. There appeared to be no difference in personality between champion swimmers selected to represent Canada in 1962. The champion swimmers apparently possessed marked extreme scores on personality factors.

Gaur\textsuperscript{36} undertook a study to find out the personality characteristics of the urban and rural adolescent students. After making a comparative study of fourteen personality characteristics, significant differences were found between the two sets of adolescents.
A study of personality traits of experienced coaches was undertaken by Malhotra and Khan\textsuperscript{37} on a sample of 30 experienced coaches of football and cricket. The following were the findings of the study:

1. Experienced coaches tended to be suspicious, doubtful and a few of these coaches suffered from fluctuations of mood.

2. Some of the coaches had tendencies towards introversion and most of the coaches were normally active, emotionally stable. Antonio Daino\textsuperscript{38} studied the personality traits of adolescent tennis players. In addition to other personality variables, extraversion-neuroticism was ascertained by using the Eysenck Personality Questionnaire. The E.P.Q. assesses three major personality dimensions: Extraversion, Neuroticism and Psychoticism in addition to possessing a lie’ scale to check dissimulation. The data of the above investigator supports the notion of sports participants as being extraverted. In males the differences were not significant, while in females the differences were significant on both extraversion and neuroticism variables.

Amusa and udoh\textsuperscript{39} have determined whether athletic participation would affect the personality traits of athletes and none—athletes. It was pointed out that significant differences in the personality traits of males versus females in this study could be due to social acceptability and felinity factors.


Dorothy Kangas\textsuperscript{40} did a historical case study on Joan Benoit Samuelson

\textsuperscript{36}R.S.Gaur, (1980). p.79
\textsuperscript{38}A. Daino (1985). pp.120-125.
Reveals that: At the tender age of twenty-six, Joan made her name shine around the globe. Merely 17 days after agonizing knee surgery, Joan won the 1984 Olympic trials. She was the winner of the first ‘Olympic women’s marathon in the same year.

Jerry has presented a biography of John H. Scolino’s with emphasis on his unique philosophy of coaching and teaching his exemplary philosophy of life, as well as his contribution in helping young people. The dissertation deals with John Scolino’s early life and teenage years, his military experience and his coaching years at both Pepperdine colleges in Los Angles.

A) The researcher can understand the research methodology, which refers the way the study is to be conducted. It helps to know about the tools and instruments, which proved to be useful and promising in the previous studies.

B) The specific reason for reviewing the related literature is to know about recommendations of previous researcher for further research.

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Butt presented a study to describe four middle school physical education teachers self reported experiences during collaborative action research staff development projects. Specially, the research explored:
a) The teachers self reported perceptions about various aspects of their teaching before, during and after their involvement with collaborative action research project.

b) The teachers self reported expressions of the institutional autonomy and any modifications to that during their participation in collaborative action research projects. c) The teacher self reported opinions of collaborative action research as a vehicle for improving institutional practice.

d) The results of the teacher’s collaborative action research projects.

Four teachers volunteered to participate. Two were female and one black and one white. The teaching experiences ranged from a second year teacher to with a 19 years teaching experience. Three data collection methods—interviews, transcribed topics of workshops and work seniors and teacher logs—were used. All interviews, workshops, and work sessions were described in order to provide an accurate record of all verbal transactions. Participants were given the opportunity to correct and classify and portion of the transcription.

In analyzing the data the researcher sought to discover themes, pattern and differences related to discover themes, pattern and differences related to various aspects of the teachers teaching, instructional autonomy and teacher opinions of action research as a vehicle for improving instructional practice among the four case reports. The themes that emerged related to the teachers teaching included management of class time, individualizing instructions, student learning and self growth, relationships with students, individualized development, student enjoying physical education, fitness and teacher communication skill. The themes that emerged related to instructional autonomy included, the teachers preferred leaning style, self-growth, planning and rejection.

The following conscious were drawn:

The teachers all experience an increase in understanding as their instructional practices.

2. All teachers reported being more conscious of their decision—making practices.

3. Action research was reported by all teachers as a useful vehicle for improving their instruction.

4. All tour teachers experienced an increase in instructional autonomy in varying degree during their participation in collaborative action research projects.

5. The teachers were able to change their teaching to varying degrees.

6. All teachers clevelopp.(1 ;1 sense of becoming an agent of their own change.

Mays43 – A Case study approach was utilized in the investigation of the beliefs and teaching practices of selected physical education teachers who were recently graduates of the professional preparation programme of the University of South Carolina. These teachers’ beliefs and practices were examined in relation to the professional preparation programme and the viewpoint of the physical education teacher at the University. On site observations, videotaping, psychometric inventories, questionnaire and two audio tapped interviews used to obtain the data. The primary research tool was an in depth semi— instructed interview guide. A video taped lesson was analyzed using a modification of the qualitative measures of teaching performance scale and a system to determine the percentage of time devoted to instruction, management and student activity. The psychometric industries yielded of data teacher’s sense of efficiency and pupil control ideology. The following conclusions were drawn:

a) The teacher educators had expected that all teachers would be professionally committed and effective teachers. The teacher educators indicated that all teachers demonstrated competence in teaching skill during their pre-service teaching.

b) The teacher’s professional beliefs were clearly established during their pre-service work and current professional belief of the participants were mostly consistent, although not identical in range and degree of emphasis with those teacher educators. Factors in the teaching environment have influenced many of the teachers to make alternations in professional beliefs.

c) The current teaching practices of the teacher are similar to the practices advocated by the teacher preparation programme. Most teachers have made minimal changes in teaching practices because of alterations in their beliefs and priorities.

d) The teacher indicated that they felt that their preparation was exceptionally good.

Whitley\textsuperscript{44} has conducted a study to present a biographical picture of Dr. Charles Buell. The writer attempt to trace and identify the professional contributions of Dr. Buell and to examine his influence in physical activities for visually impaired. Enough details were given of his life to point out the qualities in the man which enabled him to gain the recognition he has to accomplish this objective, 5 questions were considered.

1) What events took place during his formative years?

2) What were the achievements and professional activities of his teaching and

\textsuperscript{44}Patricia, R. Whitley, (1981). p.602.
coaching career?

3) What were Charles Buell’s contributions to physical education for the visually impaired through professional organizations?

4) What were Charles Buell’s basic concepts & beliefs?

5) What has been the main role of Dr. Buell’s wife?

6) The historical method was utilized for this study. The data were organized using a combination of topological and chronological order.

7) The writer’s procedure for gathering data was categorized into 5 areas.

1) The subject

2) and his family

3) Colleagues and professional associates.

4) Athletes.

5) Files, newspaper, articles and publications.

Dr. Buell has been a serious and avid writer for forty-four years publishing a number of articles, columns, and books related to the visually impaired. In addition, he has contributed through organization, agencies and clubs having traveled extensively giving speeches and workshop presentation.

Although Charles Edwin Buell retired from teaching in 1974, he continued to make significant contributions to physical education and recreation for the visually impaired. He has been a leading advocate of the integration of blind children into public school physical education classes and community recreation programs. He has contributed heavily to the literature of physical education for the blind. Also, he has developed films and activities for methods of teaching the visually impaired all over
the United States. He is a man who has given his time, talents and efforts continuously and unhesitatingly to improve conditions for thousands of visually impaired persons.

Yearsly\textsuperscript{45} wrote the life history of C. Rodney Kimball, emphasizing his professional career as the head athletic trainer at B.Y.C. extensive interviews with Rodney Kimball and many of his former colleagues were critical to the documentation analysis of Rodney Kimball’s philosophy. In depth: interviews were also conducted with his family member and former B. Y. U. Athletes.

