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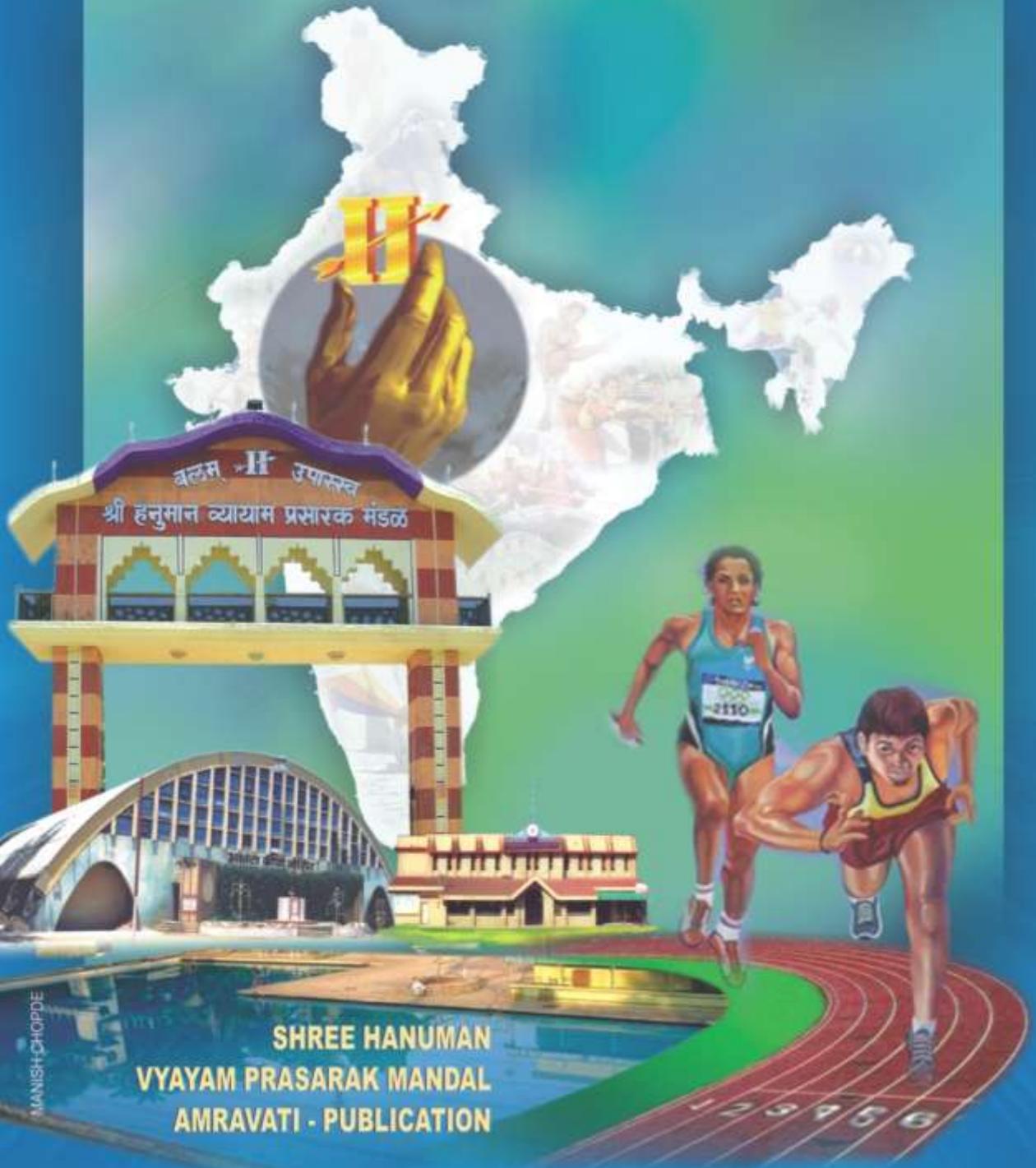
# VYAYAM-VIDNYAN

## व्यायाम-विज्ञान

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# VYAYAM - VIDNYAN

## व्यायाम – विज्ञान

लाघवं कर्मसामर्थ्यं दीप्तोन्निर्मेदसः क्षयः  
विभक्तघनगात्रत्वं व्यायामा दुपजायते

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## **EDITORIAL**

# **NEW EDUCATIONAL POLICY 2020 ENCOURAGES HOLISTIC EDUCATION THROUGH SPORTS AND PLAY**

The new NEP includes several key points that are instrumental for the holistic development of a child. By eliminating the rigid separation between curricular and extra-curricular activities, the NEP acknowledges sports to be equally important as any other subject like English and Science, thereby increasing the fun and engagement that children desperately seek in school. Through play, children can develop physically, mentally and socially. And it is also found that play contributes positively to academic outcome, classroom behaviour and attendance levels.

The recent National Education Policy 2020 (NEP) has brought about monumental change in our education system. In doing so, it has also placed high priority on children's health and their nourishment.

Multidisciplinary and holistic education is part of the principles of the NEP. Along with subjects like the sciences and social sciences, the curriculum must contain courses that make education well-rounded, useful and fulfilling, including games, sports and fitness.

At the school level, the NEP propose sports-integration, or utilizing physical activities in pedagogical practices, to increase the students cognitive abilities, while promoting their physical and psychological well-being. Sports-integrated learning will help students achieve fitness levels envisaged in the Fit India movement, and adopt fitness as a lifelong attitude. It will also develop their skills like collaboration, self initiative, teamwork and responsibility.

The NEP also proposes other ways to increase school students' exposure to sports and other activities. It increased flexibility and choice of subjects, allowing students to choose physical education as part of the curriculum. The policy also proposes 'bagless' days to allow students to engage in local vocational and other activities, such as sports and gardening. The NEP further encourages formation of clubs, for sports, yoga, and health and wellbeing, at the levels of schools, school complexes districts and beyond.

Higher education institutions will also have departments in subjects like sports, art and music, to provide a multidisciplinary and stimulating environment. Credits will be given for such subjects in undergraduate programmes.

Once the new educational policy gets implemented, which is announced by the Union Cabinet, children will benefit from the focus on balanced and all-round development from an early age.

Unemployed youths with degrees, diplomas and certificates in Physical Education across the country are upbeat over the stress on sports and yoga in the new National Education Policy (NEP) 2020. These youths believe that the change would create new jobs for them at the school level.

Even though NEP envisages every aspects of human resource development need to be viewed from two lenses: whether NEP is useful for all stakeholders, and how easy or difficult to implement. The overall planning is good, but training of Physical Education teachers and an elaborate system for proper implementation are missing and there is no clarity of vision regarding actual translation of the goals of equity into reality and the challenge lies in it.

Courtesy: [poshan.outlookindia.com](http://poshan.outlookindia.com)

# COMPARATIVE STUDY OF COMPETITIVE ANXIETY AND WILL TO WIN BETWEEN INDIVIDUAL AND TEAM GAME PLAYERS

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## **Abstract**

*The main purpose of the study was to find out the difference in Competitive Anxiety and Will to Win among the individual and team game players. 10 players from each selected Individual and Team Games were selected as the subjects for the study. Only male players from Athletics, Badminton and Swimming for individual game and Basketball, Cricket, and Volleyball for team game who represented intercollegiate tournament of S.G.B. Amravati University. The age of the subjects was run from 18-25 years. The data were collected by administering questionnaires of Sports Competitive Anxiety Test (SCAT) of R. Martien and Will to Win of Dr. Anand Kumar and P. S. Shukla. The filled up questionnaires were marked according to the concerned key and then analysed by using One Way Analysis of Variance Statistical Technique (ANOVA) to find out the significant difference among the players of individual and team games. The result of the study showed that in both the competitive anxiety and will to win differ significantly among the players of individual and team games. It is also observed in the findings that players belonged to individual game were possessed significantly higher competitive anxiety compared to the team game players. In the variable of will to win team game players showed significantly higher compared to the individual game players.*

**Keywords:** Sports Competitive Anxiety Test (SCAT), Will to Win, Individual Game and Team Game.

## **Introduction**

Anxiety is one of the important psychological factors that severely affect athletes' performance, particularly in critical and determining situations. Anxiety is the concept of unsafe or a threat of which the person clearly does not understand the resource. Types of anxiety that in recent years in the field of sports

psychology have been considered, is competitive anxiety occurring in competitive sport situations, and is defined as the desire to understand the competitive position as a threatening factor that the response to this is associated with a sense of worry and stress. When discussing competitive anxiety, even professional players who have high anxiety, compared with

players who have optimum level of anxiety and when both of them placed in a competition better performance is exhibited by the second one athlete.

Will to win is defined as the intensity of the desire to defeat an opponent or to exceed some performance standard in a given sport. An individual who is having high Will to Win, he is very competitive and feel for winning the competition. Will to win is also related to competence and some aspects of aggression.

### **Purpose of the Study**

The main purpose of the study was to compare the competitive Anxiety and will to win between the individual and team game players.

### **Hypothesis**

On the basis of literatures, discussion with experts and the research scholar's own understanding it was hypothesized that there would be significant difference among the individual and team game players in competitive anxiety and will to win parameters.

### **Methodology**

For the purpose of the study 10 players from each individual and team games viz. Athletics, Badminton and Swimming for individual game and Basketball, Cricket, and Volleyball for team games who represented inter-collegiate competitions of S. G. B. A. U. from Degree College of Physical Education, Amravati, Maharashtra

were selected by adapting purposive sampling method. The age of the subjects was run from 18-25 years.

The data on sports competitive anxiety were obtained by administering SCAT (Sports Competitive Anxiety Test) of R. Martien and Will to win were obtained by administering the "Will to Win" questionnaire constructed by Dr. Anand Kumar and P. S. Shukla.

To determine the significant difference among the inter-collegiate players of individual games and team games in the variables of Sports Competitive Anxiety and Will to Win, One Way Analysis of Variance Statistical Technique (ANOVA) was employed. While the F-ratio was found to be significant, Least Significant Difference (LSD) Post Hoc Test was computed to determine the paired mean difference among the groups.

To test the hypothesis level of significance was set at 0.05, which was considered most appropriate and stringent level for the study.

### **Result and Discussion**

To determine the significant difference among the players of individual and team games One Way Analysis of Variance (ANOVA) statistics was employed separately for each selected variables viz. Sports Competitive Anxiety and Will to Win. Findings pertaining to the statistical analysis have been given in the following tables-

**Table-1**  
**Summary of one way Analysis of Variance for the Data on Sports**  
**Competitive Anxiety Level Among Individual**  
**and Team Game Players**

Source of Variance	Degree of Freedom	Sum of Square	Mean Sum of Square	F-ratio
Between the Groups	K-1 6-1=5	103.73	20.746	2.81*
Within the Group	N-K 60-6=54	399.2	7.392	

\*Significant at .05 level

Tabulated  $F_{.05(5,54)}=2.384$

Table-1 reveals that there is significant difference on sports competitive anxiety level among the selected individual and team game players, because the calculated F-ratio of 2.81 is higher than the tabulated F-value of 2.384 needed to be significant at 0.05 level for the 5,54 degrees of

freedom. Since the F-ratio was found to be significant therefore Least Significant Difference (LSD) Post Hoc Test was computed to determine the paired mean difference among the selected groups. The paired mean difference has been shown in Table-2.

