



*A Peer Reviewed Research Journal*

**Department of Physical Education & Sports Sciences**  
(Faculty of Inter-Disciplinary and Applied Sciences)  
University of Delhi



# INDIAN JOURNAL OF PHYSICAL EDUCATION & SPORTS SCIENCES

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**Department of Physical Education & Sports Sciences**

(Faculty of Inter-Disciplinary and Applied Sciences)  
(University of Delhi)

B-Block, Vikas Puri, New Delhi-110018

Ph. No. : 25624753, 25593497 , Fax No. : 25549003

<http://igipess.du.ac.in>, E-mail: [dpess.journal@gmail.com](mailto:dpess.journal@gmail.com)

## INFORMATION ABOUT THE RESEARCH JOURNAL

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## FROM THE PATRON'S DESK



This gives me a landmark happiness thinking about the release of the second volume- second issue of the **Indian Journal of Physical Education and Sports Science**. The journal published by the Department of Physical Education and Sports Sciences of the University of Delhi (run by the teachers of IGIPESS) has been started with three visions regarding the promotion of regular physical activity among all the members of Indian citizens.

**First**, to promote the art and science of physical education and to work jointly to enable each Indian to expand her/ his potentials by emphasizing that **balanced education is even more important than the balanced food intake**. **Second**, to promote eclectic approach and to help change the form of individualistic education/departments/faculties to synergic working for the benefit of our less privileged brothers and sisters through the creation of easily applicable art and science. **Third**, to promote the notion, **‘The sports training metaphor may be used to empower youth’**.

As a newborn baby is hundred percent dependent on parents for her/ his survival, so is a teenager on the first degree course in a college for her balanced and holistic personality development. However, due to the absence of ‘Centres of Application of Knowledge Evaluated scientifically (CAKEs), in universities, we are unable to learn from past mistakes and to use the wisdom of our wise mentors like Mahatma Gandhi, Vivekananda, Aurobindo Ghosh, UNESCO, UNO etc. As Giordano Bruno was burnt alive in 1600 on the charges of heresy for his landmark discovery of heliocentric planetary system, so is currently being done to the eclectic and synergic approach followed by the departments of physical education & sports sciences, needed for the application of knowledge especially for the implementation of the recommendations of UNESCO’s Delor’s Commission for four pillars of education, and those of 1978 charter of physical education and sports. The individual subject departments represent the individual leaves of a tree while the physical education department represent the synergy of useable knowledge for the improvements of human development through sports training metaphor accepted and currently used by the management tycoons.

I congratulate **Dr. Sandeep Tiwari**, the Editor-in-Chief and all the members of the Board of Editors, for starting this research journal so as to empower the human resources in physical education and sports sciences by getting a suitable platform for expressing their research ideas and results, and to utilize their colleagues’ efforts. I hope that this research journal will help the society to adopt sports training metaphor and eclectic research for holistic personality development.

**DR. DEVINDER K. KANSAL**

### Editor-in-Chief's Desk

The **Indian Journal of Physical Education and Sports Science (IJPESS)** is a peer reviewed research journal and is being referred by many research scientist in the field of physical education and sports.



The journal publishes all those research articles that are of significance, relevance and reflecting scientific excellence in various specialized areas in Physical Education and Sports Science. Today, the discipline of physical education and sports is considered as an inter-disciplinary and applied science. However, the intensity of attention needed to physical education is still awaited.

All the state and central universities should make suitable provision of imparting degrees in Physical Education at the undergraduate level for example B.Sc. in Physical Education, Health Education and Sports. Such provisions will help the students who have opted Physical Education and Sports as subject in the 10+2 examination to seek admission in graduation of relevant subjects in continuation to their +2 subjects.

There is an immediate need to establish a Teacher Pupil ratio for the appointment of Director of Physical Education (Colleges)/ Assistant Professor of Physical Education in colleges affiliated to various Universities. Wherever, a college is offering undergraduate B.Sc. in Physical Education, Health Education and Sports course, the teacher pupil ratio shall be in accordance and at par with other academic sciences disciplines. However, a provision of engaging part time sport trainers/ coaches of specialized sports shall also exist.