In addition to being an outstanding athletic trainer, Rodney Kimball was also regarded as a close friend, counselor and spiritual leader among his colleagues. In over 40 years of employment at BYU Rodney Kimball was the Recipient of numerous honors and award as an athletic trainer. Following his retirement in 1975 Rodney Kimball Continued network part time as an athletic trainer, working with the BYU basketball and baseball teams, until 1980. Johnthan\textsuperscript{46} presented and interpreted significance data regarding life of Eugene Lusxrobert, fielding now meaning and professional contributions. In extensive review of literature and the usage of data collecting methods, personal interview and biographical data comprised the primary source of data. An examination of textbooks, news papers, journals, articles and historical records, constituted of secondary source input. The data compiled, classified and interpreted according to the purpose of study.

Victor\textsuperscript{47} study was to present a biography of the life and personal career of Daniel carter Beard 1850-1941. Beard’s contributions were investigated in terms of his possible influences on youth service agencies, recreation, outdoor education and

physical education. His personal Philosophy was analyzed through an objective analysis of his writings, the reports of contemporaries and the time in which he lived and worked.

Historical, biographical analytical Bread’s life and career. n employing these methods documentary, and human sources were used which were of primary and secondary quality throughout the research. Letters were sent to individual and organizations requesting information on books manuals or article of Beard.

Carmon\textsuperscript{48} has presented a biography of Jose De J Clarke Flores with emphasis on his leadership in sports and most important contribution at National and international levels. The dissertation deals with his early life, education, and professional life as a military man and an engineer, during his twenty — seven years involvement. In sports, first as a successful tender in Mexico, he then became top leader in the whole of American continent. Personal interviews, questionnaire and documentary evidence were employed in obtaining necessary data for the study.

Hotchkiss\textsuperscript{49} has depicted the personal and professional contribution of Michael Peppe to Physical Education particularly to aquatics. An important of the professional aspect of the study was achieved through personal correspondence with Ohio State Swimming Alumini, opposing coaches of the peppe Era and International Swimming and diving representatives from around the world. The compilation of this material with secondary sources material was an exciting educational opportunity and allowed the scholar to pull together information that was beneficial in his vocational specialty of aquatics.

Peningtan\textsuperscript{50} has presented and interpreted the life and professional advances of Fedrick Rand Rogers. The pattern of his professional work were examined in

relation to thought and practice in education and Physical education during his professional career. Standard biographical, involving the collection, classification, criticism and interpretation of source materials was facilitated using external and internal criticism.

Primary and secondary source material, including both documents and relics were employed in the preparation of biography. Library achieves department files, yearbooks, annual reports and other primary and secondary source materials were consulted wherever possible. A total of 17 institutions and centers were visited. Interviews were held with forty—five individuals. The interviews were tape-recorded. Rogers authored 11 books and 137 articles during his career. These writings constitute a major part of the primary sources of the study.

Hermans\textsuperscript{51} studied the biography of Prince Elmer Shotwell’s contributions to Texas inters scholastics Athletics, to the University Inter Scholastic league and to the Texas High School Coaches Association. Data for his life study was from both primary and secondary sources, human documentary as well. Shotwell’s personal life and scrapbooks were used extensively and supplementary data come from biographical data forms and tape-recorded personal interviews. The study includes biographical data of Shotwell’s youth educational background, marriage and his endeavors in teaching and coaching fields.

Peter’s\textsuperscript{52} has studied (1) to investigate the life and contributions of Robert John Herman Kiphuth to Yale Swimming, inter-collegiate swimming, AAU swimming, World swimming, both as coach and administrator (2) to give recognition and insight into the ideals, beliefs and practices of professor Kiphuth, (3) to determine the significant contribution Kiphuth made to Yale University teams of its athletic and

\textsuperscript{49}W.P.Hotchkiss, (1972). p. 6274
Physical Education programmes and (4) to examine his personality and its influences upon other people. The author conducted tape-recorded personal interviews with professional associates of Robert John and made use of available documentary evidences.

Marry\textsuperscript{53} has discovered synthesized and interpreted data pertinent to the professional life endeavors of John Robert Wooden. Extensive Interviews with coach Wooden and his former assistant coaches at University of California at Los Angeles were critical to the documentation and analysis of coach wooden’s philosophies. Following an outstanding teaching and coaching on the High School level and eventually to collegiate level. In his forty years of coaching basketball, his teams won 885 games and lost 200. His VCL teams won as unprecedented ten national Collegiate Athletic Association Championships. He was accorded numerous honors as a player, coach and a citizen.

Dusek\textsuperscript{54} has presented a biography of Marie Provaznik with particular emphasis upon her contributions to physical education. Both primary and secondary sources of data were analyzed, including the published and unpublished materials of Marie Provaznik, her personal and professional records, interviews and correspondence with colleagues, associates and students, as well as the histories of the Czechoslovak National and Sokol Organization. Sokol was recognized as the largest physical education programme in the world. The sokol system was employed in the schools of Czechoslovakia. Marie Provaznik has contributed to physical education particularly Gymnastics, within Sokol and on the International level through her outstanding leadership.

David\textsuperscript{55} has compared the selected characteristics of more successful adventure leaders with those of less successful leaders. The goal was to identify those characteristics associated with successful adventure leadership. Hypothesis were stated from the Null prospective, thus predicting that there would be no significant difference in the (1) Leadership opinions (2) personality characteristics (3) vocational interest (4) Age (5) Education (6) experiment (7) gender of more successful leaders when compared to successful leaders. Three standardized instruments were used in this study, the leadership opinion questionnaire, 16 personality factors, and strong Campbell interest Inventory. Additional data were gathered on marital status, degree earned development environment, education level and age. The summer of 1985 at the Wildermann School in gohsen city.

Cheopco\textsuperscript{56} has investigated the impact of Mabel lee, Ethel Perinn and Agnes Wayman on Women’s intercollegiate Athletics between 1920 and 1935. included in this research was significant, biographical information on each women, her philosophy in intercollegiate competition, and Leadership position. She held in various professional organizations. Biographical information of each subject provided insight into influential events and individuals that help to formulate their philosophies on inter collegiate competitions. The era in which they lived, their educational history and their relationship to each other were explored. The second section of this investigation contained the philosophies of each women on inter- collegiate competition as it was Expressed in her major speeches and writings. The philosophies were investigated related to the educational trends, the medical knowledge and the role attributed for women during this period.

Balke\textsuperscript{57} has described and analysed the staff development practices, of 3 physical education resources. Resource teacher’s rationales for staff development decisions were sought to attain information as to why they operated in a certain fashion. Resource teacher’s reflections of staff development practices solicited to inquire about the kinds of obstacles and or enabling factors they encounter in their work and about the strategies, they employed to overcome and utilize them. The study was designed to permit close observation of the resource teachers and their staff development practices for a period of one school year to realize the study’s inventions and to ensure triangulation of evidence, several data collection and recording methods—including observations in situation field notes, taped and transcribed formal and informal interviews were employed. The results of the examination indicated that to promote protégés professional development, resource teachers, provided hands on assistance and integrated protégés into the school system’s professional network of teachers. Resource teachers employed and adjusted their practices according to their growing understanding of the needs of individual protégés. Resource teacher motivated, opened communication channels provided protégés with instructional materials with feedback about their teaching and with assistance in the planning and instructions of their classes. Protégés also prompted to reflect about their instructional behaviors. The study results indicated that staff development is a complex process that based on participant’s willingness to enter and maintain collaborative professional relationships and on the compatibility of participant’s philosophies of teaching. Furthermore, staff development process is perpetual, requires staff developers to continuously reflect, and adjusts their practices.

\textsuperscript{57}Martina, Balke, (1996). p.4315.
\textsuperscript{56}S.F. Cheopco, (1988). p. 469.
She holds the U.S. record for the second fastest time ever by women. Her pace and dedication are not to be taken lightly. As a mother of two children, Joan was keenly aware of the balance that must be maintained by any runner. Training, family, injuries, community commitments etc. all have to be dedicatedly weighed before the dream to run and win can be realized. A lifetime of running from one dedicated woman like Joan is enough to inspire and keep many more on the track.