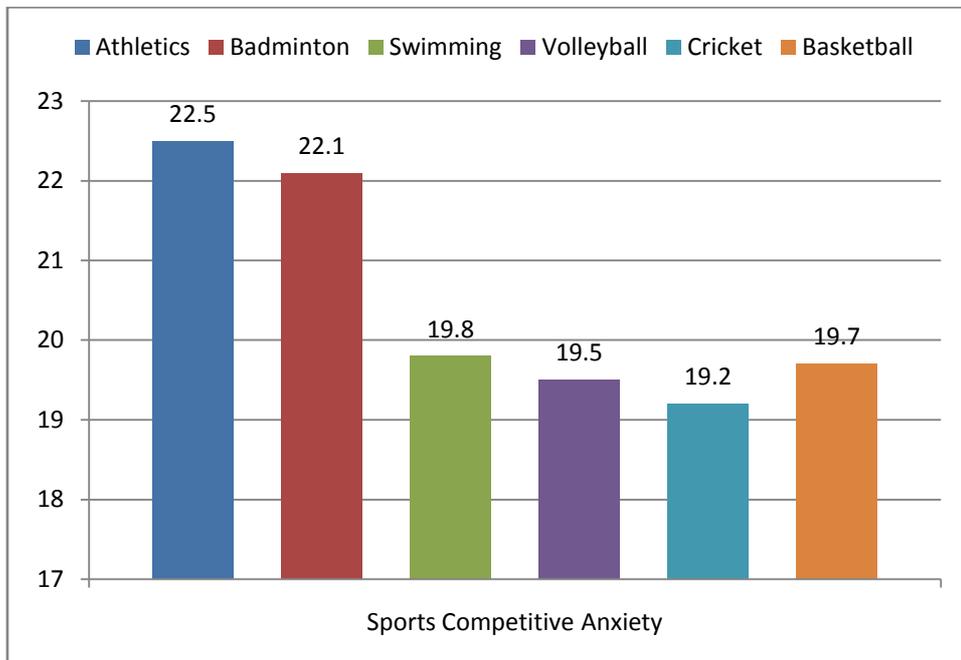
**Table-2**  
**Paired Mean Difference in Sports Competitive Anxiety among the Individual**  
**and Team Game Players**

Athletics	Badminton	Swimming	Volleyball	Cricket	Basketball	Mean Difference	C.D.
22.5	22.1					0.4	2.439
22.5		19.8				2.7*	2.439
22.5			19.5			3*	2.439
22.5				19.2		3.3*	2.439
22.5					19.7	2.8*	2.439
	22.1	19.8				2.3	2.439
	22.1		19.5			2.6*	2.439
	22.1			19.2		2.9*	2.439
	22.1				19.7	2.4	2.439
		19.8	19.5			0.3	2.439
		19.8		19.2		0.6	2.439
		19.8			19.7	0.1	2.439
			19.5	19.2		0.3	2.439
			19.5		19.7	0.1	2.439
				19.2	19.7	0.5	2.439

\*Significant at 0.05 level

An analysis of Table-2 indicates that the players belonged to Athletics showed significantly higher competitive anxiety than the Swimmers (MD=2.7), Volleyball (MD=3.0), Cricketers (MD= 3:3) and Basketball players (MD= 2.8). It is also learnt from the above table that the Badminton players also show significantly higher anxiety level than the Volleyball players (MD= 2.6) and Cricketers (MD= 2.9) as all the above mentioned mean difference values are greater than the critical difference value of 2.439 at 0.05 level. The table also indicates that there is no

significant mean difference in between Athletics and Badminton players (MD= 0.4), Badminton and Swimmers (MD= 2.3), Badminton and Basketball players (MD= 2.4). Swimmers and Volleyball players (MD= 0.3), Swimmers and Basketball Players (MD=0.1), Volleyball and Cricketers (MD= 0.3), Volleyball and Basketball players (MD= 0.2) and cricketers and Basketball players (MD=0.5) because the obtained mean difference values are less than that of critical difference value of 2.439 at 0.05 level. The ordered Mean difference has been shown in fig. 1.



**Fig. 1 Difference of Mean of Sports Competitive Anxiety Level Among the Players of Selected Individual and Team Games**

**Table-3**  
**Summary of One Way Analysis of Variance for the Data on Will to Win of Individual and Team Game Players**

Source of Variance	Degree of Freedom	Source of Variance	Mean Sum of Square	F-ratio
Between the Groups	K-1 6-1=5	41.35	8.27	2.51*
Within the Group	N-K 60-6=54	177.9	3.29	

\*Significant at 0.05 level

Tabulated F-ratio<sub>0.05(5,54)</sub>=2.384

Finding of Table-3 shows that there is significant difference in Will to Win among the players of Individual and Team Games as the calculated F-ratio of 2.51 is greater than the tabulated F-value of 2.38 at 0.05 level. Since the F-ratio was found

to be significant the Least Significant Difference (LSD) Post Hoc Test was applied to determine the paired mean difference among the selected individual and team games. The paired mean difference has been shown in Table-4.

**Table-4**  
**Paired Mean Difference for the Data on Will to Win of Individual and Team Game Players**

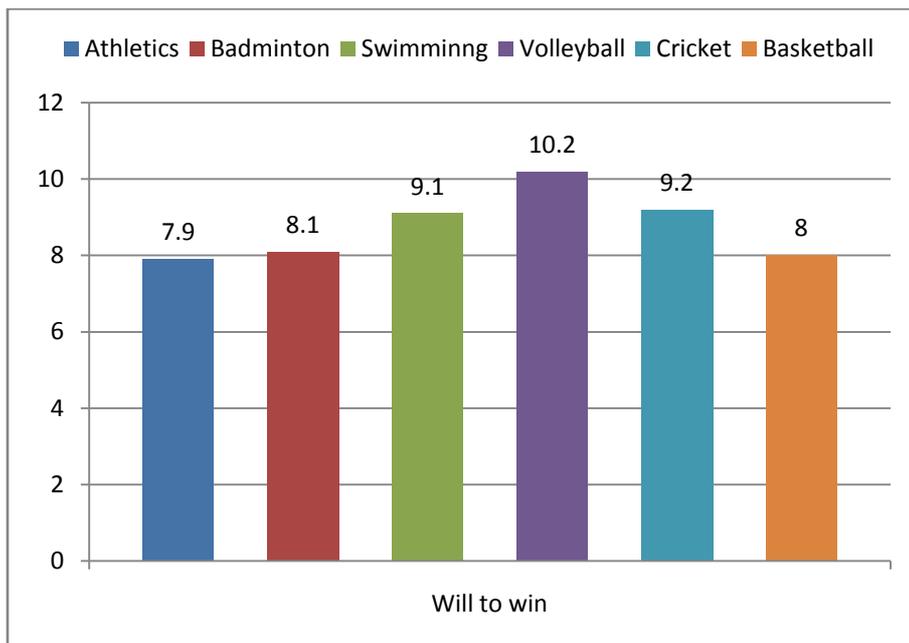
Athletics	Badminton	Swimming	Volleyball	Cricket	Basketball	Mean Difference	C.D
7.9	8.1					0.2	1.627
7.9		9.1				1.2	1.627
7.9			10.2			2.3*	1.627
7.9				9.2		1.3	1.627
7.9					8.0	0.1	1.627
	8.1	9.1				1.0	1.627
	8.1		10.2			2.1*	1.627
	8.1			9.2		1.1	1.627
	8.1				8.0	-0.1	1.627
		9.1	10.2			1.1	1.627
		9.1		9.2	8.0	0.1	1.627
		9.1				1.1	1.627
			10.2	9.2		1.0	1.627
			10.2		8.0	2.2*	1.627
				9.2	8.0	1.2	1.627

\*Significant at 0.05 level of confidence

From the findings of Table-4 it is understood that there is significant mean difference in between Athletic and Volleyball, Badminton and Volleyball, Volleyball and Basketball players because the mean difference values of 2.3, 2.1 and 2.2 respectively are greater than that of critical difference value of 1.627.

The table also indicates that there is no significant difference in Will to Win between the players of

Athletics and Badminton (MD=0.2), Athletic and Swimming (MD=1.2), Athletic and Cricket (MD= 1.3), Athletic and Basketball (MD=0.1), Badminton and Swimming (MD=1.0), Badminton and Cricket (MD=1.1), Badminton and Basketball (MD=0.1), Volleyball and Cricket (MD=1.0), and Cricket and Basketball (MD=1.2) as the obtained mean difference values are less than that of critical difference value of 1.627 at 0.05 level.



**Fig. 2 Difference of Mean of Will to Win among the Players of Individual and Team Games**

### Discussion on Findings

From the findings of statistical analysis, it is clearly understood that there is significant difference in between Athletics and Swimming, Athletics and Volleyball, Athletics and Cricket, Athletics and Basketball, Badminton and Volleyball, Badminton

and Cricket in Sports Competitive Anxiety level. It may be attributed to the fact that all players belonged to individual games showed higher level of Competitive Anxiety because in Individual game no one is assisted by other player's performance rather a single mistake or error committed by

himself for herself may lead for lowering the performance. Hence such result occurs in the study. It is also learnt from the Statistical Analysis that Will to Win also differed significantly among the players of six different games. Volleyball Players showed higher level Will to Win followed by Cricketers, Swimmers, Badminton, Basketball, and least was shown by Athletics. It may be because the nature

of game desired such qualities among the players hence such results occurred in this study.

### **Conclusion**

Considering the limitations and on the basis of statistical findings it may be concluded that Sports Competitive Anxiety and Will to Win differ significantly among the players of Individual and Team Games.

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# COMPARATIVE STUDY OF PHYSICAL FITNESS BETWEEN HOCKEY AND FOOTBALL PLAYERS

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## **Abstract**

*Field hockey and Football are characterized with highly physical fitness which helps to perform effectively during their match practice or competition. The present study aimed to find out the significance of difference in physical fitness components between the players of Hockey and Football. For the purpose of this study 15 male Hockey players and 15 male Football players were selected by adopting purposive sampling method and the age of the subjects was ranging from 18 to 25 yrs. It was hypothesized that there might be a significant difference in the selected physical fitness components between the Hockey and Football Players.*

*To collect the data pertaining to the study AAHPERD physical fitness test was administered i.e., Standing Broad Jump for explosive muscular strength, Pull-Ups for arms & shoulder strength, 4x10 yds Shuttle Run for agility, Bend knee Sit-ups for muscular endurance, 50 yds Dash for speed and 600 yds Run & Walk for cardiovascular endurance and scores were recorded according to the concerned test items.*

*To determine the significance of difference on the above mentioned components between two groups of players independent t- test was employed. The level of significance was set at 0.05 for testing the hypothesis. The findings of the statistical analysis showed significant difference in the fitness components of Arm and Shoulder Strength, Muscular Endurance, Agility and Explosive Leg Strength, where as insignificant difference was found in the components of Speed and Cardiovascular Endurance. From the mean value it is understood that Football players are significantly better in the above mentioned fitness components than the Hockey players.*

**Keywords:** Hockey, Football, Explosive Muscular Strength, AAHPERD.

## **Introduction**

In the modern society the term of physical education and physical fitness are more popular and it is very essential for healthy survival of an

individual to his society. Happy and Healthy is the nation's pride. Young are the world's greatest resource.

The word physical refers to the body. It is often used in reference to

various bodily characteristics such as, physical strength, physical development, physical health and physical appearance; it refers to the body as contracted to mind. Physical fitness is one's richest possession, it cannot be purchased it has to be earned through daily routine of physical exercise.

Physical fitness represents the capacity to be most vigorously and effectively with one's own physical fitness for any sports consists of a number of qualities of factors such as speed, strength, co-ordination, agility and endurance etc.

Physical fitness has also been acclaimed as an essential requirement. It is equally required for every human being and all sphere of life. There are physiological anthropometrical, emotional, mental and social factors which influence the physical fitness and good health. It is generally related to good physique, good health and good organic development.

### **Purpose of the Study**

The main purpose of the study was to compare the Physical Fitness of Hockey and Football Players.

### **Hypothesis**

It was hypothesized that football players might have better physical fitness than hockey players.

### **Methodology**

Total 30 male players, 15 from each Hockey and Football were

selected from Degree College of Physical Education, Amravati by adopting simple random sampling method. Age of the subjects was ranging from 18 to 25 years.

To collect the data pertaining to the present study AAHPERD Physical Fitness Test was administered i.e. Standing Broad Jump for Explosive Muscular Strength, Pull-Ups for Arm & Shoulder Strength, 4x10yds Shuttle Run for Agility, Bend Knee Sit-Ups for Muscular Endurance, 50 yds Dash for Speed and 600yds Run & Walk for Cardio Vascular Endurance and scores were recorded according to the concerned test items.

### **Result and discussion**

To determine the significance of difference on the above mentioned components between two groups of player independent t- test was employed. The level of significance was set at 0.05 for testing the hypothesis. The findings pertaining to the study have been shown in Table-1.

It is evident from the findings of Table-1 that significant difference was found in the variables of Muscular Strength ( $t=2.003$ ), Muscular Endurance ( $t=2.57$ ), Agility ( $t=4.17$ ), Explosive Strength ( $t=2.98$ ) and the Composite Score of Physical Fitness ( $t=5.2$ ) because all the obtained t-values are greater than the tabulated t-value of 2.002 at .05 level for 58 degrees of freedom. Whereas insignificant difference was found in the variables of Speed ( $t=1.35$ ) and Cardiovascular Endurance ( $t=1.29$ ) as

the calculated t-values are less than the tabulated t-value 2.002 at 0.05 level for 58 degree of freedom. From the

mean values it is understood that Football players having better fitness status as compared to Hockey players.