Finally, we are extremely thankful to all the research scientists for their contribution in providing the research articles in various disciplines of physical education and sports science. We are also thankful to reviewers and editorial board members in finalizing the research articles. However, we further look forward for the contribution of research scientists from all over the globe in our future endeavors'.

**Dr. Sandeep Tiwari**

**Indian Journal of Physical Education and Sports Sciences (IJPESS)**

**Patron**

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Head, Department of Physical Education and Sports Sciences and  
Principal, Indira Gandhi Institute of Physical Education and Sports  
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## INFORMATION TO AUTHORS

The **Indian Journal of Physical Education and Sports Science (IJPESS)** is a research journal that shall cater to the scientific knowledge in the discipline of physical education and sport science through publication of research based articles in the journal being published from the Department of Physical Education and Sports Sciences (Faculty of Interdisciplinary & Applied Sciences) University of Delhi, Delhi (India). The journal shall publish all those research articles that are of significance, relevance and reflecting scientific excellence in various specialized areas in Physical Education and Sport Science. This journal publishes original and exclusive articles in the area of physical education and sport sciences. The research methodology should be the most appropriate and well accepted. The Indian Journal of Physical Education and Sports Science (IJPESS) shall be published bi-annually from the Department of Physical Education and Sports Sciences (Faculty of Inter- disciplinary & Applied Sciences), University of Delhi, Delhi (India).

## SCOPE OF THE JOURNAL

The **Indian Journal of Physical Education and Sports Science (IJPESS)** shall cover the following specialized areas in Physical Education and Sports Science:

- \* Sport and Exercise Physiology
- \* Sport and Exercise Psychology
- \* Adapted Physical Activity
- \* Biomechanics and Kinesiology
- \* Motor Learning and Control
- \* Comparative Physical Education and Sport
- \* Coaching Science and Physical Fitness, Health and Wellness
- \* Kinanthropometry
- \* Neuro-motor Psychology
- \* Philosophy of Sport
- \* Political Science of Sport
- \* Sociology of Sport
- \* Sport Facilities
- \* Sports Law and Sports for All
- \* Sports History
- \* Sports Management
- \* Sports Pedagogy
- \* Sports Medicine



- \* Yogic Science
- \* Sports and Spirituality

The Journal welcomes the submission of manuscripts by the authors which will be reviewed prior to publication. Further, it will be highly appreciated if the authors follow the guide lines and note the information related to publication ethics mentioned below:

- This journal publishes original and exclusive articles in the area of physical education and sport sciences. Submitted manuscripts must be the original work of the author(s).
- It should be noted that the paper must not have been submitted for publication in any other journal concurrently. Only unpublished manuscripts should be submitted.
- In case, any error discovered in the manuscript after submission must immediately be communicated to the Editor-in-chief.
- The author/(s) will be informed of the decision on their manuscript shortly after submission of the manuscript via mail.
- The paper will normally be published following its acceptance in the next available issue.
- Acknowledge the sources of data used in the development of the manuscript
- **Electronic submission** of manuscripts is strongly encouraged, provided that the text, tables, and figures are included in a single Microsoft Word file (Times New Roman font of size 10).
- **Manuscripts should be submitted** as e-mail attachment to the **Editor-in-Chief** at: **[dpess.journal@gmail.com](mailto:dpess.journal@gmail.com)**. The author will be communicated via mail shortly after the submission of the manuscript.
- The cover letter should include the corresponding author's full address and telephone/fax numbers and should be in an e-mail message sent to **Dr. Sandeep Tiwari, Editor-in-Chief**, with the file, whose name should begin with the first author's surname, as an attachment.
- Authors cannot nominate reviewers. Only reviewers randomly selected from our database with specialization in the subject area will be contacted to evaluate the manuscripts. The process will be blind review.
- **The Indian Journal of Physical Education and Sports Sciences will only accept manuscripts submitted as e-mail attachments.**

## **Review of Manuscripts**

- All manuscripts are reviewed by Editor-in-Chief, members of the Editorial Board, technical editors, distinguished qualified advisory board members or outside reviewers. The journal shall communicate the reviewers' comments if any promptly to the author. It is the aim of the IJPESS to publish manuscripts at the earliest possible after submission.