Krishnakumar\textsuperscript{58} has conducted a case study on K. Raghunathan an international athlete from Kerala. Raghunathan was born in a low class family. Though his father did not participate in any formal competition, he was a good swimmer. Other family members never took part in sports. At school and college days, he was not much interested in studies. His mind was more towards sports and games. However, they duly encouraged and motivated by class teachers to perform well in athletics.

The authorities in his upcoming in athletics. They denied him even annual increments and promotion. He attended many coaching camps in his school days and professional career to improve his performance in Track and Field events like 100 meters, Long Jump and Triple Jump. During his educational career and professional career, he was never addicted to drinking and smoking or any other bad habits. He is very much interested in playing football and in leisure time, he used to read books on sports or learning new techniques from others. He is also interested in the welfare of younger athletes.

Sundaresan\textsuperscript{59} has conducted a case study on P.V. Kamraj, an International Athlete and his personality traits, in the year 1992. P.V. Kamraj was born on 19th July, 1954 at Pudukottai town, in Trichy District. Kamraj’s family members were great

sportsmen. He started practicing at the age of ten. His brother Ravana to take up athletics ably guided him. At school and college days, he was duly encouraged by physical Education teachers and Headmasters to perform well in athletics. In school days he was not much interested in studies. His mind was more towards sports and games. During his professional career, he was slightly deviated towards drinking and smoking but was capable of putting them under control. He was always interested in learning new techniques from others and took keen interest in the welfare of younger athletes. The sixteen personality factor analysis shows that Kamraj is outgoing, less intelligent, emotionally less stable, assertive, tends to be expedient venture some, tender-minded, suspicious, slightly practical, a bit shrewd and experimenting.

Ganesh Devrukhkar\(^6\) has conducted study on shri. Uday V. Deshpande. Uday Deshpande is a second youngest of the three brothers and a sisters and a sister alka. He was born on 20th July 1953 in Maninagar, Ahmedabad, Gujrat. His father Mr. Vishwanath Deshpande was a working in textile Industry. His father Mr. Vishwanath Deshpande was a working in textile Industry. His mother Smt. Shailaia was housewife. Mr. Narayanrao Rege was father of Uday’s mother shilaja. He daily used to practice some exercises along with yoga and young uday at his age of four, used to follow his grandpa exactly, trying to perform all the asanas. Uday’s Father Mr. V. Deshpande was Badminton player. He daily used to take uday along with him, drop him at kale GURUJI’S Shree Samarha Vyayam Mandir to proceed for his practice. Uday used to practice almost 2hrs. daily in morning. After gymnasium, he went to his school King George High School now called as Patkar Guruji Vidyal4a. During his school years,

uday played many sports apart from daily practice of Mallakhamb, Yoga, Wrestling and Gymnastics. He was also a captain of his schools cricket team.

After completing his school successfully, uday got admission in Ruia College. During 1969 to 1973, Uday completed his graduation i.e. B.Sc. in Chemistry and Botany. Even though sports was not thought as a career, even though he played variety of sports like yoga, Mallakhamb, Gymnastics, Kho- kho, Basketball, Volleyball And wrestling participated as a player in District, state and Nationals And won several laurels in them. Uday represented Ruia College in College in many sports and was captain of almost all of them. After completion of his graduation, Uday completed a national level N.I.S. certificate course from South center, Bangalore, in 1977 in Gymnastics. Even before this, Uday had started training the young kids at shree. Samatha Vyayam mandir, Dadar. He used to first train the kids in evening and then used to practice himself. Uday Deshpande as a coach produced thirteen “shree Shiv. Chhatrapati Award” winners in Mallakhamb And gymnastics since 1979. During his 40 years of training, Deshpande produced more than 100 outstanding national players in mallakhamb And Gymnastics. Deshpande not only trained the Indian students all over the country but people from many countries approached him to train them, like U.S.A, Australia, Denmark, Brazil, England, France, Korea, Italy, Greece, Singapore, Japan and Germany etc. Deshpande trained a number of blind girls from kamala Mehta Dadar School for the blind, since 1992. Who have excelled themselves in the sport of Rope mallakhamb to the extent that they were selected to perform in front of the Honorable President of India A.P.J. Abdul Kalam, on 6th July 2003. He also trained adivasis, vanvasis from the tribal areas, deaf and dumb, mentally retarded and physically handicapped special children in number of coaching camps, all over the country.

Deshpande conducted coaching camps all over India in 19 different states in order to propagate and popularize the sport of mallakhamb. He also worked as coach
of University of Mumbai in every All India Inter University Mallakhamb Championships conducted by different universities, since 1982 till today. He gave personal Yoga training to his Highness Shree. S.M.Krishna, Governor of Maharashtra and wife Mrs. Prerna Krishna.

Interesting to note that Uday’s both children Omkar and Aditi are national level mallakhamb players. Aditi is a Shiv. Chattrapati Awardee too. In the same year 2003-2004 when Aditi was awarded Shiv Chatrapati Award. Mr. Uday Deshpande is also awarded by a highly prestigious state award for coach, Dadoji Kondave Puraskar.

As a organizer, Mr. Deshpande organized 5 national mallakhamb Championships in Murnbai. Being an International judge in Gymnastics and with N.I.S. background Deshpande got through knowledge of the technicality of the sport. In 2006 Deshpande first time published mallakhamb code of points for the Mallakhamb federation of India. This book is widely accepted and respected by all state federations. For the awareness of mallakhamb, Deshpande had written many articles using almost all media. The love of Mallakhmb is there so much in his heart that he had written on beautiful poem on Mallakhamb.

Leonard61 has presented the biography of Milton F. Hartrigsen with emphasis on his professional contributions. The dissertation deals with early life, his works in grace and Pocatello, Idaho and Brigham Young University. The necessary data was collected through personal interviews, questionnaire and documentary evidence. In employing these methods, documentary and human sources were used which were of primary and secondary quality throughout the research. Letters were sent to individuals and organizations requesting information on books, manuals or articles with Hartigsen.

Jarilese62 has conducted a study on 25 selected members in the profession of Health, physical education, Athletics and Recreation. The subjects investigated were
primary active in the profession from 1915 to 1970. Nine of the twenty five subjects were interviewed by the scholar. Each subject was studied and researched in co-operation with AAHPERED. Personal interviews with relatives, friends and colleagues as well as through investigation of publications and speeches were studied in order to validate their significant contribution to the profession.

Berger\textsuperscript{63} made an effort to determine the differences in personality, as measured by the California Psychology Inventory (CPI). The test was administered to 30 outstanding football athletes, after controlling for scholastic aptitude as measured by the scholastic aptitude test. In significant differences in CPI score were found between outstanding athletes, non—outstanding athletes and non—athletes.

Mcglynn\textsuperscript{64} designed a study to measure the personality characteristics of teachers for the purpose of ‘comparing successful and less successful teachers in naval technical training school. The major findings of the study were as follows:

1. There were no significant differences found in the personality assessment between either the successful or less successful teacher groups.

2. There were no significant differences found in the research selected variables of age, sex, months of naval experience and months of teaching experience between either successful or less successful or less successful teacher groups.

Victor\textsuperscript{65} has identified personality traits of university football players and

\textsuperscript{62} L.D. James, (1990), P p.90.
\textsuperscript{64} McGlynn, (1980). p.102.
selected university students from the results of the 16 P.F. questionnaire, it was unlikely that personality alone could be used to select superior football players. Physical features, intelligence, emotional makeup and dispositions, social drives, philosophy of life, social expression and self conceptualization influence the family and physical activity. Heredity and environment complement each other in grooming the heredity and environment. Environment provided to a child in younger days influence his growth and development.

The amount of the calorie intake depends on sex, body height, body weight, age, state of training and the physical work at the day in question. The sportsman can reach his maximal efficiency with a normal complete mixed diet, which indeed supplies him with all necessary substances. It should not objectively to achieve better results but only make him addicted and divert him attention.