**TABLE-1**  
**Description of Mean, Standard Deviation and t-ratio for the Data on Physical Fitness Components of Hockey and Football Players**

Variable & Test	Players	Mean	Standard Deviation	Mean Difference	Standard Error of Mean Difference	t-ratio
Muscular Strength Pull Ups	Football	7.53	2.08	1.266	0.632	2.003*
	Hockey	6.27	2.77			
Muscular Endurance Sit Ups	Football	26.9	3.9	2.466	0.957	2.57*
	Hockey	24.43	3.51			
Agility Shuttle Run	Football	11.39	0.57	0.791	0.1888	4.17*
	Hockey	12.11	0.87			
Explosive Strength Standing Broad Jump	Football	75.43	4.52	3.76	1.257	2.98*
	Hockey	71.67	5.2			
Speed 50 Yard Dash	Football	7.56	0.63	0.183	0.135	1.35
	Hockey	7.74	0.39			
Cardiovascular Endurance 600 Yard Run And Walk	Football	191.03	15.94	7.133	5.50	1.29
	Hockey	198.17	25.57			
Composite Score	Football	317.5	28.1	35.00	6.65	5.2*
	Hockey	282.49	23.18			

\*Significant at 0.05 level

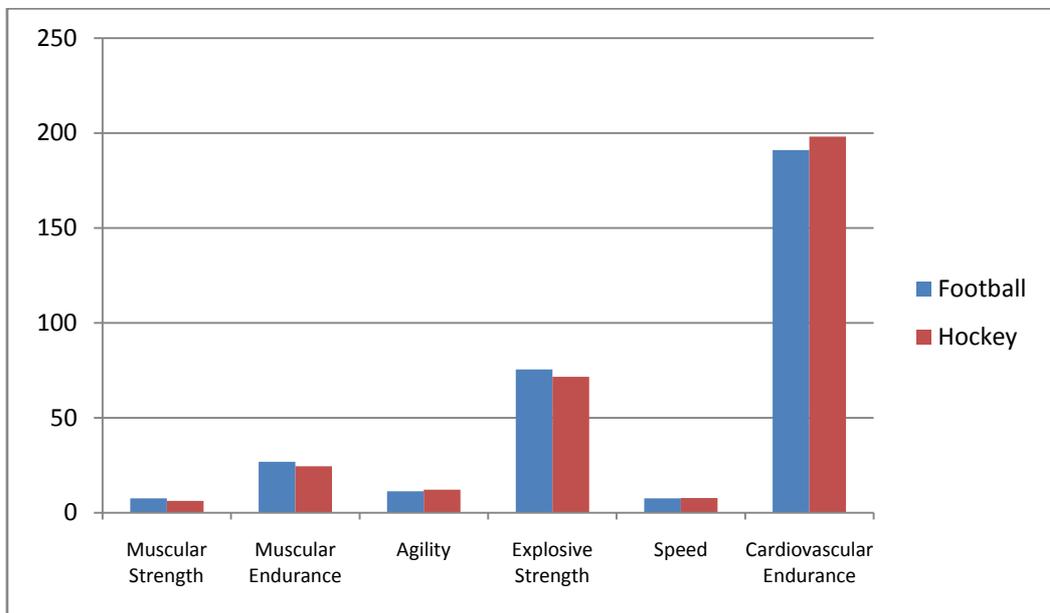
Tabulated  $t_{0.05(58)} = 2.002$

Findings of the study shows that Football Players were superior in

Physical Fitness as compared to the Hockey Players it may be attributed to

the nature of the games i.e. the duration of Football game is 90 minutes and Hockey is of 70 minutes duration, Football is known as Powered and total game therefore the need to prepare themselves accordingly. Moreover a systematic

training program is carried on for the football players through which they develop their Physical Fitness optimally. In case of Hockey systematic practice is not followed by the Players, therefore such a result have might occurred in the study.



**Figure 1: Comparison of Mean of Muscular strength, Muscular Endurance, Agility, Explosive Strength, Speed and Cardiovascular Endurance between Football and Hockey Players**

**Conclusion**

On the basis of findings it is fairly concluded that physical fitness of football players are better than hockey players.

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# COMPARATIVE STUDY OF CREATIVITY AND AGGRESSION BETWEEN THE PLAYERS OF SELECTED TEAM GAMES AND INDIVIDUAL GAMES

**Harwan Zaffer**

Research Scholar

Degree College of Physical Education, Amravati, Maharashtra

## **Abstract**

*The main purpose of the study was to compare the Creativity and Aggression between the players of team games and individual games. For the purpose of the study total 60 male players, 10 from each team games viz. Kabaddi, Handball, Football and 10 from individual game viz. Athletics, Boxing, Wrestling from DCPE, Amravati were selected as subject by adopting purposive sampling method and the age was ranging from 18 to 25 years.*

*It was hypothesized that there would be significant difference in Creativity and Aggression between the players of team games and individual games. To assess the Creativity and Sports Aggression of the selected players, Anne de A'Echevarria's Creativity questionnaire and, Anand Kumar and P.S.Shukla's questionnaire of sports aggression level were administered and the scores were recorded according to the developed key of the questionnaires.*

*To compare the Creativity and Sports Aggression among the players of individual and team games One Way Analysis of Variance (ANOVA) statistical technique was employed. The level of significance was set at 0.05 for testing the hypothesis.*

*The findings of the statistical analysis revealed that there was no significant difference in Creativity ( $F=0.134$ ) and Aggression ( $F=0.135$ ) among the players of individual and team games.*

**Keywords:** Creativity, Aggression, Kabaddi, Handball, Football, Boxing, Wrestling, Athletic.

## **Introduction**

In past games and sports were a medium of recreation and fitness but in modern day's games and sports changed its definition. Now it is not only bound within physical aspect. There are too many physical and

Psychological aspects which play vital role in sports and games. Creativity is the ability to generate innovative ideas and manifest them from thought into reality. The process involves original thinking and then producing. Aggressive behavior is an overt verbal

or physical act that can psychologically or physically injure another person or oneself. Aggressive behavior against another person is called intropunitive.

Creativity is the ability to illustrate what is outside the box from within the box.(The Ride)

In fact Lorenz advocates that sport ought to be substitute of society of the Creativity progress, its antecedents, and its inhibitors.

The psychological study of Creativity is the essential to human progress .If strides to be made in the sciences, humanities and arts, we must arrive at a far more detailed understanding.

Creativity refers to the phenomenon whereby a person creates something new (a product a solution, a work of art etc.) that has come kind of value. What counts as “new” may be in reference to the individual creator, or to the society or domain within which the novelty occurs.

The nature of aggression in sports should be considered the degree of ambiguity regarding aggression in sports. That is in some sports direct aggression in the form of physical acts against the person of another player are encouraged within rules(American football, Boxing and Wrestling), whereas in other sports the directions, amount and indices of aggression are highly subjective and dependent on the degree of aggression tolerated by the fans, officials and team mates, (Basketball, Ice Hockey, Team Handball, Water polo). (Cratty, 1983)

## **Purpose of the Study**

The main purpose of this study was to compare the Creativity and Aggression between the players of team games and individual games.

## **Hypothesis**

It was hypothesized that there would be a significant difference in Creativity and Aggression between the players of team games and individual game.

## **Methodology**

Total 60 male players ,10 from each team games viz. Kabaddi, Handball, Football and 10 from individual game Viz. Athletics , Boxing, Wrestling were selected from Degree college of physical education, Amravati by adopting purposive sampling method. Age of the subject was ranging from 18 to 25 years.

To appraise the Creativity and Sports Aggression of the selected players, Anne de A'Echevarria's Creativity questionnaire and, Anand Kumar and P.S.Shukla's questionnaire of sports aggression level was administered and the scores were recorded according to the developed key of the questionnaires. The obtained scores were arranged in the table for further statistical analysis.

## **Result and discussion**

To determine the significance of difference of Creativity and Sports Aggression among different Individual and Team games One Way Analysis of Variance (ANOVA) statistical

technique was employed to check the hypothesis. The findings independently. The level of significance was set at 0.05 level to shown in Table-1.

**Table-1**  
**Summary of One Way Analysis of Variance (Anova) for the Data on Creativity and Aggression Between Individual and Team Game Players**

Variable	Source of Variance	Degree of Freedom	Sum of Square	Mean of Sum of Square	F-Ratio
Creativity	Between The Group	5	93.28	18.656	0.134 <sup>@</sup>
	Within The Group	54	7467.3	138.648	
Aggression	Between The Group	5	8.95	1.79	0.135 <sup>@</sup>
	Within The Group	54	715.9	13.257	

<sup>@</sup> Insignificant at 0.05 level

Tabulated F<sub>0.05(5, 54)</sub> = 2.386

It is evident from Table-1 that no significant difference was found in the variable of Creativity and Aggression between individual and team game players, as calculated F-value of Creativity (0.134) and of Sports Aggression (0.135) are less than the tabulated F-value of 2.386 needed to be significant at 0.05 level for 5, 54 degrees of freedom. Since the F-Ratio is found to be insignificant therefore

LSD Post hoc test was not applied to find out paired mean difference.

**Conclusion**

On the basis of findings it is fairly concluded that there is no significant difference in the psychological variables of creativity and aggression among the players of individual and team games.

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# EFFECT OF UP-HILL TRAINING ON MUSCULAR AND CARDIOVASCULAR ENDURANCE OF LONG DISTANCE RUNNERS

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## **Abstract**

*The main purpose of this study was to determine the effect of 8 weeks up-hill training on Muscular and Cardiovascular Endurance of long distance runners. For the purpose of this study 20 male athletes were selected from Degree College of Physical Education, Amravati and the age of the athletes was ranged from 18 to 25 years.*

*The subjects were divided into two homogeneous groups on the basis of initial test performance. The experimental treatment was given to experimental group (A) and other one kept as control group (B) who were not given any experimental treatment. The experimental treatment was given for eight weeks, three days in a week alternate days. The subjects were allowed to take part in their usual regular activities of college curriculum. The data were collected by administering Harvard step test and sit-ups (bent- knee) on both the groups before and immediately after the experimental treatment. The data were examined by applying mean difference method (t-test) to find out significant difference if any, between the pre-test and post-test means of both the groups .To test the hypothesis, the level of significance was chosen at 0.05. The finding of this study revealed that there is significant improvement in the cardiovascular endurance of experimental group after 8 weeks of training programme while compared with the control group and no significant difference was found in the variable of muscular endurance the within the subjects of both the groups.*

**Keywords:** Up- hill Training, Muscular, Cardiovascular Endurance, Long Distance Runners.

## **Introduction**

The athletes are prepared for a contest through systematic training and conditioning programme. In the modern age, athletes are being trained by highly sophisticated means for better achievement their concerned

sports. They are being exposed the exercises and training methods which are highly beneficial for achieving higher standards. In athletic training, specialized exercises are being prescribed by experts for the fullest and optimum development in the

particular event/sports. Among different trainings means hill training is considered one of the method to develop muscular as well as cardiovascular endurance therefore the present scholar decided to undertake the study stated as, “Effect of Up-Hill Training on Muscular and Cardiovascular Endurance of Long Distance Runners”.

### Purpose of the Study

The purpose of the study was to determine the effect of 8 weeks up-hill training on Muscular and Cardiovascular Endurance of Long Distance Runners.

### Methodology

For the study researcher selected 20 Long Distance Runners from Degree College of Physical Education (DCPE), Amravati through purposive sampling method. Age of the subjects was ranged from 18 to 25 years. The subjects were equally divided into two groups based on

initial test performance i.e. Experimental group ‘A’ and Control group ‘B’, each group consisted of 10 subjects. The Experimental group under-gone a programme of up- hill training for a period of 8 weeks and control group was not assigned any specific treatment but both the groups were engaged in daily physical activity of their college curriculum. The data were collected before and immediately after completion of 8 weeks training programme by using Sit- ups (bent-knee) and Harvard Step Test on both the groups.

### Result and Discussion on Finding

The data pertaining to the study were examined by applying mean difference method Viz. Independent and Dependent t-tests to find out significant difference if any, between the pre test and post test means of both the groups .To test the hypothesis, the level of significance was chosen at 0.05. The findings have been shown in the following tables-

**Table-1**  
**Summary of Mean, Standard Deviation and t-ratio for the Data on Muscular and Cardiovascular Endurance of Pre-tests and Post-tests of Experimental and Control Group**

Variable	Test Condition	Group	Mean	Standard Deviation	Mean Difference	Standard Error of Mean Difference	t-ratio
Muscular Endurance	Pre-Test	Experimental	31.7	5.87	1.8	2.53	0.71
		Control	29.9	5.49			
	Post-Test	Experimental	33.5	5.44	2.6	2.24	1.16
		Control	30.9	4.58			
Cardiovascular Endurance	Pre-Test	Experimental	77.24	5.99	0.28	2.66	0.105
		Control	77.52	5.95			

	Post-Test	Experimental	84.81	3.41	6.73	1.36	4.94
		Control	78.08	2.65			

\* Significant at 0.05 level

Tabulated  $t_{0.05(18)} = 2.101$

Findings of above table reveal that there is significance of difference between the Post-Tests of Experimental and Control Group in the variable of Cardiovascular Endurance because the calculated t-value of 4.94 is much greater than the tabulated t-value of 2.101 at 0.05 level for 18 degree of freedom. The table also shows insignificant difference in between Pre-Tests and Post-Tests of Experimental and Control Group in the variable of Muscular Endurance

because the calculated t-values of 0.71 and 1.16 respectively are less than that of required t-value of 2.101 at 0.05 level for 18 degree of freedom.

To find out the difference in between Pre and Post -Test of Experimental and Control Group for both the variables i.e. Muscular and Cardiovascular Endurance Dependent t-test was employed and it has been shown in Table-2.