## **Manuscripts Submission Guidelines for Regular articles**

- All portions of the manuscript must be typed double-spaced and all pages numbered starting from the title page.
- The article must include content under following main headings: Title, Abstract, Introduction, and Methodology (Sample size with age and place, instrumentation/tools used along with its brief information,), Findings (include statistical applications, title of the table and description, graphical presentation and its description), Discussion of findings, Conclusion, Implication of research findings, References.
- The Title should be a brief phrase describing the contents of the paper. The title page should include the authors' full names, designation and affiliations. The name of the corresponding author along with phone, fax, E-mail information and present addresses of authors should appear as a footnote.
- The Abstract should be informative and completely self-explanatory. Briefly present the topic, state the scope of the experiments, indicate significant data, point out major findings and conclusions. The abstract should be 100 to 200 words in length. The abstract should be written in the past tense. Abbreviations should be avoided. Do not cite any literature in the abstract.
- Provide 3 to 10 key words following the abstract.
- A list of non-standard Abbreviations should be added. In general, non-standard abbreviations should be used only when the full term is very long and used often. Each abbreviation should be spelled out and introduced in parentheses the first time it is used in the text. Only recommended SI units should be used. Standard abbreviations need not be defined.
- The Introduction should provide a clear statement of the problem, the relevant literature on the subject, and the proposed approach or solution. It should be understandable to colleagues from a broad range of scientific disciplines.
- Methodology should be complete enough to allow experiments to be

reproduced. However, only truly new procedures should be described in detail; previously published procedures should be cited, and important modifications of published procedures should be mentioned briefly. Methods in general use need not be described in detail.

- Findings should be presented with clarity and precision. The results should be written in the past tense when describing findings in the authors' experiments. Previously published findings should be written in the present tense. Results should be explained, but largely without referring to the literature.
- The Discussion of Findings should interpret the findings in view of the results obtained in this and in past studies on this topic.
- Conclusions should be stated in a few sentences at the end of the paper.
- Implication of research findings should be provided after the conclusion.
- Tables should be designed to be as simple as possible. Tables are to be typed double-spaced throughout, including headings and footnotes. Each table should be on a separate page, numbered consecutively in Arabic numerals and supplied with a heading and a legend. Tables should be prepared in Microsoft Word. Tables should be self-explanatory without reference to the text. The same data should not be presented in both table and graph form or repeated in the text.
- Figure legends should be typed in numerical order on a separate sheet. Graphics should be prepared using applications capable of generating high resolution JPEG or Power-point before pasting in the Microsoft Word manuscript file. Use Arabic numerals to designate figures and upper case letters for their parts (Figure 1). Begin each legend with a title and include sufficient description so that the figure is understandable without reading the text of the manuscript. Information given in legends should not be repeated in the text.
- Reference should be listed at the end of the paper in alphabetical order. Articles in preparation or articles submitted for publication, unpublished observations, personal communications, etc. should not be included in the reference list but should only be mentioned in the article text. Reference should be written in APA format.
- Some example of APA format Reference are mentioned below:

**Book, no author or editor**

*Professional guide to diseases.* (1982). Springhouse, PA: Intermed Communications.

**Book, one author**

McKibben, B. (1992). *The age of missing information.* New York: Random House.

**Book, multiple authors**

Larson, G. W., Ellis, D. C., & Rivers, P. C. (1984). *Essentials of chemical dependency counseling.* New York: Columbia University Press.

**Unpublished master's thesis**

Paulosky, K. A. (1997). *Knowledge and attitudes of pain and activities of nurse administrators.* Unpublished master's thesis, Northern Michigan University, Marquette, Michigan.

**Article in a journal (continuous pagination throughout volume)**

Burke, R. J., Shearer, D., & Deszca, E. (1984). Correlates of burnout phases among police officers. *Group and Organizational Studies*, 9, 451-466.

**Article in a journal (paginated by issue)**

Berkerian, D. A. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36.

**Citing articles in monthly periodicals**

Chandler-Crisp, S. (1988, May) "Aerobic writing": A writing practice model. *Writing Lab Newsletter*, pp. 9-11.