Alex conducted a case study on Pathros P. Mathai, Physical Director of Kerala University. He was born in 19th, May 1936. Naturally, from the early childhood he was brimming with energy and would be seen playing most of the time. He had represented University in Basketball and Volleyball. He was very brilliant in his studies also. After completing his bachelor’s degree in 1964, he took the master’s Degree in Sports Science from German Democratic Republic. He has done valuable service in Physical Education in Punjab University, Lakshirnibai National College of Physical Education in Gwalior, Young Men’s Christian Association College of Physical Education, Madras, Kerala Agricultural University and Kerala University and is now serving in Sports Authority of India.

Dennis has conducted a case study on D.P.Mony, the Olympian weight lifter. He was born in Putukudi Eroppu Nagercoil, Kanyakumari.

67 Hans Schlussel, 1971), pp.139-141.
district of Tamilnadu on 12th August 1921. He has two elder sisters and two younger sisters. He studied only up to fifth standard. In his childhood, even though he was lazy in his mind, he had an ambition of becoming a reputed weight lifter. Mr. Arunachalam lyer encouraged his ambition. At the age of 23, to the surprise of all he came out as best feather weight champion of India by lifting 856 IBS. He represented India at London Olympic Games. In the Finland Olympic Games, he secured III place and won world reputation for himself and for India. By the end of the year 1952 the fell ill and had to take rest for nearly seven years. He worked sometime in gymnasium as an instructor. He won the championships in weight lifting in all fair championships and reached the VI rank in weight lifting in the world. He had the opinion that India could win enviable position in weight lifting if the youth in India are gives proper training and takes interest in weight training.

If parents are enthusiastic about a given physical activity, especially if he/she is stilled in it and serves as an example, the chances of child becoming interested are large. Society has the social obligation of making available the facilities for sports teaching and participation in schools, colleges and other institutions. Chandrashekaran Nair 70 Opines that play shall constitute a major portion of child’s education.

Charles undertook the case study on Mr. V.J.Philips who was an Indian hockey player. The purpose of the study was to reveal tremendous impact of V.J.Philips on Indian field hockey. The investigator conducted interviews with V.J.Philips and his family members, kalian Sendoram, Hockey Coach and Physical Director of St. Thomas Mount High School and referred to published materials and photographs. It was reveled to that, Mr. Mani of St. Thomas Mount club was the

source of inspiration for V.J.Philips to achieve higher standard. V.J.Philips as a member of world XI and because of his excellent performance, the international hockey federation awarded him with “World Cup Hero.”

Shajji\(^{72}\) has conducted a case study on P.T. Usha, athlete and his study reveals that Usha was born on 27 June 1964. O.M. Nambiar, Coach moulded her career for 12 years when Usha left her village to join the Kannur sports division, the facilities that the school had at that time, were to put it mildly, primitive. But, Usha had in her the Urge to excel and transcend her own limitations. Soon she proved that she could run just above anybody of her age. She has represented the country for a record of 56 times including 1980 Moscow, 1984 Los Angles and 1988 Seoul Olympics and 1982 New Delhi, 1986 Seoul, 1990 Beijing Asian games. She also represented India in 1983 Kuwait, 1985 Jakarta, 1987 Singapore and 1989 new Delhi Asian Track and Field Meets. Her remarkable show was at the 1984 Los Angles Olympics, where she emerged as a truly world class 400mts. Hurdles field as a serious medal contender. She still holds the national record in the 100m, 200m, 400m. and the 400m. in hurdles.

She was honored with Arjuna Award - the highest award given for a sportsman in India in 1983. She retired from athletics in India in 1990. She is honored as the golden girl of India.

Rajan\(^{73}\) has conducted a case study on late Jimmy George, volleyball player and his study reveals that Jimmy George was born on 8th march 195. he was born in a family of volleyball players. Jimmy George got the primary lessons of volleyball from his hometown. Seeing the interest of Jimmy, his father made volleyball court in his own compound, purchased a net and balls and taught him the fundamentals of the

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game. From 1970 to 1972 he represented Calicut University. In 1973, he was selected to the Kerala state team. At the age of 19, he was chosen to represent Indian team for the Tehran Asian Games in 1974. In 1979 he left to Abudabi and there he played up to 1982 for a government sponsored club. In 1984 he left to Italy Where he played for Italian ‘A’ division club. He died in the year 1987 November 30th in a tragic car accident in Italy. The Government of India honored him with Arjuna award. He was perhaps the most outstanding volleyball player our country has produced so far.

Niranjan\(^4\) has conducted a study on Prakash Padukone, badminton player. His study reveals that, Prakash Padukone was born on 10th June 1955. He learned the basics of the game from his father. Prakash Padukone had got opportunities to witness many international matches, which aroused his interest to become a great player. He is the only Indian who could win nationais singles nine times constantly in Badminton. He has represented India in Thomas Cup and Asian Games. He went to Jakarta, Indonesia for better training. There he got chance to play with top class badminton players. In 1978 he won at the Commonwealth Games. The great achievement in his career was when he won the All England Championship.

Thulaseedas\(^5\) has conducted a case study on Suresh Babu, Olympian in the year 1988. He is a gold medalist in Long Jump in Bankok, Asian Games. Suresh was born on 10th February 1953, as the 4th son of Mr. N. Bhaskaran and Smt. Nalinibai, at Paththaram, in Quilon District, Kerala. He has three brothers and one sister. Being an experienced athlete and an athletic coach, the Subject has his own opinion to reduce the intensity and interval of injuries. He believes that, if the organizers of competition are providing standard facilities within the limits for race and jumps; injuries can be minimized to a maximum extent. The coaches should he very careful.

in sending their trainees to competition. To bring an athlete to international level, he should be trained from 14 or 15 years. In these years, he develops his physical and mental fitness, skills and techniques.

The subject also realizes that in India even the most enthusiastic parents will not be able to carry out the expenses of an athlete for such a long period. The subject suggests some remedial measures for this. He has the opinion that if the Government is opening training centers for talented young athletes, like sports schools and hostels, they will get opportunities to develop their talents through proper coaching and training. The Government should also be keen in providing job opportunities for outstanding sportsmen. The subject believes that if thing keep happening like this, within ten years, Indian athletes will carry Indian athletics to the International and even in Olympic level. Reddy 76 conducted a case study on Smt. G. Mulini Reddy, Arjuna Award holder in volleyball and found out the following factors. Smt. Mulini Reddy has carried out her efforts with total intransigence and the same has come a long way in elevating her to the present status as one of the most imaginative trainers in the country. She posses the capacity to understand the latest techniques and principles enunciated and applied by international researchers.

The present standard of the women volleyball game in Andhra Pradesh owes the same to our Muluni Reddy and she played our immense part in the sophistication of the game and introduced latest techniques and atmosphere. A humble woman by nature, she never was glamorous and most of her work has been done in obscurity and without fanfare. As a coach, she is giving coaching to the state team and Osmania University teams. She has trained a number of girls to the international students. They

are Radhika and Prasanthi Reddy. In 1981-82 she was appointed as a manager of the Indian Women Volleyball team for Delhi Asiad. In 1986 she was a delegate to Seoul Asiad.

Ahmed\textsuperscript{77} has conducted a case study of Victor Manjila National Soccer player. Victor Manjila represented district team at the age of 17 years and played for the University from 1969 to 1972. From 1971, he represented kerala state team. During the year 1972 he played for India for the 10th Asian Youth soccer tournament. He represented the Indian colour for the 7th ‘President Cup’ at Seoul in 1977 and also the ‘kings Cup’ tournament at Bankok. As a coach he is doing valuable service to the players in kerala. He is of the firm opinion that fast attacking football, total in character is a must to bring out desirable improvements.