**Table-2**  
**Difference between Pre and Post-Test Scores of Muscular and Cardiovascular Endurance of Experimental and Control Group**

Variable	Group	Sub Group	Mean	Standard Deviation	Mean Difference	Standard error of Mean Difference	t-ratio
Muscular Endurance	Experimental	Pre	31.7	5.87	1.8	2.52	0.71
		Post	33.5	5.44			
	Control	Pre	29.9	5.49	1	2.26	0.44
		Post	30.9	4.58			
Cardiovascular Endurance	Experimental	Pre	77.24	5.99	7.57	2.17	3.48*
		Post	84.81	3.41			
	Control	Pre	77.52	5.95	0.56	2.05	0.27
		Post	8.08	2.65			

\*Significant at 0.05

Tabulated  $t_{0.05(9)} = 2.262$

From the observation of Table-2 it is understood that there is significant difference between the Pre and Post-Test performance in the variable of Cardiovascular Endurance of Experimental Group as the obtained

t-value of 3.48 is quite greater than tabulated t-value of 2.262 at 0.05 level for nine degree of freedom. The table also indicates that insignificant differences occur in between Pre- and Post-Test performance of

Experimental and control group in the variable Muscular Endurance as the obtained t-values of 0.71 and 0.44 respectively are quite less than the tabulated t-value of 2.262 at .05 level for nine degree of freedom. Insignificant difference is also observed in the variable of Cardiovascular Endurance of control group (  $t = 0.27 < 2.262$ ).

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### Conclusion

On the basis of Statistical findings it may be fairly concluded that

1. Eight week of Up-hill training is favourable for the development of Cardiovascular Endurance.
2. No significant improvement is observed in the Muscular Endurance after Eight week of Up-hill training program.

# COMPARATIVE STUDY OF SELECTED PSYCHOLOGICAL VARIABLES AND COORDINATIVE ABILITIES AMONG THE SOCCER PLAYERS OF DIFFERENT PLAYING POSITIONS

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## **Abstract**

*The main purpose of the study was to determine the difference of selected psychological variables and coordinative abilities among the soccer players of different playing position of Degree College of Physical Education, Amravati. It was hypothesized that there would be significant difference in the selected psychological variables and coordinative abilities among the soccer players of different positions. To achieve the purposedata pertaining to the study were collected by administering sports aggression inventory questionnaire, developed by Anand Kumar and P.S Shukla and score was recorded in number, Mental Toughness was measured by using Alan Golberg's questionnaire and score was recorded in number, Differentiation abilities was measured by using Backward Medicine Ball Throw and score was recorded in number of points, Orientation Abilitywas measured by using Numbered Medicine Ball running test and score was recorded in seconds. The data were examined by one way analysis of variance in order to determine the difference if any, where the F-ratio was found significant at 0.05 level, LSD post-hoc test was employed to find out paired mean difference. Findings of statistical analysis showed no significant difference was found in both the psychological variables i.e. Sports Aggression and Mental Toughness as well as coordinative abilities viz. Differentiation and Orientation among the Defenders, Midfielders and Attackers in soccer.*

**Key words-** Sports Aggression, Mental Toughness, Differentiation and Orientation Ability, Soccer Players.

## **Introduction**

The very inherent quality of soccer due to which it has gained the highest popularity is that it is enjoyed equally by the players as well as the spectators. In modern life the scientific development, technological advancement and research in every

part of life demands fitness to overcome all the barriers of life. Modern man lives in mental world in which the important skills for success are based on his psychological abilities. Behavior can be defined as the total aggregate of human responses and that a person respond to work

internal and external stimuli of the psychological components such as motivation, aggression, attitude, attention etc.

### **Purpose of the Study**

The main purpose of the study was to determine the difference of selected psychological variables and coordinative abilities among the soccer players of different playing positions.

### **Methodology**

For the purpose of this study, scholar selected 45 male Soccer Players as subjects from Degree College of Physical Education (DCPE) by adopting purposive sampling method, age of the subjects was ranged from 18 to 25 years.

### **Selection of Variables**

For this study the following variables were selected-

Psychological variables-

- i. Sports Aggression
- ii. Mental Toughness

Coordinative abilities-

- i. Differentiation ability
- ii. Orientation ability

### **Selection of Test and Criterion Measures**

To achieve the purpose data pertaining to the study were collected by administering Sports Aggression

inventory questionnaire, developed by Anand Kumar and P.S Shukla and score was recorded in number, Mental Toughness was measured by using Alan Golberg's questionnaire and score was recorded in numbers, differentiation abilities was measured by using Backward Medicine Ball Throw Test and score was recorded in number of points, Orientation ability was measured by using numbered medicine ball running test and score were recorded in seconds.

### **Collection of Data**

The data pertaining to the study were collected by administering the afore stated questionnaires and tests for Psychological variables and coordinative abilities respectively. The scores were recorded according to the instructions of the selected questionnaires and tests. The raw scores were arranged in a table systemically for the further statistical treatment.

### **Results and discussion**

To analysis the data collected on selected Psychological variables and Coordinative abilities i.e. Aggression, Mental Toughness, Differentiation and Orientation respectively have been described in the following tables.

**Table – 1**  
**Summary of One way Analysis of Variance for the Data on Selected Psychological Variables of Defenders, Midfielders and Attackers in Soccer**

Source of Variance	Degree of Freedom	Sum of Square (SS)	Mean Sum of Square (MSS)	F-ratio
Between the Groups	K-1 3-1=2	36.4	18.2	3.087 <sup>@</sup>
		4.58	2.29	
Within the Groups	N-K 45-3=42	247.6	5.89	0.445 <sup>@</sup>
		215.73	5.136	

@Not significant at .05 level Tabulated  $F_{0.05 (2,42)}=3.22$

Findings of above table reveal that there is no significant difference in the psychological variables of Mental Toughness and Aggression among the Defenders, Midfielders and Attackers in Soccer, because the calculated F-value is less than that of tabulated F-

value of 3.22 needed to be significant at 0.05 level for the 2/42 degree of freedom. Since the F-ratio is found to be insignificant therefore post-hoc test is not employed to determine the paired mean difference among the three selected groups.

**Table - 2**  
**Summary of One way Analysis of Variance for the Data on Selected Coordinative Abilities of Defenders, Midfielders and Attackers in Soccer**

Source of Variance	Degree of Freedom	Sum of Square (SS)	Mean Sum of Square (MSS)	F-ratio
Between the Groups	K-1 3-1=2	0.838	0.419	0.992 <sup>@</sup>
		0.114	0.057	
Within the Groups	N-K 45-3=42	17.4	0.422	0.075 <sup>@</sup>
		31.836	0.758	

@Not significant at .05 level

Tabulated  $F_{0.05 (2,42)}=3.22$

Findings of above table reveal that there is no significant difference in the Coordinative Abilities of Differentiation and Orientation Ability among the Defenders, Midfielders and

Attackers in Soccer, because the calculated F-value of 0.992 and 0.075 respectively are quite less than that of tabulated F-value of 3.22 needed to be significant at 0.05 level for the 2/42

degrees of freedom. Since the F-ratio is found to be insignificant therefore post-hoc test is not employed to determine the paired mean difference among the three selected groups.

### **Discussion of findings**

Findings of statistical analysis revealed that there were insignificant differences in the selected psychological variables and coordinative abilities among the three different playing positions of soccer players. It may be attributed to the fact that game of soccer has changed drastically as far as system of play is concerned, nowadays soccer is considered as a totaled game i.e. every player must possess the ability and capacity to play in every positions except goalkeeper. Therefore the training is given to achieve the aforementioned purpose hence such insignificant result might have occurred in the study.

### **Testing of Hypotheses**

In the beginning of to study it was hypothesized that, there would be significance of difference in the selected psychological variables and coordinative ability among the soccer players of different playing positions. On the basis of statistical findings it was found that there was no significance of difference in the selected psychological variables as well as coordinative abilities among the soccer players of different playing positions. Hence, earlier stated hypothesis is rejected.

### **Conclusion**

No significant differences were found in the variables of Sports Aggression, Mental Toughness, Differentiation and Orientation ability among Defenders, Midfielders and Attackers in Soccer.

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# प्राचीन कृष्ण साहित्य में दृगोचर शारीरिक शिक्षा दर्शन (लेखांक - ५)

## प्राचीन कृष्ण साहित्य में शारीरिक शिक्षा दर्शन के स्रोत

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गत लेखांक में 'जीवन दर्शन' के स्रोतों को वर्णित किया गया था। जीवन के ध्येय-उद्देश्यों के साथ-साथ जीवन के काल खण्डों को चार विभागों में बांटा और उन्हें 'आश्रम' की संज्ञा देकर प्रत्येक आश्रम के कर्तव्यों को विषद किया था। ये चार आश्रम ही जीवन दर्शन के स्रोत माने गये थे।

प्रस्तुत लेख में प्राचीन गुरुकुल शिक्षा प्रणाली, शिक्षा का स्वरूप, ध्येय तथा उद्देश्य के संबंध में उद्बोधित किया है।

-संपादक

### शिक्षा प्रणाली

#### शिक्षा का स्वरूप :

चूंकि प्राचीन भारत में जीवन का परम-लक्ष्य मोक्ष को प्राप्त करना था इसलिए शिक्षा को आध्यात्मिक धरातल पर प्रस्तुत किया गया था। मानवी कर्तव्यों एवं आवश्यकताओं की व्याख्या भी आध्यात्मिक दृष्टिकोण से की गई थी। शिक्षा पूर्णतः धर्म से प्रभावित थी। शिक्षा पाठ्यक्रम में यद्यपि अनेक विषयों का अन्तर्भाव था और वे विषय जीवन निर्वाह के लिए सार्थक थे तथा उनसे शारीरिक, मानसिक, बौद्धिक तथा नैतिक विकास में सहायता पहुंचती थी, तथापि इन विषयों का महत्व प्राचीन भारतीयों ने आध्यात्मिक और धार्मिक कल्याण हेतु रखा था।

धर्म, अर्थ और काम ये तीन पुरुषार्थ समझे जाते थे जिसकी शिक्षा पाठशाला में पुरोहितों द्वारा दी जाती थी। शिष्य को गुरु का उपदेश ग्रहण करना पड़ता था। ऐसा विश्वास था कि गुरु के बिना ज्ञान प्राप्त करना असम्भव है। जो शिष्य गुरु के उपदेश को श्रवण करने की इच्छा नहीं रखता था, उसको ज्ञान की प्राप्ति नहीं होती थी। शांत, श्रद्धावान, आस्तिक एवं विनयशील छात्र को ही आत्म तत्व का उपदेश दिया जाता था। गुरु अर्थात् शिक्षक के द्वारा शिष्य को ज्ञान प्रदान करने का कार्य यह धार्मिक कृत्य था। क्योंकि प्राचीन भारत में धर्म का इतना प्रभाव था कि जीवन की सभी क्रियायें चाहे वह अधयन-अध्यापन रहे अथवा आचार, व्यवहार, चिन्तन, मनन रहे सभी धर्म की परिधि

में आते थे। इस अनूठी परम्परा ने ही भारतीयों का शारीरिक, मानसिक, बौद्धिक चारित्रिक, नैतिक व आध्यात्मिक विकास किया था। जीवन के विभिन्न क्षेत्रों का विकास धर्म की आधारशिला पर ही होता था इस सम्बन्ध में प्राचीन भारतीयों का यह मत था कि जीवन के विभिन्न क्षेत्रों में विकास हेतु शिक्षा मार्गदर्शन का कार्य करती है।

प्राचीन भारतीयों को जो शिक्षा गुरु-गृह में दी जाती थी, उसी से व्यक्ति सभी प्रकार का विकास करता था। वस्तुतः गुरु-गृह यह व्यक्तित्व के विकास की प्रयोगशाला थी। यद्यपि प्राचीन भारतीयों के शिक्षा का महत्वपूर्ण आधार अध्यात्म स्वरूप का था और अध्यात्म-उन्नति जीवन का लक्ष्य थी तथापि यह दार्शनिक सत्य है कि उनकी अध्यात्म-उन्नति भौतिक समृद्धि का प्रमाण है। अतः उन्होंने स्वस्थ, सुखी और समृद्ध बनने के लिए अध्यात्म शिक्षा के अतिरिक्त अन्य प्रकार की शिक्षाओं को भी स्थान दिया था। भला! ऐसी शिक्षा प्रणाली में शारीरिक शिक्षा किस प्रकार दुर्लक्षित हो सकेगी? प्राचीन कृष्ण साहित्य में उपलब्ध सुव्यवस्थित व सुनियोजित जीवन प्रणाली से स्पष्ट बोध होता है कि प्राचीन भारतीयों ने शिक्षा के स्वरूप को भी सुव्यवस्थित और सुनियोजित बनाया था जिसमें व्यक्ति के सर्वांगीण विकास के लिए विभिन्न प्रकार की शिक्षायें प्रदान की जाती थी। अतः उनके विभिन्न प्रकार की शिक्षाओं में शारीरिक शिक्षा का भी महत्वपूर्ण अस्तित्व रहा होगा। यद्यपि प्राचीन कृष्ण साहित्य में पृथक से शारीरिक शिक्षा का कहीं कोई स्पष्ट उल्लेख प्राप्त नहीं