**Citing articles in weekly periodicals**

Kauffmann, S. (1993, October 18). *On films: Class consciousness.* *The New Republic*, p.30.

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*A Featured Research Paper*

## **EMPOWERING TEACHERS FOR SCHOOL CHILDREN'S GOOD HEALTH, FITNESS AND WELLNESS**

**Dr. Devinder K. Kansal**, Head, Department of Physical Education & Sports Sciences, (University of Delhi)  
and  
Principal, Indira Gandhi Institute of Physical Education & Sports Sciences, New Delhi.

### **ABSTRACT**

*Without any doubt, our world has changed fast. However, updating of our education system with respect to balancing educational course contents with physical activity and nutritional technology has not changed with the applications of preventive health tools, on the same pace. Our B.Ed. Course contents need modernization so as to empower all future school teachers with the balanced education to improve overall health, fitness, wellness and 'Sports for All' culture in our schools. An attempt has been made in this concept paper to empower teachers with the help of a proposal to introduce a paper on health, & wellness environment technology among the core papers of B.Ed. It has been advocated in this paper that this step will contribute not only to good health but also to improve fundamental motor skills, self-confidence, physical fitness and overall wellness of students and teachers. This contribution of balanced education to all teachers will certainly enable them and their future students to enjoy lifelong good health, fitness and wellness by enriching them both in learning what to know and what one should be able to do, right from an early age through the entire life span. It has been argued that teacher is the single most important variable affecting the right balanced education of students and therefore must be provided with balanced education for the learning of essential elements of physical, social, mental, spiritual and environmental education without the intervention of the Supreme Court of India.*

### **Background:**

Right from ancient times, philosophers have been advocating the importance of physical activity and muscle movement as a most important single factor for the health and well-being of human beings. Plato in 400 B.C. said, **"Inactivity destroys the good condition of each human being while movement education improves and maintains it"**. But it had remained only on paper till recently when it was re-emphasized in 1978 in the UNESCO's 'Charter of Physical Education and Sports' that physical education and sports

should be guaranteed for all human beings. This was followed by the preparation of physical education content standards and the definition given for a physically educated person. According to US National Association of Physical Education and Sports (NAPES), **a physically educated person is defined as follows**, “A person who demonstrates the motor skills and movement patterns needed to perform a variety of physical activities; understands general concepts, principles strategies and tactics of physical activity and sports; participates regularly in moderate physical activity; knows to assess and maintains a good health related physical fitness level; acts as a self-responsible person to learn, practice and a change behaviours for improving self, family and community health & wellbeing ; and values physical activity in all circumstances including recreation, competition, challenge, adventure and development etc”.

In other words, we are experiencing a wonderful age of knowledge that guides us (with balanced use of physical activity, nutrition and maturity patterns) to enjoy a long, healthy, productive and successful life with confidence and self-responsibility. However, majority of us do not take any benefit from the available knowledge and good practices. Unfortunately, this majority also includes some of the members of academic councils of the universities and even majority of the departments of education in national institutes, universities, government departments. With the result **only few people know what the positive health is**. Unfortunately, majority of us are busy in abusing our bodies resulting in the slow killing of our muscle tissue and adding fat weight to our adipose tissue **by habituating inactivity oriented lifestyle, overeating, and wrongly performing body movements** holding wrong postures and whatever little physical activities are done, these are done with wrong techniques. With scientific evidences, it has been clearly demonstrated that almost all chronic diseases including heart diseases many varieties of cancers, musculo-skeletal, fatal pulmonary and metabolic diseases are largely due to inactive and malnutrition lifestyle. This situation is caused due to our unbalanced education course contents taught to teachers during B.Ed. and to teens during undergraduate degrees.

It is recommended that each educated person must be taught that all chronic diseases are fully preventable with proper balanced education including physical activity and nutritional technology. It has also been shown from the demographic statistics that most of us do not get enough exercise and physical activity inspite of the indisputable fact that exercise is necessary for musculo-skeletal development and disease free living, with best vigour. While, six persons die every minute throughout the world, due to smoking, and many others die because of wrong eating or overeating, again mainly due to the absence of any practical teaching of balanced education to B.Ed. (pre-service teacher trainees) and undergraduate students.