Manthiri\textsuperscript{78} has conducted a case study of R. Gnanasekharan the Arjuna Award holder in athletics in the year 1982. Gnanasekharan was born on 5th January 1954. He was three brothers and a sister. His father was a great sportsman, his mother is a typical Indian wife. He was born at Palayur, a small village in Ramanathpuram District. It was a memorable event in the history of athletics in India. Every Indian and higher authorities had their fingers on their nose to see this ever best timing clocked by Gnanasekharan won many laurels and victories in the international athletic arena, he was calm and quiet. He never welcomed self-boasting. He was very keen in graphing the coaching points at the time of training in he grounds. After one or two demonstrations, he would apply the technique without fail. This type of studies must be taken by athletics, players and teachers, trainers and coaches who contribute to their fields in the real sense of it.

Sarma\textsuperscript{79} has conducted a case study on Bhogeswar Baruah, the Arjuna award Winner in Athletics. He was born on 29th November 1940. He has two brothers. He

was the youngest. His family members were ardent supporters of sports and games. It is notable that Bhogeswar has contributed much towards giving a scientific and objective orientation to sports training in the state of Assam. His identity was total which is amply reflected in conducting various coaching camps with his own resources, in spite of his economic constraints. This study will pay way for others to make similar studies about some of the prominent sports figures in our country. Similar studies may also be conducted on some of the outstanding athletes or players who have contributed a lot for the cause of sports and games in our country. And this study tells that how our subject was able to lead Assam state for getting many achievements and brought about many charming youths up to national level.

Sethu has conducted a case study of Mr. A. palanichamy, the Arjuna, Award holder in volleyball and found out the following factors. fet Palanichamy, during his childhood day was highly conductive to develop his activities of sports and games. During the school career, his systematic coaching and proper encouragement played a key role in putting him in right way. His physical fitness helped him very much for his success. His interest in game and his ambition to become a great player propelled him to practice hard and regularly. He is very simple and kind to all. In short he possesses all good qualities.

He has been working as a coach in P.M. district since 1985. He encourages the players by explaining the importance of sports and games. He organizes volleyball clubs in towns and villages to improve the volleyball game. He has also conducted the camps and clinic classes for volleyhall to create interest among the schoolchildren as well as youngsters of the villagers. After he became a coach of

80Sethu, (1968). pp.233-235
the P. M. district, volleyball game became popular among the schoolchildren and villages. Thus, paiamichamy plays an important role in the improvement of volleyball game in pasumpon muthramalingam district. Daniel Perinbaraj\textsuperscript{81} has conducted a case study on P.A. Suleiman, international volleyball player and found the intransigence and the genie has come a long way in elevating him to the present state as one of the most imaginative trainers in the country. He possesses the capacity to understand the latest techniques and principles enunciated and applied by international researchers. He is an example to the subjects who study under him and to the players who are trained by him. He never was glamorous and most of his work has been done in obscurity and without fanfare. As a coach, he is giving coaching to the state level players. He has trained a number of boys to the national standards. In his period, he coached many young boys in the Anna stadium at palayamcottai. He is indeed very hard working for the course of this volleyball game.

Gaikwad \textsuperscript{82} has conducted ‘The case study on women table-tennis players at state and university level of Pune city in 1990 to 1994.’ A few number of Girls Table Tennis players have been not reached by the above players was to be investigated. A woman has faced little more problem as compare to men’s in the entire field so is that of sports. Hence a woman was selected for case study and that also in Pune city because researcher has residing in Pune City for education purpose the woman Table tennis player of Pune city was selected for convenience.

Dinesh P. Karad\textsuperscript{83} has conducted a case study on Dhanraj Pillay. Dhanraj was born on 15th July 1968 in khadki, Pune of Maharashtra State. He was youngest of four brothers and a sister. Dhanraj’s father worked as a grounds man in the Ordance Factory. Mother Andalamma is

a housewife. Dhanraj joined Tamil High School in Khadki. Boy Dhanraj did not concentrate on studies. He was mischievous and not good at seventh standard. Khadki had a sporting environment with many star players training at the ground his dad maintained. Hockey in particular was popular so Dhanraj got hooked with three brothers interested in hockey; it was natural for him to pick up the stick and practice. Dhanraj elder brother spotted some spark in Dhanraj’s aame early on he wanted Dhanraj to move out of Pune and play in Mumbai if they had to come up in sports.

Railways offered job to elder brother Ramesh. So both brothers moved to Mumbai and started playing for RCF side. Former Olympian Joaquin Carvoalho took interest in the youngster and got him to play for Mahindra side for Tournaments. Dhanraj in early days was attracted to stylish game that of Mohammed Shahid, who remains his role model and motivator. Mumbai National was the next milestone, Dhanraj was selected in 1989 National Championship, which the won at Gwalior. He was then selected for the Indian Camp and eventually for in the Asian Cup squad. He made his debut in the international field on 20th December, 1989 against China at Shivaji Stadium in New Delhi. Later on Dhanraj played for many professional clubs overseas in countries like England, Germany, Malaysia, Bangladesh and France. He has been grateful to Jude Felix for guiding him in has early days. After ten years of Hockey, Dhanraj was made the captain of Indian Team. After the Sydney Olympics, Dhanraj returned to international hockey at the beginning of 2001. He went on to play an instrumental roll in India’s win the Asian Cup in 2003. Dhanraj pillay made his international debut in the Asia Cup Fourteen years later. He led the side to its First Asia’ Cup title in 2003.

President of India Shankar Dayal Sharma presented Arjuna Award to Dhanraj Pillay in 1997. It was the Padmashree Award for Dhanraj in 2001. Thus he has

Dhanraj got all available sporting awards in India. He represented the country in Four Asian Games, besides three Olympics. He is the only Indian to be nominated for world’s best male player award twice by FIH; he is the most capped player in the world (264 matches). He is a role model for every aspiring sportsman. But great players do not rest on their laurels. His passion for hockey continues.

Hrushikesh Kumbhar\textsuperscript{84} has conducted a case study on Padmashree Gopal Phadke kho-kho player. The purpose of the study was to the game of Kho-Kho. In order to collect the necessary data pertaining of questionnaire coupled with the interviews technique. While framing the questionnaire care was taken to include all those necessary items that may have a bearing, either directly or indirectly on the performance of the subject for the consideration of the present study. The questionnaire administered to the subject consists of items such as general information about the subject, beginning of his Kho-Kho career, family background, participation and achievements at various level of competition.

Nitin Sakpal\textsuperscript{85} has conducted study on Shri. Aba Nagoji Naik. The investigator preferred interview technique to collect necessary information for his study on Shri. Nagoji Naik, life; achievements and contributions to Physical Education and sports. For gathering information on Shri. Nagoji Naik life, career and contribution to physical Education and sports articles, reports and statements published in newspapers, Annual reports and journals were also taken into account. The data consist of the following primary and secondary sources. Newspaper clippings, journal, articles and interview responses by Shri. Aba Nagoji naik in dailies, weeklies and fortnight magazines were also obtained: records of performance in wrestling were also search. Secondary sources will be especially useful for the

\textsuperscript{84}Hrushikesh, Kumbhar, (2006pp.109-111.}
investigators because they can not obtain the original sources. The books and journals containing the statements, reports and articles formed based on the secondary sources. To check up the authenticity or validity of the facts of process of criticism which does researcher of two types external and internal apply.

Thomas\textsuperscript{86} has conducted a case study on Shiny Abraham, International athlete. She was born in kerala. Her brother and sisters were also athletes. She learned her first lessons in athletics from her chacha (uncle). She enrolled as a member of the Idukki District Athletic Team in the year 1977 and in the same year she was selected for the Kerala State athletic team. In 1984 she made a record in 800 meters with best time of 2 minutes and 9 seconds at Delhi Nationals with the attention of Indian Coaches and Selectors at the age of 19, she won the distinction of Indian colors and toured number of countries.

In 1984, she was appointed in the food Corporation of India, Trivandrum, in the same year she attained distinction as the first women athlete of India who entered the semi finals in Olympics. Shiny Abraham is of the opinion that the state athletic associations must take necessary steps to attract spectators for witnessing even the local meets.