होता, तथापि जीवन के विभिन्न धरातलों पर तथा गुरुकुल व आश्रम शिक्षा प्रणाली के अंतर्गत विभिन्न माध्यमों से शारीरिक शिक्षा का अंतर्भाव दृष्टिगोचर होता है तथा साथ ही प्राचीन जीवन व्यवस्था में शारीरिक क्रियाओं का जो स्वरूप प्राप्त होता है उससे शारीरिक शिक्षादर्शन की रूपरेखा खींची जा सकती है। वास्तव में, प्राचीन शिक्षा के व्यापक स्वरूप के अंतर्गत शारीरिक शिक्षा का अभ्यासक्रम दृष्टगोचर होता है। इसलिए जो उद्देश्य शिक्षा के दिखाई देते हैं वे ही शारीरिक शिक्षा के उद्देश्य बन गये हैं।

### शिक्षा के ध्येय और उद्देश्य

प्राचीन भारतीयों ने जीवन को समुचितरूपेण अपनाया था इसलिए व्यक्ति का सम्पूर्ण विकास करना उनकी शिक्षा का ध्येय बन गया था तथा इसी ध्येय की पूर्ति हेतु उन्होंने व्यक्ति के जीवन काल का चार भागों में विभाजन किया था। जीवन यात्रा को आयु विज्ञान के आधार पर अलग-अलग भागों में विभक्त करके जीवन की जो सुव्यवस्थित प्रणाली निर्माण की गई थी उससे जीवन और शिक्षा दोनों के ध्येय की पूर्ति संभव हो सकी। जीवन का परम-लक्ष्य 'मोक्ष' प्राप्त करना था, तो शिक्षा का लक्ष्य व्यक्ति का 'सर्वांगीण विकास' करना था। क्योंकि यह बात उतनी ही सत्य है कि शिक्षा के इस महत्वपूर्ण ध्येय की पूर्ति के फलस्वरूप ही जीवन के अंतिम लक्ष्य को प्राप्त करना संभव हो सका। यह दार्शनिक सत्य है कि जिस व्यक्ति का समुचितरूपेण सर्वांगीण विकास नहीं हो सकता, वह व्यक्ति

प्राचीन भारतीय जीवन के उच्चतम ध्येय को प्राप्त नहीं कर सकता। यह एक ऐसी दार्शनिक पृष्ठभूमि थी जिसके आधार पर प्राचीन भारतीयों ने अपने जीवन को सफल बनाया था।

शिक्षा के माध्यम से ही जीवन सफल होता है इस मौलिक विचारधारा से प्राचीन भारतीय पूर्णतः अवगत थे। प्राचीन भारतीय समाज में भौतिक और आध्यात्मिक जीवन निर्माण करने तथा विभिन्न उत्तरदायित्वों को पूर्ण करने के लिए शिक्षा की नितांत आवश्यकता थी। मनुष्य तथा समाज का आध्यात्मिक और बौद्धिक उत्कर्ष शिक्षा के माध्यम से ही संभव माना गया। वास्तव में शिक्षा से मनुष्य में ज्ञान उत्पन्न होता है इसलिए ज्ञानोद्भव का आधार तत्वशास्त्र और विवेक माना गया था। ज्ञान मनुष्य के मुक्ति का साधन था। इसमें कोई सन्देह नहीं कि मनुष्य के उत्थान में ज्ञान का विशेष महत्व रहा है। ज्ञान अथवा विद्या के अभाव में स्वस्थ व्यक्तित्व का निर्माण हो ही नहीं सकता और न ही आदर्श जीवन की रचना संभव हो सकती है। ज्ञान यह जीवन प्रकाश है और अज्ञानता यह अंधकार के समान है। ज्ञान के अभाव में व्यक्ति जीवन और जगत के रहस्यों को जान पाने में असमर्थ होता है।

प्राचीन भारत की शिक्षा व्यक्ति का सभी दृष्टिकोण से विकास करने वाली शिक्षा थी। आध्यात्मिक, मानसिक, बौद्धिक, शारीरिक, चारित्रिक व नैतिक विकास के लिए प्राचीन प्रणाली ने बहुमुखी पाठ्यक्रम निर्माण किया। बहुमुखी पाठ्यक्रम के फलस्वरूप ही प्राचीन भारत में अनेकों महान व्यक्तित्व निर्माण हुए। श्रीकृष्ण जैसा अद्भुत व्यक्तित्व, जो ज्ञान

का भंडार थे और सर्वांगीण विकास की पराकाष्ठा को प्राप्त थे तथा जो भारतीय इतिहास में व्यक्तित्व के सबसे महान, आदर्श और बेजोड़ उदाहरण है, उस समय की प्रचलित शिक्षण प्रणाली का ही फल था। प्राचीन शिक्षा प्रणाली उच्चस्तरीय और सर्वांगीण विकास को प्राप्त व्यक्तित्व निर्माण करने के उद्देश रखती थी। श्रीकृष्ण प्राचीन भारत के सबसे महान व्यक्तित्व को धारण करने वाले थे। विकास की दृष्टिकोण से देखा जाए तो प्राचीन भारतीय शिक्षा प्रणाली ने ऐसे कई व्यक्तित्व निर्माण किये जिन्होंने अपनी शारीरिक, मानसिक, बौद्धिक और नैतिक क्षमता के बल पर इतिहास को प्रभावित किया है। आज भी भारतीय जनता प्राचीन व्यक्तित्व से प्रभावित है। इसमें कोई संदेह नहीं कि प्राचीन शिक्षा प्रणाली द्वारा निर्मित कृष्ण जैसे आदर्श व्यक्तित्व को देखकर यह स्पष्ट हो जाता है कि उस समय की शिक्षा का ध्येय सर्वांगीण और बहुमुखी विकास करना था।

व्यक्ति के सर्वांगीण विकास में शारीरिक, मानसिक, बौद्धिक, चारित्रिक और आध्यात्मिक विकास का अंतर्भाव होता है। प्राचीन भारत में आदर्श व्यक्तित्व के निर्माण हेतु उपर्युक्त सभी अंगों का विकास करना शिक्षा के उद्देश्य में सम्मिलित किए गए थे। इन सभी उद्देश्यों में आध्यात्मिक विकास जीवन के मूल ध्येय की पूर्ति में सहायक रहा था। वस्तुतः भारत की प्राचीन सभ्यता की विशेषता आध्यात्मिक विकास को लेकर ही थी। प्राचीन भारतीयों की यह धारणा थी कि आध्यात्मिक विकास के अभाव में व्यक्ति के सर्वांगीण विकास की कल्पना नहीं की जा सकती। शरीर,

मन, बुद्धि और आत्मा इन चार अंगों का विकास ही सर्वांगीण विकास है। इसलिए शिक्षण प्रणाली में अध्ययन-अध्यापन हेतु इन चारों का विकास समाविष्ट किया गया था। वास्तव में व्यक्ति के विकास हेतु आधुनिक शिक्षा शास्त्रीयों के समान प्राचीन भारतीयों ने भी शिक्षा का व्यापक भाव ग्रहण किया था। शिक्षा के बिना जीवन को अर्थहीन समझा गया था।

### स्वस्थ एवं सुदृढ़ शरीर (शारीरिक विकास)

प्राचीन भारत की शिक्षा में शारीरिक विकास यह एक आधारभूत विकास था। प्राचीन शिक्षा शास्त्रीयों को यह ज्ञात था कि इस मूल विकास के बिना जीवन लक्ष्य को प्राप्त करना दुर्लभ है, अतः उन्होंने विद्यार्थियों के दैनंदिन जीवन में शरीर को स्वस्थ, सुदृढ़ और क्रियाशील बनाने के लिए अनेक प्रकार की क्रियाओं को स्थान दिया था। शरीर की बाह्य और आंतरिक शुद्धि, इंद्रियों पर नियंत्रण, शारीरिक परिश्रम, प्रातः उठना, प्राणायाम आदि करना, संध्या व पूजन करना, सात्विक आहार ग्रहण करना, गुरु द्वारा निर्धारित नियमित दिनचर्या का पालन करना, धनुर्विद्या जैसी क्रीड़ाओं में निपुणता हासिल करना, आयुर्वेद का ज्ञान प्राप्त करना, ब्रह्मचर्य के सभी नियमों का पालन करना आदि से स्पष्ट होता है कि सर्वांगीण विकास में शारीरिक विकास की उपेक्षा नहीं की गई थी। गुरु के द्वारा शिष्य से कठोर परिश्रम लेने के उदाहरण प्राचीन कृष्ण साहित्य में प्राप्त होते हैं।

यद्यपि प्राचीन भारतीय पूर्णतः आध्यात्मिक विकास के धरातल से पुष्ट होता

है, तथापि शारीरिक विकास के दृष्टिकोण से भी वह कमजोर साबित नहीं होता अपितु इसके विपरीत यह देखने में आया है कि शरीर को अध्यात्म की आधारशिला बनाकर प्राचीन भारतीयों ने शारीरिक विकास को चरमोत्कर्ष पर ला दिया था। महाभारत में कृष्ण, अर्जुन, भीम, कर्ण तथा भीष्म आदि महान योद्धाओं के ऐसे प्रमुख उदाहरण हैं कि जिनको देखने के बाद यह कहने का साहस नहीं होता कि प्राचीन भारत की शिक्षा ने शारीरिक विकास को दुर्लक्षित किया था अपितु इसके विरुद्ध आज की तुलना में उस समय के व्यक्ति शारीरिक दृष्टि से अत्यधिक पुष्ट एवं विकसित होते थे। वस्तुतः उनका आध्यात्मिक विकास यह शारीरिक विकास पर टिका था इसलिए शारीरिक विकास की अवहेलना का कोई प्रश्न ही नहीं उठता।

धनुर्वेद जैसा शास्त्र जो विभिन्न शास्त्र विद्याओं से भरा पड़ा है तथा आयुर्वेद जिसमें शरीर चिकित्सा की परिपूर्ण पूर्ति की गई है, प्राचीन भारत के पाठ्यक्रम में महत्वपूर्ण स्थान रखते थे। इन दो विषयों के अस्तित्व से यह स्पष्ट बोध होता है कि शारीरिक विकास की ओर प्राचीन भारतीयों का पूर्ण ध्यान था। धनुर्वेद और आयुर्वेद के सम्बन्ध में निम्नलिखित जानकारी मिलती है -

१. विभिन्न प्रकार के शस्त्र और उनका प्रयोग।
२. योद्धाओं का वर्गीकरण : सैनिक, रथचालक, हाथी सवार, घुड़सवार।
३. शस्त्रों के प्रयोग में कुशलता प्राप्त करने की प्रणाली।
४. शस्त्रों का अभ्यास।

आयुर्वेद का सम्बन्ध स्वास्थ्य और शक्ति से है। आयुर्वेद से स्वास्थ्य की शिक्षा प्राप्त होती थी। आयुर्वेद एक प्रकार से जीवन का विज्ञान है, जिसके अध्ययन से शारीरिक और मानसिक बीमारियों को दूर कर सुखपूर्वक दीर्घ जीवन व्यतीत करने का अवसर प्राप्त होता है। इस शास्त्र में बीमारियों का स्वरूप, उनकी चिकित्सा पद्धति और बीमारियों के प्रकार आदि का समावेश है जिनका अध्ययन विद्यार्थियों को करना पड़ता था।

इसके अतिरिक्त प्राचीन भारतीयों को विभिन्न क्रीड़ा प्रकारों जैसे -मल्ल युद्ध, धनुर्विद्या, घुड़सवारी, रथ दौड़ एवं अनेक शस्त्रों के प्रयोग में भाग लेना पड़ता था जिससे स्पष्ट होता है कि उन्होंने शारीरिक विकास की ओर उपेक्षणीय दृष्टिकोण नहीं अपनाया था बल्कि उनका शारीरिक क्रियाओं के प्रति विशेष आकर्षण था। शारीरिक विकास के धरातल पर उन्होंने जीवन को श्रेष्ठतम बनाया था। जीवन का अंतिम लक्ष्य भले की मुक्ति प्राप्त करना क्यों न रहा हो तथा शिक्षा प्रणाली और जीवन का आधार भले ही धर्म बना रहा हो, लेकिन धर्म की प्रेरणा से उनके जीवन की क्रिया-कलापों को देखकर यह बात तर्कसंगत लगती है कि वे आध्यात्मिक विकास के समान ही शारीरिक विकास की पराकाष्ठा को स्पर्श करना चाहते थे। अतः स्पष्ट है कि उनकी शिक्षा का एक महत्वपूर्ण उद्देश्य शारीरिक विकास करना था। आध्यात्मिक विकास के साथ शारीरिक विकास के प्रति जन मानस सचेत था। महाभारत में वर्णित मल्ल युद्ध से इस तथ्य की पुष्टि होती है। वस्तुतः समाज और संस्कृति की सुरक्षा के लिए शिक्षा के

माध्यम से विद्यार्थियों को शारीरिकरूपेण बलशाली और सुदृढ़ बनाना आवश्यक था। धर्म साधना के लिए उत्तम स्वास्थ्य अनिवार्य था।