In light of the above, one can factually advocate that all school teachers may be empowered for their own health and more so for the health, physical fitness and wellness of lacs of children by the proper use of valid information and health enhancing behaviours. The inclusion of a core-paper on 'Balanced Education' in B.Ed. and in all undergraduate degree courses with relevant theory and practical course contents is urgently needed. Only such a step is the best tool to manage essential concepts regarding disease prevention and health promotion. This empowerment of teachers will also improve interpersonal communication; decision making for personal, community and environmental health; goal setting for personal health and environment protection; health enhancing behaviours; wholistic development of personality among school children. The timely training to pre-service teachers through physical activity and nutritional technology will enable them and their future students to stop attacking one's mind and body with negative thoughts resulting in present and future life of school children in reducing and eliminating the consumption of alcohol, drugs and stress. It will also help in reducing anger and greed caused due to the absence of balanced education of teachers and undergraduate students.

The imparting of balanced education will empower pre-service teachers and undergraduate students to know and remember that each morsel of food eaten, each sip of juice or any drink, each puff of a cigarette, each thought, action and feeling of an individual, gets metabolized and goes to each of about 100 trillion cells in every adult human body. In this way each of the physical food, physical activity, thought and feeling becomes a part of our body. Thus, majority of the drawbacks caused in our body and mind may be tackled well through the empowerment of teachers and teenagers/young adults at the first undergraduate degree level by teaching them a paper on balanced education.

**Consequent Recommendations:** National Accreditation and Assessment Council (NAAC) should include the following questions in their evaluation format used for accreditation of Indian Universities and colleges:-

1. Is your department of education empowering B.Ed. students with a paper on balanced education which contains contents on Physical Activity and Nutritional Environmental Technologies?
2. Do all undergraduate courses of your Institute/University include a core paper on Balanced Education and Environment Technology?
3. Does your Institute/University provide an Indian textbook for each paper taught at undergraduate degree level and those of B.Ed. / B.El. Ed.?
4. Does your Institute/University establish a healthy CAKE (Centre for Application of Knowledge Evaluated)?

5. Does your Institute/University has a Courses Development Council (CDC) consisting of teachers from Education, Physical Education, Environmental Studies, Psychology, Health Education, Food & Nutrition for finalizing course contents of B.Ed. and undergraduate 'Balanced Education' paper and to make over all course structure of B.Ed. and undergraduate core-courses?

The proposed course contents of these papers (For B.Ed. and undergraduate students) are described below:-

- I. Proposed course contents for pre-service teacher trainees i.e. B.Ed. students core paper on Balanced Education:-

**BALANCED EDUCATION (For Centenarian's Lifestyle)**

(Teaching Work Load= 5Hrs/Week: 14 Weeks' Semester Course)

Theory - 50 Hrs.

Practical – 30 Hrs.

Total - 80Hrs.

**Introduction:** Meaning, definition, scope of Balanced Education. Domains of Education; Components of Balanced Education, Wellness and Wholistic personality development. UNESCO Delors' commission recommended four pillars of Education.

**Cognitive Education:** Meaning, definition and scope. Relation to 'To Know' pillar of UNESCO commission's recommendations. Introduction to stages of cognition-Contemplation, Understanding, Analysis, Application, Synthesis, Evaluation, Grading, Monitoring; Vision, Mission, Aims, Goals and objectives; Introduction to Management and its components; Introduction to Management Skills; Covey's eight habits of Effectiveness; Power of Thoughts.

**Affective Education:** Meaning, definition, scope of Affective Education, and its relation to 'To Live Together' pillar of UNESCO commission recommendation. Introduction to stages of affective process; win-win relationship; understanding before being understood principle of relationship; trustworthiness ; Power of Emotions; Principles of Live to give and choose to be Happy.

**Physical Education:** Health, Fitness, Wellness and physical activity; Introduction to 'To do' pillar of Education. FITT formula. Health related physical fitness components. General principles of Meditation, Exercise and Nutrition (MEN) for development and maintenance of Wholistic personality development. General utility of Meditation, Exercise and Nutrition as medicine.