Sports activities should be introduce to an individual at childhood itself, even when they are eleven years old. The teams must reach the venue where the competitions take place at least fifteen days before the competition for acclimatization with the environment. This will influence the performance of the competitions positively. This study will be an inspiration and severs as a guiding factor in the upcoming athletes of the country.

James, et al.\textsuperscript{87} studied on “Perception of assessment in elementary physical education”.

education: a case study.” The purpose of the study was twofold: (a) to examine a teacher’s perceptions of attempting to implement assessments aligned with the NASPE standards and (b) to examine students’ perceptions of assessments in physical education. Participants were 46 4th grade Students and their physical education teacher. Data was collected through a likert-scale attitude questionnaire, documents and interviews with 27 of the 46 students and their teacher. Questionnaire data was analyzed with descriptive statistics. Interview data was analyzed qualitatively. Results indicated that both teacher and students perceived that the teaching-learning process was enhanced through the physical education activity.

Gary Yip\textsuperscript{88} has worked on “Discipline in physical education: a case study of one secondary physical education teacher.” It has been well established that the development of discipline in the gymnasium and the classroom is affected by factors related to proper management and instruction. However, little research has been done to investigate discipline in relation to the overall teaching context by investigating the instructional and managerial systems together.

This study provided an in-depth investigation of one secondary physical education teacher’s learning environment. The first two instructional units of the school year for each of two grade levels (25 and 22 lessons, respectively) were observed. The Rules, Routines and Expectations (RRE) instrument was used to investigate preventative management strategies and teacher and student behaviors were analyzed with a modified Task Structure Observational System (TSS). Teacher interviews focused on her perceptions of discipline within the overall learning environment. The results indicated that five rules, seven routines and three expectations were communicated to the students at the beginning of the school year. Engagement with the content dominated lesson episodes and applying tasks

\textsuperscript{87}James, et al. (2005). p.86.
dominated the task types observed. Students’ responses to instruction showed high percentages of congruence with the assigned tasks and high success rates. Very few instances of student misbehavior were recorded except in one unit. Content selection, learners’ skill level, management strategies and class dynamics were possible explanations for the students’ misbehavior.

Interviews indicated that the teacher felt that student discipline affected her program to some extent as she sometimes had to modify her expectations and objectives and devote time to management tasks. The interaction of the instructional and managerial systems was apparent.

Samuel Gatu\(^{89}\) has conducted a case study on Purnima Rau. International women cricket player. Purnima rau, a resident of secunderabad born on 30th January 1967 to parents c.j. prabhavati and ch. Janardan Rau. She was a student of st. Annas high school, secundebad.

She completed her intermediate from Kasturba Gandhi College for women and her graduation from University College for women, Osmania University and secured Gold medal. She has her post Graduation in English literature from arts college, Osmania University. She had interest and inclination towards games and sports, which were encouraged by her teachers and lectures during her study days, nurtured by her parents and relatives, supported by her friends and recognized her talent by the cricket association.

Mr. Bhupati was her first coach at the MCH summer coaching camp. There on she built an inner confidence in her and went on to play cricket with concentration, dedication commitment and hard work. This was noticed by the cricket coach Mr. Sampath Kumar since then he coached her to the almost level of performance where


she had proved her best and was welcomed into the Indian team. Purnima Rau had her debut for Andhra Pradesh in 1985, and scored a century on debut at the Senior Nationals against Jammu and Kashmir. Debut for India in the fifth world cup held at England in July, 1993. She was the second highest wicket taker for India. (13 wickets for 111 runs). Captained India in the one-day series against the visiting Australians in November, 1994. India won the series 3-2 and was awarded the “women of the series’”

Successfully led the India team in the tri-series for the Centenary Cup held in new-Zealand in February 1995. There she was adjudged the “player of the Series.’ This is the first time India has ever won foreign soil and the first time in India women’s cricket history. It has beaten Austrar and New Zealand. Her career best was 3 wickets, 48 runs and 2 catches in the finals at Eden Park, Auckland in February, 1995.

Successfully captained India against England (the World champions) in November 1995 in Guwahati. It is the first victory against the England team in India Women’s Cricket history. Here again she was adjudged the “woman of the match” in the fifth one day match at madras when India clinched the series 3-2 with this match. Purnima Rau is a cricketer much respected within her circles and without. One of the few cricketers who has dedicated everything to the game, she endures as one of the dominating figures of women’s cricket in India despite not being the captain. An experienced campaigner, Rau has dedicated herself to the game despite many obstacles. She has endured great personal loss at times and is understandably looked up to by most young cricketers.

Appanna Mahadeva Gasti, “A case study on Shri. Shripati Khanchanale first Hind-kesari Wrestler.” In his particular study the researcher has give a through
information about a raising phenomenon in the field of world wrestling by name Mr. Shripati Khanchanale. The researcher has taken to draw information from all the possible sources apart from personal interview with the raising star to make this study an embroil ent of real requested of a true case study.

The subject Mr. Shripati Khanchanale is a dynamic, dedicated and disciplined wrestler from Kolhapur who is the first Recipient Wrestler of ‘Hind Kesari Award’ and many Championship crowns and the one who is adjudged as the best wrestler of the country for his outstanding, remarkable and consistent performances in wrestling competitions at various levels.

Mangeshkumar Patil 91 has conducted study on ‘Khashaba Jadhav, a wrestler.’ Khashaba was born on 15th January 1925 in Goleshwar, satara of Maharashtra. Khashaba grand father Nanasaheb was a good wrestler. His father Dadasaheb also good wrestler in his time. Khashaba learned his basics of the game with brother Balkrishna and jotiram from his father.

Khasahba was good in his studies also. He always came first in the class. He represented the tilak highschool. In tilak highschool he learned scientific skills of the game from his school sports teachers gundapant Belapure and Baburao Balwade. Khashaba was very calm like his mother from his childhood. He always likes competitive wrestling. He never played wrestling for money, which is why he was selected for world’s prestigious and big competition like Olympic. He was not succeeding in London Olympic but he won the bronze medal in Helsinki Olympic in 1952. It was first Individual Olympic medal for India. For his achievement in wrestling, Government offered him in police service post of Sub-Inspector. 1984 he

was passes away. In 1990’s Meghnath Nageshkar Award and in 1993 Shree. Shiv.
Chatrapati Award honored by State Government of Maharashtra. In 2001, Central
Government honored him life Achievement Award after his death.

Narsimha Murthy\textsuperscript{92} has conducted a case study on kapil Dev and his study
reveals that Kapil Dev was born 6th January 1959 at Chandigarh. Kapii started his
primary education in the year 1964 in a small local school at Chandigarh. In the 1969,
he joined the Dayanand Anglo Vedic School and College. In the age of fourteen he
played for his schools. When he was fifteen, he was invited along with 24 others
talented young boys to attend a live—in – coaching camp in Bombay, conducted by
Indian Cricket Control Board. In 1976 when he was just short of seventeen years he
went to play for his state Haryana in Ranji trophy against Punjab. In 1978 at the age
of 19 years, he was selected for Indian Test team against Pakistan.

Rajkumar\textsuperscript{93} has conducted a case study of the contribution of the Honorable
Chief Minister of Tamilnadu, Jayalalitha in the field of Sports and Games in
Tamilnadu Ms. Jayalalitha was the born 24th February 1948, at Mysore. Then she
went to bishop Cotton Girls High School, Bangalore and from 1958 onwards she
continued her studies at Presentation Convent, Church park, Madras.

Hailing from a family, which traditionally valued Indian Art & Culture, Jayalalitha was trained in classical dance and kannataka music from the early age of
four. In 1960 at the age of twele, her bharathnatyan Asargetran took place at Rasika
Rajni Shabha, Mylapore. She is the acfomlished bharathanatyam artist, also
proficient in kuchipudi, kathak, Mohini Attam and Manipuri. She has given hundreds
of performance all over India. Once she got wounded on her nose while playing

\textsuperscript{92}Narsimha Muthy. (1993). p.89.
cricket, and she was a fan of Nawab of Pataudi and Nari contractor. She stood first in the school in the Mtriculation examination of 1964 and won scholarship from the Government of India. She was an able swimmer in youth and also proficient in sports and horse riding.