### ज्ञान प्राप्ति (बौद्धिक विकास)

प्राचीन भारत की शिक्षा का एक महत्वपूर्ण उद्देश्य ज्ञान प्राप्त करना था। महाभारत के अनुसार यज्ञ, दान, तप और नियम आदि सब नश्वर हैं। केवल ज्ञान नित्य है, इसलिए मनुष्य ने ज्ञानी बनना चाहिए। ज्ञानमय यज्ञ को अति-श्रेष्ठ यज्ञ समझा जाता था, क्योंकि ज्ञान में सभी कर्मों की परिसमाप्ति हो जाती है। प्राचीन कृष्ण साहित्य में जिस प्रकार कर्मवीर, युद्धवीर, शूरवीर, धर्मवीर आदि का उल्लेख मिलता है उसी प्रकार वेदाध्ययनशूर, अध्यापनशूर, गुरु शुश्रूषाशूर आदि का भी उल्लेख प्राप्त होता है। इससे यह स्पष्ट होता है कि प्राचीन भारत में जो व्यक्ति ज्ञानी होता था उसका समाज में आदर किया जाता था। वेद ज्ञान प्रदान करने वाले हैं इसलिए ऐसा कहा गया है कि वेदों का अध्ययन और अध्यापन करने वालों को स्वर्ग की प्राप्ति हाती है। शिक्षा का उद्देश्य व्यक्ति को महान बनाना था और व्यक्ति महान तभी बनता था जब वह वेदादि शास्त्रों का सम्यक अध्ययन करता था। इन शास्त्रों का अध्ययन करने के लिए विद्यार्थी गुरु के आश्रम में जाते थे। गुरु वेदों के पंडित होते थे। गीता में स्पष्ट उल्लेख है कि ज्ञान प्राप्त करने के लिए ज्ञानीजन के शरण में जाना चाहिए। माता-पिता भी अपने बालकों को इसी उद्देश्य की पूर्ति हेतु गुरु के आश्रम में भेजते थे, क्योंकि प्राचीन भारतीयों का यह

विश्वास था कि ज्ञान से मनुष्य सभी पापों से मुक्त हो जाता है।

वस्तुतः ज्ञान में वे आत्मज्ञान की ओर अधिक उन्मुख होते थे और यही कारण है कि वे युद्ध जैसी संकटमय परिस्थितियों में भी शोक नहीं करते थे। जो व्यक्ति आत्म अज्ञानी होता था वह प्रायः प्रतिष्ठाहीन समझा जाता था। श्रीकृष्ण को युद्ध के क्षेत्र में अर्जुन के आत्म अज्ञानी होने पर हंसी आई थी।

### आत्मसंयम (आध्यात्मिक विकास)

प्राचीन भारत दार्शनिक विचारधाराओं से ओत-प्रोत था। मनुष्य जीवन का भारतीयों के लिए आध्यात्मिक महत्व था। क्योंकि, यह जीवन उनकी दृष्टि में अत्यन्त दुर्लभ था। जब मनुष्य जीवन प्राप्त हुआ है तो क्यों न उसका परमलाभ लेना चाहिए ऐसा सोचकर प्राचीन भारतीयों ने जीवन को आदर्श स्वरूप का बनाने का संकल्प लिया था। इसलिए आत्म-संयम शिक्षा का एक महत्वपूर्ण उद्देश्य बन गया था। उनकी दृष्टि में बाह्य बाधाओं की अपेक्षा आंतरिक बाधाएं बलवती होती हैं, अतः उन्होंने आत्म-संयम पर बल देना आवश्यक समझा। आत्म संयम में इंद्रियों को वश में किया जाता है एवं ब्रह्मचर्य के नियमों का परिपूर्ण पालन किया जाता है। गुरु अपने शिष्यों को आत्मसंयम की शिक्षा प्रदान करता था। गुरु जानता था कि विद्यार्थियों के मन में क्रोध, मोह, लोभ, अहंकार और काम आदि नहीं होने चाहिए, क्योंकि इसके अस्तित्व से ज्ञानार्जन प्रक्रिया सार्थक नहीं हो पाती और आत्म-अनुभूति में

रूकावट उत्पन्न होती है। इसलिए इंद्रियों पर नियंत्रण करना बहुत जरूरी समझा गया था।

आत्मसंयम के परिणामस्वरूप प्राचीन भारतीय आध्यात्मिक विकास की ओर सरलता से अग्रसर होते थे। अध्यात्म जीवन की पहली शर्त आत्मसंयम ही है। इसी आत्मसंयम के कारण अध्यात्म विद्या को सबसे श्रेष्ठ स्वीकार किया गया था।

### चरित्र निर्माण (चारित्रिक विकास)

शिक्षा का एक और महत्वपूर्ण उद्देश्य चरित्र निर्माण करना था। प्राचीन कृष्ण साहित्य में एक से बढ़कर एक चरित्र दृग्गोचर होते हैं जिनमें सबसे महान और अनुपम चरित्र श्रीकृष्ण का था। जब समाज में चरित्रों की भरमार थी तो इसका मतलब यह हुआ कि प्राचीन शिक्षा का ही यह कार्य होना चाहिए।

सदाचार और सादगी प्राचीन चारित्रिक विशेषताओं में विशेष स्थान रखती थी। सदाचार से रहित बड़े से बड़ा विद्वान भी समाज में आदर योग्य नहीं समझा जाता था। सभी वेद-वेदांगों का अध्ययन, सांख्य-पुराणों का अनुशीलन भी शीलहीन मनुष्य के यश को सुरक्षित रखने में असमर्थ था। स्वयं को पंडित मानने वाले यदि दूसरों के यश को अपहरण करते थे तो उनका चरित्र गिरा हुआ समझा जाता था और वे अधोगति को प्राप्त होते थे। ऋषि-मुनि व गुरुजन सादगीपूर्ण जीवन व्यतीत करते थे इसलिए समाज में वे चरित्रवान कहलाते थे। महाभारत में अनेक स्थलों पर स्वभाव की सादगी का वर्णन किया गया है और उसके महत्त्व को दर्शाया गया है।

सहिष्णुता, सत्यनिष्ठा, नैतिकता, सदाचरण और सद्विचारों की शिक्षा प्राचीन भारत में गुरु द्वारा प्रदान की जाती थी और इसी की शिक्षा शास्त्र के अध्ययन से प्राप्त होती थी। ये सभी गुण मनुष्य के चरित्र- उत्थान के मुख्य कारण थे। अतः जो मनुष्य इन गुणों को धारण करता था वह उत्तम पात्र समझा जाता था। सद्विचार यह मनुष्य के चरित्र निर्माण की आधारशिला थी इसलिए प्राचीन भारतीय सद्विचार को प्राप्त करने की आकांक्षा रखते थे।

चरित्र निर्माण में सबसे महत्वपूर्ण बात, जो प्राचीन शास्त्रों में जगह-जगह उल्लेखित है, जीवन के प्रति अपने कर्तव्य को पूर्ण करने की थी। गुरु अपने शिष्यों को कर्तव्यों की पूर्ण जानकारी देता था और उनसे सम्बन्धित दायित्वों का बोध कराता था। गीता में श्रीकृष्ण ने अर्जुन को अपने कर्तव्य के प्रति जागृत कराया है। कर्तव्यों और अकर्तव्यों की व्यवस्था में शास्त्रों को ही प्रमाण माना जाता था। इस प्रकार हम देखते हैं कि प्राचीन भारत की शिक्षा में सदाचार, सादगी, उत्तम गुण और सद्विचारों का महत्व अधिक था जिसके फलस्वरूप प्राचीन भारत में महान चरित्रों की रचना संभव हो सकी। गीता तो पूर्णतः व्यक्ति को उत्तम गुणों की सीख देने वाला महान शास्त्र है, जिसमें दृगोचर होने वाला जीवन का प्रत्येक मूल्य मनुष्य को चरित्रवान बनाता है।

### समाज उत्थान (सामाजिक विकास)

प्राचीन भारत की शिक्षा का एक महत्वपूर्ण उद्देश्य सामाजिक विकास से सम्बन्धित था। प्राचीन शिक्षा प्रणाली ने व्यक्ति

के जीवन में एक प्रभावी और स्थायी स्थान प्राप्त कर लिया था। प्रचलित सामाजिक व्यवस्था के अनुकूल व्यक्तित्व का विकास करने के उद्देश्य से प्राचीन भारतीयों ने शिक्षा प्रणाली का सैद्धांतिक और व्यावहारिक रूप स्थापित किया था इसलिए प्रत्येक बालक को जबकि उसमें सामाजिक धारणा समझने की जिज्ञासा उत्पन्न करनेवाली संभावनाओं के प्रकटीकरण का समय आता था उस वक्त बालक की शिक्षा प्रारम्भ होती थी। विद्या को ग्रहण करने की मानसिक व व्यवसायिक तत्परता के आधार पर शिक्षा प्रवेश में अलग-अलग वर्ण के लोगों के लिए अलग-अलग आयु निर्धारित की गई थी।

ब्रह्मचर्य आश्रम में प्रवेश करने के पश्चात् गुरु सभी वर्ण के बालकों को सामुहिक रीति से शिक्षा प्रदान करता था। वास्तव में उनके सामुहिक शिक्षा का स्वरूप उनके सामाजिक विकास की ओर इंगित करता है। शिक्षा के माध्यम से विद्यार्थियों पर ऐसे सामाजिक और नैतिक संस्कार डाले जाते थे कि विद्यार्थी ब्रह्मचर्य आश्रम से निकलने के पश्चात् सामाजिक जीवन के न केवल अनुरूप सिद्ध हो सके बल्कि सामाजिक उपयोगिता में अपने-आपको कार्यक्षम सिद्ध कर सके। यही कारण है कि शिक्षक अपने विद्यार्थियों को आश्रम में इस प्रकार के शैक्षणिक पोषक तत्व प्रदान करता था कि विद्यार्थियों का संवेगात्मक और बौद्धिक विकास होकर वे समाज में उत्क्रांति के विषय बन सके और शास्त्रों का ज्ञान ग्रहण करने से समाजहित महान उपयोगी सिद्ध हो सके। बड़े आश्चर्य की बात है कि उच्चीस वर्ष की दीर्घ अवधि तक विद्यार्थियों को केवल एक आश्रम

में अर्थात् ब्रह्मचर्य आश्रम में रखने के बाद उनको दूसरे आश्रम में समाज के व्यापक और चुनौतीदायक वातावरण में छोड़ दिया जाता था और ये विद्यार्थी जिन्होंने ब्रह्मचर्य आश्रम में दीर्घ काल तक समाज से अधिक संपर्क न रखने पर भी सामाजिक व्यवस्था के अनुकूल कार्यक्षम सिद्ध होते थे, निश्चित ही यह उस समय की शिक्षा प्रणाली का ही फल होना चाहिए जिसमें शारीरिक, बौद्धिक और आध्यात्मिक विकास के साथ सामाजिक विकास का उद्देश्य भी परिपूर्ण ढंग से संपादित किया जाता था। शिक्षालय के ऐसे स्वस्थ एवं शांत वातावरण में शिक्षक और विद्यार्थियों को चिन्तन का भरपूर अवसर मिलता था। यह मनोवैज्ञानिक सत्य है कि चिन्तन करने से व्यक्ति स्वस्थ सामाजिक रचना में अपना योगदान दे सकता है और स्वयं का कल्याण कर सकता है। प्राचीन भारत के शिक्षालय इस दृष्टिकोण से अनुकूल सिद्ध होते हैं। ऐसे वातावरण में विद्यार्थी एक साथ रहकर विद्याध्ययन करते थे तथा एक साथ मिलकर गुरु के आदेशों को पालन करते थे। श्रीकृष्ण और सुदामा सहपाठी थे। पांडवों और कौरवों के गुरु एक ही थे। बलराम और श्रीकृष्ण ने गुरु सांदीपनि के यहां शिक्षा ग्रहण की थी। निश्चित ही गुरु आश्रम के ऐसे वातावरण में विद्यार्थी अपने-आपको अकेला महसूस नहीं करता था। वह वहां परिवार का अनुभव करता था। वहां रहकर वह स्वस्थ सामाजिक समूह से व्यक्तिगत विकास को प्राप्त होता था। गुरु आश्रम एक ऐसा स्थान था जहां जीवन का एक चौथाई सोपान शिष्यों को एक साथ रहकर व्यतीत करना पड़ता था। अतः वहां विद्यार्थियों में

सहयोग, समन्वयता, सेवाभाव, स्वस्थ आचरण, त्याग वृत्ति, सामाजिक कल्याण की भावना, अनुशासन, चिन्तन, विचारों का आदान-प्रदान, चर्चा तथा व्यक्ति, परिवार, समाज और राष्ट्र की कल्पना आदि अनेक भाव और गुणों की उत्पत्ति होना स्वाभाविक था।

विद्यार्थी काल में विद्यार्थियों का आचरण धर्म शास्त्रों के सिद्धान्तों पर आधारित रहा था इसलिए उनमें सामाजिक विकास की भावना का उदय हो जाना स्वाभाविक था। वस्तुतः जहां धर्म और अध्यात्म ने जगह बना ली हो वहां असामाजिक तत्त्वों के रहने का कोई प्रश्न ही नहीं उठता। प्राचीन काल के सभी धार्मिक शास्त्र व्यक्ति का नैतिक उत्थान करने में योगदान देते हैं और वे मनुष्य को कर्तव्य का पाठ पढ़ाते हैं। अतः समाज की स्वस्थ रचना में और समाज के उत्थान के लिए धार्मिक शास्त्रों ने मनुष्य को जितना अधिक मार्गदर्शन दिया है शायद ही किसी ने दिया हो। प्राचीन काल में मनुष्य धर्म के नाम पर सामाजिक कल्याण हेतु अपना जीवन तक न्योछावर कर देते थे। प्राचीन कृष्ण साहित्य में ऐसे कई उदाहरण दृगोचर होते हैं जिन्होंने धर्म के लिए अपना सब कुछ बलिदान कर दिया था और जो धर्म के लिए कठिन से कठिन प्रयास करने को राजी हो गये थे। स्वयं श्रीकृष्ण ने सामाजिक कल्याण हेतु धर्म के सम्बन्ध में ये वचन कहे - “जब जब धर्म का पतन होता है मैं इस पृथ्वी पर जन्म लेता हूं।” उनका यह वचन समाज को अधोगति से बचाने के लिए ही था। धर्म की रक्षा से समाज का उत्थान होता है इसमें कोई सन्देह नहीं। इसलिए प्राचीन शिक्षा में विद्यार्थियों

को धर्म के मूल मंत्रों की शिक्षा दी जाती थी। शिक्षा में धार्मिक शास्त्रों का अध्ययन सामाजिक विकास के उद्देश्य पूर्ति हेतु रखा गया था। जो व्यक्ति शास्त्र की उपेक्षा कर मनमाने कर्म करता है उसको निष्फल दर्शाया गया है।

शिक्षा के माध्यम से सामाजिक मूल्यों की स्थापना की जाती थी तथा संस्कृति की रक्षा और पोषण किया जाता था। वास्तव में व्यक्ति और समाज ये दो राष्ट्र की आधारभूत इकाईयां हैं। ये दोनों परस्पर पूरक हैं। जहां व्यक्ति एक ओर समाज के विकास में योगदान देता है वहीं दूसरी ओर समाज व्यक्ति के विकास का उत्तरदायित्व लेता है और इससे राष्ट्र की समृद्धि की ओर लक्ष्य प्रतिपादित किया जाता है। इस सन्दर्भ में प्राचीन शिक्षा ने राष्ट्रीय जीवन में महत्वपूर्ण स्थान प्राप्त किया था। राष्ट्र को समृद्ध करने के लिए व्यक्ति, परिवार, समाज एक कड़ी में बंधे हुए थे और शिक्षा के माध्यम से ये क्रमशः एक दूसरे के विकास हेतु अपने निजी स्वार्थ को त्याग देते थे। महाभारत में इस सम्बन्ध में यह उल्लेख मिलता है कि - “व्यक्ति ने अपने कुल के कल्याण हेतु अपने स्वार्थ का त्याग करना चाहिए, ग्राम के कल्याण हेतु परिवार ने त्याग करना चाहिए, जनपद हेतु ग्राम का त्याग किया जाना चाहिए एवं आत्मा के लिए पृथ्वी का त्याग करना चाहिए।”

शिक्षा क्षेत्र में समाज-कल्याण का जिस व्यक्ति पर विशेष दायित्व था वह था शिक्षक। शिक्षक अपने ज्ञान और कठोर परिश्रम से विद्यार्थियों को सामाजिक नेता बनाने का कार्य करता था। उसका आश्रम एक प्रकार से सामाजिक नेता निर्माण करने की प्रयोगशाला

थी। विद्यार्थियों की कक्षा आदर्श गुरु के नियंत्रण और मार्गदर्शन में रहती थी। अतः उनके जीवन में दूषित वृत्तियां उत्पन्न होने का कम अवसर था। गुरु आदर्श एवं ज्ञान के भंडार थे। समाज की आदर्श रचना का दायित्व उन्हीं पर था। अतः गुरु के साथ रहकर विद्यार्थियों में अनेक गुण निर्माण होते थे जिनसे आदर्श व्यक्तित्व की रचना संभव थी। गुरु स्वयं आदर्श स्वरूप होने के कारण विद्यार्थियों के पथभ्रष्ट होने की संभावना बहुत कम थी। यही कारण है कि प्राचीन भारत में योग्य एवं उत्तरदायित्वपूर्ण सामाजिक नेता दिखाई पड़े हैं।

विद्यार्थियों के सामाजिक विकास में शिक्षकों की महत्वपूर्ण भूमिका दिखाई पड़ती है। वे न केवल अपनी पाठशाला के वातावरण में विद्यार्थियों में सामाजिक गुण निर्माण करने का प्रयास करते थे, बल्कि वे अपने विद्यार्थियों में आवश्यक सभी गुण, ज्ञान और कौशल को निर्माण करके उन्हें उचित प्रसंगों पर समाज के सम्मुख उपस्थित करते थे। ये प्रसंग प्रायः धार्मिक व सामाजिक स्वरूप के होते थे जहां शिक्षक के द्वारा तैयार किए गए विद्यार्थी आवश्यकता पड़ने पर अपने कला-कौशल तथा ज्ञान का प्रदर्शन देते थे। उदाहरण के लिए, श्रीकृष्ण और बलराम ने कंस के अखाड़े में अपनी कुशती-कला व निष्पादन का परिचय दिया था। इसी प्रकार लव और कुश ने वैदिक काल में राम के दरबार में काव्य के रूप में जो ज्ञान प्रस्तुत किया था उनसे उन्हें जो सामाजिक स्वरूप की मान्यता प्राप्त हुई थी वह वास्तव में विद्यार्थियों के सामाजिक विकास का महत्वपूर्ण अंग था। विद्या-अध्ययन काल में शिक्षक के

द्वारा विद्यार्थियों का समाज के सम्मुख उनकी प्रतिभा को प्रकट करने का जो अवसर दिया जाता था उनसे त्रिकोणी लाभ होते थे। पहला लाभ विद्यार्थियों को अपनी प्रतिभा प्रकट करने का और सामाजिक मंच पर साहस उत्पन्न करने का होता था। दूसरा लाभ शिक्षक का होता था जो विद्यार्थियों के लिए किए गए अपने परिश्रम और कार्यों का अनुमान लगा सकते थे, तथा तीसरा लाभ समाज को होता था जो ऐसे अवसर पर अपनी भावी-पीढ़ी की तैयारी से समाज और राष्ट्र के उत्थान का अनुमान लगा सकते थे। इस प्रकार सामाजिक और धार्मिक त्योहारों के रंगमंच पर उपस्थित समाज के ये तीनों महत्वपूर्ण अंग (शिक्षक, विद्यार्थी एवं नागरिक) स्वस्थ एवं मूल्यवान समाज की रचना में योगदान देते थे। यहां यह कहा जा सकता है कि इस त्रिकोणी संगम के फलस्वरूप प्राचीन भारत में संस्कृति के मूल्य निर्माण हुए थे। महाभारत में अनेक स्थलों पर यह प्रसंग आया है कि शिक्षक स्वयं क्रीड़ा-प्रतिस्पर्धाओं का आयोजन करके इस प्रकार का सामाजिक वातावरण तैयार करता था जिनमें अलग-अलग भागों से आए विद्यार्थी भाग लेकर अपनी कला-कौशल को प्रकट करते थे। कौरवों और

पांडवों के शिक्षा काल में गुरु उनकी क्रीड़ा-प्रतिस्पर्धा समारोह का आयोजन करते थे और अनेक व्यक्तियों को आमंत्रित कर समारोह में खिलाड़ियों के कला-कौशल और निष्पादन का प्रदर्शन प्रस्तुत किया जाता था। वास्तव में ऐसे समारोहों को आयोजित करने का एक उद्देश्य विद्यार्थियों का सामाजिक विकास करना था। यद्यपि ब्रह्मचर्य आश्रम (विद्यार्थी जीवन) में विद्यार्थियों को सामाजिक मूल्यों की शिक्षा दी जाती थी, फिर भी अपने-आपको प्रत्यक्ष रूप में समाज की कसौटी पर उतारने के लिए ऐसे प्रयोग शिक्षक को करने पड़ते थे। इस प्रयोगों का अपना सामाजिक मूल्य था। ऐसे प्रयोगात्मक अवसरों पर विद्यार्थियों को सामाजिक मान्यता प्राप्त होती थी और समाज से उनका आदान-प्रदान का प्रत्यक्ष सम्बन्ध बना रहता था।

इस प्रकार स्पष्ट होता है कि प्राचीन शिक्षा प्रणाली के अन्तर्गत शिक्षा के विभिन्न उद्देश्यों में सामाजिक विकास का एक महत्वपूर्ण उद्देश्य स्थापित किया गया था जिसकी पूर्ति में शिक्षक, विद्यार्थी समूह, धर्मशास्त्र एवं पाठशाला का वातावरण इन सबका बहुत बड़ा योगदान था।

..... क्रमशः

# INSTITUTION NEWS LETTER

By L.M.Khandagale

## **BJP organized Online Webinar Experts from Sports and Yoga Department**

To maintain the physical and mental capacity, stress management and developing sports facilities for general public as well as sports persons during and after the period of lockdown. Bhartiya Janta Party has organized an online meeting by the means of zoom app under the chairmanship of former Chief Minister (M.S.) and leader of opposition Shri Devendra Fadnavis. This meeting was held on 27<sup>th</sup> April 2020. Twenty International sports persons, yogic experts and Nutritionist were invited to this meeting. In this meeting Shree H.V.P.Mandal's Secretary Dr. Madhuri Chendke and International level Yogic expert and President of Maharashtra State Physical Education Association Dr. Arun Khodaskar were invited.

At the beginning of meeting former HRD Minister MLA Ashish Shelar gave the overview of the meeting and explained the minutes. Experts gave their opinion on the meeting's topic.

Dr. Madhuri Chendke requested for the permission to implement an idea that individual games should be started by maintaining the social distancing. By staying home online the sessions of yoga can be taken where Dharna,

Dhyan and Suryanamaskar could be practiced by citizens and sports players for maintaining their overall health and fitness. By arranging the facilities of good medical tests, we can arrange the lodging and boarding at the stadium only so that they don't have to go in and out for many times. She also stated about lockdown that it can't be predicted for how long it is going to stay so with the help of Sports organizations we can implement some programs for the fitness in society.



Dr. Khodaskar stated that, likewise Principal of every school should appoint Physical Educators as these Physical Educators are considered as normal teacher where in schools Physical Educators were asked to teach other subjects along with Physical Education. On these request Shri Fadnavis promised to act immediately in such matters. In the presidential speech of Shri Fadnavis has stated that

every matter will be evaluated with the state and central government. In this meeting BJP state coordinator Chandrakant Dada Patil and former OSD Shripad Dhekne were present.

### **AADHAR Card Camp in D.C.P.E.**

Department of Post (Govt. of India) and Shree H.V.P.Mandal organized AADHAR Card registration and correction camp from 06/01/2020 to 18/01/2020 for the students of Degree College of Physical Education, Amravati.

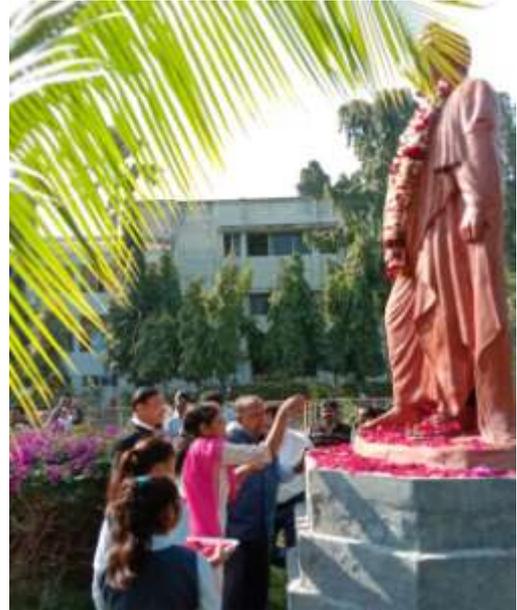
The opening of the camp was done by Dr. K.K. Debnath., Principal, D.C.P.E. On this occasion officers of Department of Post Mr. Sahu, Mr. S.S. Sutavane, Mr. R.R. Yavale were present. They were heartily welcomed by the Principal and Dr. Tomy Jose. At this moment Dr. Sanjay Tirathkar, NSS Coordinator Dr. Mahendra Lonkar were present and vote of thanks was given by Asst. Prof. Ashish Hatekar.



### **Swami Vivekanand Birth Anniversary**

On 12<sup>th</sup> January 2020, the National youth Day was celebrated on the occasion of Birth Anniversary of

Swami Vivekanand. On this occasion Hon'ble Genral Secretary of Shree H.V.P.Mandal Padmashree Prabhakarraoji Vaidya garlanded the statue of Swami Vivekanand and presidential speech was delivered. On this occasion D.C.P.E Principal, Dr.K.K. Debnath, Shree H.V.P.Mandal's Secretary Dr. Madhuri Chendke, Dr. Mahendra Lonkar, Asst. Prof Ashish Hatekar all the teaching & non-teaching staff and all the students from all departments were present.