Jayalalitha is multi lingual with proficiency in English, Tamil, Telgu, Kannada and Hindi and has affair knowledge of malayalam. In 1965, her acting in ‘vennira Aadai’ won her accolades. Since then, she never looked back and displayed a versatile flair for acting in more than 135 films produced in the languages of Tamil, Telgu, Kannada, Hindi and English. Jayalalitha decided to become a diligent and devoted party worker of AIADMK. Despite several odds, she discharged her responsibilities with vigor and fortitude as propaganda Secretary of Party (1983-86), as chief Electrol campaigner (1984) and as a member of Rajya Sabha (1984-89) and as the first women opposition leader of the Tamilnadu Assembly in 1989. She gained a historic and unparalleled victory in the assembly elections in June 1991 and became the Chief Minister of Tamilnadu. She formed “Sports Development Authority Council of Tamilnadu.” She has taken full responsibility of conducting 10th Nehru World Cup International Invitation Football match and International Invitation Athletic Meet and has installed synthetic track in Nehru Stadium. She has introduced many schemes and plans for promotion of sports in Tamilnadu. She has motivated Amutha (Triothola), Kottaleeswaran (long distance sea Swimmer), Anjupathy (Tennis), Vishwanathan (Skating) and Edwin (squash world record holder). She also conducted 7th South Asian Games in Madras in the year 1995.

She was the first women to become an independent member of Tamilnadu Cricket Association as early as 1975. She is the President of Sports Development Authority of Tamilnadu. She was the President of organizing Committee of Athletic Meet in Madras in 1994. She was the President of the Superintending Committee of SAF games at Madras in
1995. She was honored with Honorary Doctorates by Annamalai University respectively.

Bijender Singh Shokeen\(^{94}\) has conducted a case study on Dronacharya Professor karan Singh. Prof. Karan singh born on 15th November, 1927 at Jodhpur in the royal family of Maharaja Man Singh. His father RaoRaja Udai Singh was ruler of Suraita and Mother Shrimati Anand Raj kanwar belonged to the Bundi Royal family. His wife’s name is shrimati Arati Singh. Prof. Karan singh has only daughter Kurnari kit singh. Prof. Karan Singh got his school education at Rajput School Chopasui. He passed inter mediate from Mayo College, Ajmer in 1947, Bachelor of Arts from Maharaja’s College Jaipur in 1949 and Masters of Arts in Political science from the same college in 1952.


Prof. Karen Singh Joined the L.N.C.P.E. Gwalior on 15th July, 1957 as Lecturer in Athletics and Served this institution with dedication, devotion and discipline till February, 1970. Then he joined Banaras Hindu University as Reader where he also acted as Director of Physical Education and Secretary, University sports Board from 1970 to 1980. He was also in charge National Service Scheme (NSS) from 1970 to 1977. He had been working as a professor in the Department of Physical Education, Banaras Hindu University Varanasi since 24th January, 1977 to

31st October, 1986.

Prof. KaranSingh sporting life was shaped during his school days where he excelled in athletics, Basketball, volleyball, Tennikoit and Football. He also competed in swimming and Gymnastics. Prof. Karansingh participated in the Rajasthan State Athletic Championship from 1949 to 1952 and for the first three years won the individual championship. He created new state meet Records in the 100m, 20m, 400; and the long jump. He has distinction to won 100m, 200, and 400m, five times in Rajasthan Olympic Association Athletic Championships held at Ajmer, successively. He was also declared Hero of Rajastan for two years in succession (1949 Feb. to 1950 Dec.). He captained the State Athletic Teams in the All India Athletic Meets in 1949, 1950 and 1951.

In the first Asian Games Prof. karan Singh won the Gold Medal in the 4x40km. relay and became first university student in India to win a Asian Games Gold Medal. Prof. Karan singh has many awards and distinction to his credit like college and University colours during study days. At Kandivili, Bombay he was voted the Best student, the best leader and the best sportsman of the year and Rotary Prize of the year 1955-56 for ‘Best All Round students’ was given to him. In 1995 President of India awarded Dronacharya Award in Athletics to Prof. Karan singh in recognition of his excellent services in coaching and promoting Athletics in the country.

Prof. Karan singh developed some knowledge and expertise in coaching athletics since 1949 when he was studying at Maharajas College Jaipur. Later on he becomes qualified coach after passing various official test and certificates in coaching of AAFI and certificate in coaching from NS NIS Patiala. He was coach of the combined University Athletic teams that participated in the All India Open Athletic Meets held Sangroor, Banglore and Lucknow. Prof. Karansingh coached the Indian
Universities Team that participated in the World Students Games held at Moscow in 1973 and accompanied the team to Moscow as a coach—cum- manager.

Prof. Karansingh produced many national / All India Inter University and Prominent international sportspersons like Brig. Labh Singh, Dr. Ajmer Singh ‘Arjuna Awardee’, Ms. Kamlesh Chatwal, Baby Thomas, Mr. V.S. Chouhan, ‘Arjuna Awardee’, Mr. A. S.V. Prasad, Mr. S.P. PilJai, Ms. Kusum Chatwal.

Prof. Karan Singh is an excellent organizer, which he organized at Gwalior and Varanasi. His contribution in development sports infrastructure at various places such as Gwalior, Varanasi and Chopasni is significant and laudable. Prof. Karan Singh is a scholar of high repute who published several articles and books which are widely read by the Professionals. One of his book titled ‘A History of Inter University Athletic Meets (Men) in India 1940-41 to 1983-84’ was awarded first Prize of Rs. 5000/- by Government of India.

Srivastva\(^5\) has conducted a case study on Dr. Laxnari Kokardekar, a senior member of H.V.P. Mandal. Laxman Kokardekar was born on 21 January 1903 at Durgapur tehsil in Amravati district of the then C.P. and Bereer, but now Amravati is a district of the ivianarashtra. He was serially third in his family. He had his primary education in the village saroor in care of his elder sister Sundrabai. He came to Daryapur for his middle school education in care of his material uncle. He appeared for high school entrance examination and obtained second position in the region. He got merit scholarship and was admitted to government High School, Amravati, where he was for sometime residing in hostel. He was forced to leave the hostel because of his participation in the procession, which was taken out to mourn the death of

\(^5\) Abhaykumar, Srivasta, (1993). pp.345-349
Lokmanya Tilak in the year 1920.

He shifted his residence to Dr. S.G. Patwardhan’s house. Dr. Patwardhan, a homeopath by profession, was also an active socio-political worker. Dr. Patwardhan found no other competent person than Kokardekar and on wishes of Mahatma Gandhi, Kokardekar was deputed to Sabarmati Ashram on a very different mission. He was in ashram from the year 1922 to 1926. By his stay in Ashram, Kokardekar thus developed his contacts with leaders and personalities at national level. After staying there for a few years, he was compelled to leave the ashram because of sudden and untimely death of his wife, in his hometown it was 1926.

After serving in the school for one academic session Kokardekar and his colleague Deshpande, both of them left the job and returned to Amravati in April, 1927. Association, he renewed his contacts with Vaidya brothers, founders of Hanuman Vyayam Prasarak Mandal. Kokardekar was deputed to Germany for higher education in Physical Education in June 1929, reflects upon the mandal’s changing views and ambitions on 30th June 1929 he sailed from Bombay for Germany.

The German Academy of Physical culture, Berlin (The Deutsche Ho Chschale Fiir Lerriiburgen, Berli ) where Kokardekar was admitted was working under the control of Berlin University, the Diploma in Physical Education or D.P.E. (Berlin) was of three years duration on his successful completion of the course, Mr. Kokardekar received the ‘Diploma’ which was signed and duly by the Ministers and the Chancellor of the German Academy of Physical Culture. In continuation of his ‘Diploma’ course, he was required to submit doctoral dissertation, which he did under the supervision of Dr. Carl Diem. He was awarded doctorate degree for the said work.