### **National Youth Day and Birth Anniversary of Rajmata Jijau organized by Yoga Department**

Department of Yoga organized National Youth Day and the birth anniversary of Swami Vivekanand and Rajmata Jijau at Gyan mandir on 11<sup>th</sup> January 2020. This program started at 12:00 pm where the president of this program was Dr. S.M. Labde and chief

guest as well as key speaker Mr. Pratyak Bhakare. The program was hosted by Ekta Sankat and Introduction of program and guests were given by Asst. Prof. Sampada Agarkar. Ms. Ritina Bhosle and Ms. Vaishnavi Ghatol express their views on Jijamata and Swami Vivekanand. After this the key speaker of the program gave an extra ordinary speech on the life of Swami Vivekanand and Jijamata. Vote of thanks was delivered by Ms. Puja Bhisandre.



### **Chhatrapati Shivaji Maharaj Jayanti Mahotsav 2020**

On 19<sup>th</sup> February 2020, 393<sup>rd</sup> Birth Anniversary of Chhatrapati Shivaji Maharaj was organised by students of Degree College of Physical Education at Prerna Sthal open stadium of Shree Hanuman Vyayam Prasarak Mandal under the banner of Students' Council. This is one of the festivals which is enthusiastically celebrated in whole India.

The planning of this programme started with the meeting of the students on 1<sup>st</sup> February 2020. In



this many decision were taken such as organizing 1<sup>st</sup> Kabaddi Tournament and Blood Donation Camp. For this different committees were formed and duties were distributed among themselves.

On 18 February 2020, the Blood Donation and Eye Registration camp was organized at Anant Krida Mandir (Gymnastic Hall). The team from Dr. Punjabrao Deshmukh Blood Bank came for collecting blood and Harina Eye Donation Firm (Govt. General Hospital, Amravati) for registration of eye donation. The camp started at 10 am and total 66 students donated blood until 2 pm. The camp was successfully conducted under the guidance of Asst. Prof. Rajesh Pande, Dr. Madhukar Burnase and Asst. Prof. Ashish Hatekar.

On 19<sup>th</sup> February 2020, there was the assembly of all teachers and students and the started the rally on Shivaji Maharaj jayanti and the rally ended at the Prerna Sthal and the real programme started. Everyone set on the stadium and guests were welcomed and the key Speaker Mr. Pratik Bhakre deliver his speech on Shivaji Maharaj



Journey with respect to India. Soon after the felicitation ceremony was taken whereas per tradition the students and staff were felicitated who have achieved something extraordinary with all efforts and talent, like Qualifying NET Exam, achieving medal in All-India Inter University Championship, International Participation, Achieving Doctoral Degree, National Award winner etc. There was 21 students and staff who

were felicitated for different achievements. The champions of the Kabaddi Tournament were felicitated along with the Man of the Tournament and Women of the Tournament. After this a state level act of Space travelling was performed by the students of Shri Ram Krishna Vidyalay. After that a dance was performed by BPed girls on the Indian Patriotism followed by a dance performance saluting Shivaji Maharaj deeds. The last performance was done COET students with an act of Shivaji Maharaj's Coronation. At last with some DJ and dance the programme was concluded. This big festival was guided by Dr. Madhuri Chendke, Dr. L.M. Khandagale, Dr. Sanjay Tirathkar and Dr. Vijay Pande.



#### **4th KANGLEIPAK PUNBA CUP 2020 (Sepak Takraw Tournament)**

Our Manipuri Students of the College had successfully organized the 4<sup>th</sup> KANGLEIPAK PUNBA CUP 2020 from 15<sup>th</sup> to 17<sup>th</sup> of February on Football Ground under the guidance of Principal Dr. K.K. Debnath, along with the Supervisor Asso. Prof. Dr. Babar

Ali Khan. The Advisor and the Co-ordinator of the tournament was Dr. W. KenediSingh. In total 52 teams had participated; 44 men teams and 8 women teams. Dr. A.P. Upadhay (Head of Department, P.E) was the Chief Guest on the opening day. Course In-charge of M.P.Ed, B.P.Ed and B.P.E.S Programs were also present along with other teaching staffs. Principal Dr. K.K. Debnath was the Chief Guest on the final day of the tournament (17th February). Kanglasha (B.P.Ed Prev.) was the winner by overcoming Phuntsok Wangdu (M.P.Ed Prev.) in the Men's Final. In Women's Final, B.P.E.S 2 nd Year defeated Gorkha Team (B.P.E.S 3rd Year) and became the winner. MayanglambamJonison (B.P.Ed Prev.) from Men's section and Vizovonou Sano from Women's section had won the Best Player of the Tournament.



**13<sup>th</sup>LateToshi Memorial Volleyball Tournament** Org. By: Nagaland and M.P.Ed. Students

**Introduction:**

The Nagaland students of D.C.P.E used to host volleyball tournament every year in collaboration with M.P.Ed students in loving memory of the late Toshi who was the ex-student of this institution and this

was the 13<sup>th</sup>edition of the tournament in the academic year 2019-2020.



**Opening Ceremony:**

The Opening Ceremony of the Late Toshi memorial Volleyball Tournament 2019 was held on 26<sup>th</sup> of January at Degree College of Physical Education, Amravati, Maharashtra. This Tournament is annually organized by the students of Nagaland, in collaboration with M.P.Ed students studying in H.V.P.M, in loving memory of Toshi.

**Inauguration of the Match:**

The tournament was inaugurated by the chief guest, principal of D.C.P.E and declared the tournament open by cutting the ribbon which was tied to the volleyball net along with the ball.A total number of 28 teams participated,6 from girls and 22 from boys from all the courses took part in the ToshiMemorial Volleyball knock out tournament.

The chief guest had introduction with the players before starting the opening match between Staff TeamVs Nagaland students as an exhibition match.

In this tournament many talented players were found from both sections and most memorable thing was the participation of teachers. We

had also celebrated the 26<sup>th</sup> January on that tournament with bone fire. At last the prize distribution took place and the trophy and case prize were distributed.

### **Awards and prize distribution: - Closing Ceremony**

The closing ceremony of 13<sup>th</sup> Late Toshi Memorial Volleyball Tournament took place on 26<sup>th</sup> January night. Trophies and cash awards were presented to the respective winners as decided by the organizing committee. Ms. Abigail delivered the vote of thanks. The principal K. K. Debnath Sir shared inspiring words regarding the tournament and the smooth conduction of it. The event was dispersed with National Anthem.



### **2<sup>nd</sup> Grand Essay Competition (2020)**

On 21<sup>st</sup> January 2020, Department of Publication organized the 2<sup>nd</sup> Grand Essay competition under the banner of Student Council of Degree College of Physical Education, Amravati. The venue of this event was Prerna Sthal. First all the Council member and Publication committee members gathered on Prerna Sthal at nearby 3.00 pm. Then all the

participant students from all the courses and teachers staff assembled at 3.30 pm. After gathering all students and teachers, the assembly was held. Then all the Volunteers and Class Representatives started distributing papers as per their concerning class. Everyone took the papers and sat on the stairs as per their sitting arrangement with the help of volunteers. Competition started with the sound of hooter given by Padmashree Prabhakarraoji Vaidya sharp at 4:00 pm.

It was an open book writing competition with the time limit of one hour and can write in anyone of language from English, Hindi and Marathi. The topics of the essay was already announced by displaying it at Notice board or sending on what's app groups. The evaluation was on the basis of how the writer is presenting the essay on the given answer sheet within the provided time period.



The warning bell was given at 4:50 pm and the competition came to an end with the final bell at 5:00 pm. All volunteers helped in collecting the papers and distributing it into three given languages. This event was

conducted under the guidance of Dr. K.K. Debnath (Principal, D.C.P.E.) and Dr. Madhuri Chendke (Secretary, HVPM) and all the teachers. The organizing secretary was Dr. Laxmikant Khandagale (Convenor, Publication Department) and Students organizing secretary was Mr. Pushpak Khonde (Chief Editor, Publication Department). This event was hosted by Dr. Vijay Pande and was concluded by Asst. Prof. Siddharth Ganvir.

### **Blood Donation Conducted During Pandemic**

On 29<sup>th</sup>, April 2020 Shree H.V.P. Mandal's Degree College of Physical Education, Amravati came up with an Initiative of Blood Donation during the Lockdown period. Many of the Blood Banks were having scarcity of Blood stock this initiative can play an important role in filling up the stock. Helping with this and to collect blood the experts from Sant Gadge Baba Blood Bank, Amravati came to the college.

This was not a Blood Donation

Camp. It is just a small social Initiative taken by the College and NSS Department and to gather the donors the promotion was made by calling and using social media so that the people could know and can come for Blood Donation. It was conducted at the Auditorium Hall of the college as it is a convenient place to maintain Social Distancing. The process of Sanitization and having the mask on everyone's face was strictly maintained by the College and the NSS volunteers in the hall.

It starts at 8 am with many donors for donating the blood. But many were rejected by the Blood Bank expert due to their personal low Blood parameters. The total count of blood donation was 19 and have to bring the blood donation at the end as the permission was until noon 12 pm. All The arrangements like proving coffee and biscuits for donors, arranging chairs, taking records, and Sanitiation was done by NSS volunteers of the college.



## Grocery Distribution for Class Four Working Citizens

During this World' pandemic of Covid-19 the Indian Government has shut down many works, schools and the places where social distancing can't be made which in term called as "Lockdown". This lockdown was divided into many parts as per situation. But due to this lockdown many workers, labors and daily wagers were going out of money as they didn't have much savings and work to earn. In such condition many families were starving due to lack money and food.



On 20<sup>th</sup> April 2020, Degree College of Physical Education, Amravati and its Student's Council department came up with an idea to collect the groceries from the students, staffs and many other who can donate and then they will donate these groceries to such needy people. This social cause was done under the guidance of Padmashree Prabhakarraoji Vaidya and with the

support of Principal, Dr. K.K. Debnath, Vice-Principal, Dr. Shrinivas Deshpande, Student Council Secretary Dr. Madhuri Chendke, Publication Department Convenor Dr. Laxmikant Khandagale and other staff members.

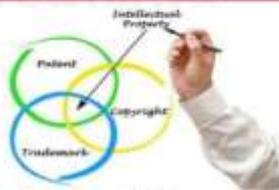
## Live Webinars Organized by Degree College of Physical Education

On 16<sup>th</sup> June 2020 a live webinar was organized on Intellectual Property Rights: Problem Identification & Proposal Writing by Shree H. V. P. Mandal's Degree College of Physical Education, Amravati (M.S.). The objective of this webinar was to introduce IPR process to the Faculty & Research Scholars, to know the methodology of problem identification and drafting patent.

The key speakers of this webinar were:

1. **Dr. Aditya Abyankar**, Dean, Faculty of Technology and Professor in Department of Technology of SP Pune University. He is on lien from his duties as Dean R&D, Director CERD (Center for Excellence in R&D) and Professor in Computer Engineering Department of VIIT, Pune. He is associated as an adjunct professor with COEP, Pune, as research associate with Clarkson University, NY, USA and on advisory committee and BOS (Board of Studies) of many national and International Universities.

# WEBINAR



## Intellectual Property Rights: Problem Identification & Proposal Writing

Date: 16<sup>th</sup> June 2020 | Time: 12.00 noon



Organized by

**Shree H. V. P. Mandal's,**  
Degree College of Physical Education,  
Amravati (M.S.), India



### Keynote Speakers



**Dr. Aditya Abhyankar**  
Dean, Faculty of  
Technology and Professor  
and Head, Department of  
Technology,  
SP Pune University.



**Adv. Swapnil Gawande**  
Director, BLI Consultancy  
Pvt. Ltd., Director Techknow  
Vista Technologies Pvt. Ltd.  
And Director Techknow  
Vista Incubation Center,  
Amravati.

Register Now on <https://forms.gle/8dVxAYQzCtmCDmty9>

URL: [www.dcehvpvm.org](http://www.dcehvpvm.org)

2. **Adv. Swapnil Gawande**, Director BLI Consultancy Pvt. Ltd., Director Techknow Vista Technologies Pvt. Ltd. and Director Techknow Vista Incubation Center, Amravati. Former Adjunct Professor at IBSS Rajendra Gode Engineering college. Registered patent and trademark consultant Certified QMS Lead auditor (B.I.S). Empanelled Patent consultant for Sant Gadge baba Amravati University, Gondwana University, Galgotia University, JRN Rajasthan Vidyapeeth. Empanelled

trainer and conducting workshops on intellectual property rights for various educational institutes and government and private organizations including MCED, MSME.

Dr. Abhyankar and Adv. Gawande in their presentation gave valuable information and explained about the importance of problem identification and proposal writing. He also explained in detail the procedure of registration of a patent and legal act related to patent registration. The webinar was concluded with a vote of thanks speech by Dr. S. P. Deshpande.

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