Publication of the series of articles in scientific journal Leibesuburgen ‘ had resulted into drawing immediate attention of German authorities as well as in the field
of sports science and defence towards kokardekar. He had developed some formulae after eliminating the defects in earlier formulae.

XI Olympic Games were scheduled in Berlin in the year 1936. Dr. Carl Diem was appointed General Secretary of Organizing Committee of the Olympic Games. Kokardekar shared his thoughts and ideas with the Organizing Committee through Dr. Diem. While appreciating the ideas of Kokardekar the Organizing Committee of XI Olympic Games at Berlin decided to provide opportunity to different member nations to present their national system of physical culture during world Pedagogies Congress that was organized in Berlin at the time of Olympic Games.

After his mission abroad, kokardekar returned back to India in November, 1932. Return of kokardekar from Germany after higher education has made him a qualified professional person in early thirty’s as such it was expected of him to offer his service to the profession of PhysicaEducation in India.

Kokardekar had his first assignment at H.V.P. Mandal in. Dec. 1932 in the organization of the Civil Defense Force. He conducted physico-medical examination of the trainees. Apart from helping the Mandal in the foreign correspondence and helped the mandal in the organization of tour of its 24 member contingents to Berlin (Germany). It was the first international tour of the mandal which provided opportunity to project India’s traditional sports and system of Physical culture before world gatherings and hence, it had historical significance. He rendered his voluntary professional services to the following organisations and committees. 1. Indian Olympic Association, 2. Provincial Olympic Committee of C.P. and Berar, 3. Highschool Education Board of C.P. and Berar 4. Member of Physical Education subject committee and Physical uplift committee of C.P. and Berar, Government Nagpur 1938. His literary contribution covered mainly all areas like Magazines, Newspapers and published reports.
Amit Rawat⁹⁶ has conducted case study on Dr. M. Robson. Robson Moses was born on 4th Aug. 1924, at Irenepuram in a famous Moses family. His father Rev. G. N. Moses was paster in church of Southern Indi4 and Mother namely Mrs. Joyee Moses. His wife’s name is Mrs.Jasmine Moses, who worked as a Headmistress in Government Girls College at Palathur. Robson has only a son and two daughter namely Dr. Amrit Moses, Mrs. Joy Presillaprem athiban and Mrs. Sushela raja Singh respectively.

Robson got his elementary education from London Missionary School at Marathandam. He passed his highschool and intermediate from Sri. Moola Vilsam and Scott Christian College respectively. He completed his graduation from University College of Trivendrum. In Professional examination he did Diploma in Physical Education (D.P.Ed.) from Y.M.C.A. College of physical education, Saidapet, madras. He went to spring field College, USA for his master degree in physical education in the year 1954-5 and again went to University of Oregon for his Doctoral Degree in physical education after he has been selected for full Bright Scholarships in the year 1972-74.

Robson Moses joined Alagappa College Of physical education in the year 1956 as founder Principal. In the year 1976 he joined Asia’s Prestigious College of physical education. i.e. LNCPE, Gwalior as Principal and after his retirement in the year 1984, he joined Annamallai University as Head of Department of Physical Education and sports sciences in the year 1984-88.

Robson’s professional preparation was through because of having experience from spring field college, USA and University of Oregan thus, finally contributed a lot for the development of physical education in India. Robson Moses laid a great

emphasis on the through professional preparation of the physical educators of India. He also stressed to reduce the gap between theoretical and practical aspects in physical education. Along with this he also suggested innovative ideas to improve professional preparation in India as: Dropping of unwanted subjects, Amalgamation of subjects, Introduction of semester system, Adoption of a scientific approach, provision of lab experiences. Robson Moses was also an efficient coach, he coached Basketball team and team bought some laurels to the University and along with this he also imparted fitness programmes to the masses. Robson was a great-sports lover too. He used to play Basketball and Lawn Tennis. 800mts. And 1500 mts. were his favorite events in track and field in which he represented University and won laurels.

Robson played a key role in the development of the sports. He organized and conducted numerous competitions, while working as the principal at LNCPE, Gwalior. He organized All India Track and field Inter University Championship successfully. Robson Moses listed out few points as the cause of deteriorating sports performances in India. 1. Academic load is too high, 2. our attitude towards sports is negative, 3. poor economic status, 4. ascetic, 5. Sacrificing the body for comfort.

Robson Moses has critical view on the functioning of the various scherrs for the promotion of sports. The ‘amount sanctioned does not reach to the players. The schemes are not properly operational. Most of the schemes are not appealing and attractive by nature.

Srivramkrishnan has conducted a case study on Sunii Gavaskar, Cricketer, and his study reveals that Gavaskar was born on 10th July 1949 in Bombay. He learned the basics of the games from his father and from his maternal uncle Narayan Musurekar. His father used to take him to watch not only club matches but also Ranji Trophy matches and test matches, which aroused his interest to become a great player. Sunil represented St. Xavier’s High School in the ‘Cites’ and Harries’ shield Inter—
School tournament at Bombay in 1961. In 1965, he proved to be the best when he scored four hundred runs in the senior inter school matches. In 1966-67 he was selected for Bombay University.

In early 1970 he was chosen to represent the state of Bombay to play Ranji trophy tournament. In 1971, he was selected to represented the nation for the test matches against West—Indies. Between 1971-1987, he played 121 test matches as an opener and he scored 10,122 runs, 34 centuries at an average of over 50 runs. He was honored with Arjuna Award given for a sportsman in India in 1977. He performed many worers at cricket and left indelible on the cricket world. In 1987, he retired from test cricket.

Karie suggests that the range of skills and abilities involved and their peculiar physical and temperamental demands would make a within event analysis essential. While for the explosive events the brash outgoing extroverted individual would seem to be ideally suited, it appears that shrewd, calculating, self- analytical types tending to introversion are more likely to be successful at middle distance running. In the same way, personality heterogeneity may serve a positive function in team sports. Cool, analytically inclined players integrated in a team with impulsive players have obvious advantages. Similarly other variables such as tough mindedness and emotionality may vary according to the position within a particular sport.

Philips has investigated the biographies of selected women leaders in physical education namely Dr. Margaret bell, Dr. Elizabeth Halseff, Miss Margaret D’Houbler, Dr. Gretude Moulton, Dr. I Anna Norris and Miss Blanche trilliong. The study reported the background work, professional contributions, honors and retirement activities. Data were obtained through

primary source material and interviews with the subjects and others. The biographies were presented independently without comparisons.

Hivale\textsuperscript{100} has conducted a case study on Cricketer Mr. Chandu Borde. Mr. Chandu Borde was middle class family. No background of games then also he played higher standard cricket, and did disciplined practice and achieved top of the post as a captain of Indian team. His first class cricket performance and test match cricket performance because of his good performance graph he played continuously 55 test matches. He was fully dedicated person to the game while he was playing international cricket also he dedicated his best services to the cricket for BCCI and ICC after his retirement.

In this chapter, the research scholar has fouueed his attention on the importance of literature related to the study concerned because of study of relevant literature is an essential step to get full picture of what has been done with regard to the problem under study. Such views bring new insight and helps in the development of research procedure. The literature presented in this chapter gives meaning and added scope to the study and forms a basis in the development of research procedure and further direction. After analyzing the collected data the research scholar arrived at the following conclusions.

- Maximum Research design was a single case study.
- The major sources of data were collected through interview method.
- A well developed questionnaire was used.
- The collected data were analyzed and interpreted.

\textsuperscript{98}J. E. Kane, (1968). p.67
\textsuperscript{99}Madge. Philips,(1980). p.185
\textsuperscript{100}Hivale, (2010). pp.233-240.