**Spiritual Education:** Introduction to science of spirituality; Meaning, Purpose and directions of human life; Truthfulness, moral education, respect

to all religions. Deepak Chopra's seven laws of spirituality. It's relation to meditative yogh and 'To Be' pillar of Delors Commission report. 5 Hrs.

**Environmental Education :** Supreme Court's decision on environmental education, introduction to Internal and External human body environment; infrastructure and natural external body environment water, air, earth and food pollution and prevention. Nitric Oxide (NO) and Oxygenation of all body cells by improving blood circulation by appropriate internal environment required for NO production.

**Temporal Education:** Introduction, Growth & Development with time Patterns of Growth and Development at Pre-natal, postnatal stages. Prediction of adult status at pre-adolescent age.

### PRACTICALS

1. Demonstration of a project proving management skills of the examinee.
  2. Demonstration of Win-Win practice in team/collaborative relationship.
  3. Measurements of body height, weight, BMI, Pulse rate, diameters, circumferences, biceps, triceps, abdominal, sub scapular and calf skin folds.
  4. Demonstration of unity i.e. similarities in intrinsic teachings of any three religions.
  5. Demonstration of any two techniques of meditation.
  6. Demonstration of the relative importance of man-made and natural environment.
  7. Demonstrations of healthy environmental choices with the help of meditation, exercise and nutritional habits.
- II. Course contents of Balanced Education paper **for each undergraduate degree course:-**

### BALANCED EDUCATION

Theory - 50 Hrs.

Practical – 30 Hrs.

Total - 80Hrs.

**Balanced Education:** Introduction, Meaning, Definition, Significance, Aims & Objectives; Components of Balanced Education: Health, Wealth, Physical Fitness, Wellness, Success; Happiness approach. Components of BE as Body, Mind, Intellect, Heart, Social, Spiritual, Environment and Genetics etc. 5 Hrs.

**Health :** Introduction, Meaning, Definition of Positive & Negative Health;

Relation to Fitness, Illness, Wellness Continuum, Personality; Components of Health-Physical, Emotional, Mental, Spiritual, Social, Environmental, Genetic, Interdependence of health on sound body, mind, heart, soul, environment, genetics; wholistic nature of health with examples of all components role on each component concept of divisions for convenience of understanding. Goal setting, Decision making for healthy behaviours; Analysing information, Awareness to current status, Measurement & management of Health.

**Wealth:** Introduction, Meaning, Generation by work for all, Relation to MDG-2015; Right to Work, Equality, Occupational Skills; Vocational decision making, Goal Setting, Application of knowledge and enriching knowledge for progress harmony and development.

7 Hrs.

**Physical Fitness:** Introduction, relation to health, Definition, health related physical fitness and its components, skill related physical fitness and its components exercises to improve and maintain physical fitness with physical fitness technology and principles of development of physical fitness.

15 Hrs.

**Wellness:** Introduction, meaning, definition, components, development of wellness prevention of illness, Measurement & management of Wellness.

5 Hrs.

**Longevity:** Introduction, Meaning, Definition, age, expected healthy years age; lifestyles and their impact on longevity. Measurement and management by change in behaviours.

8 Hrs.

**Success :** Introduction, Meaning, Definition, relation to best efforts and results, understanding the satisfactory level of success; goal setting, critical thinking and decision making with respect to success and performance.

**Happiness:** Introduction, Meaning, Definition, Concepts, relation to success; dependence on success, wealth, health etc. Acquiring happiness irrespective to possessions of health, wealth, fitness, role of genes & environment.

#### **BOOKS RECOMMENDED FOR BALANCED EDUCATION PAPERS:**

Anspaugh, D.J., M.H. Hamrick & F.D. Rosato (2005). Wellness: Concepts and Application. Mac Graw Hill, USA.

Chopra, D. (1994). The Seven Spiritual Laws of Success Amber-Allen Publishers, New World Library, New Delhi.

Covey, S.R. (2004). *The Eighth Habit: From Effectiveness to Greatness*. Franklin Covey Co., USA.

Delors Commission (1996). *Treasures within UNESCO*, Paris, France.

Kansal, D.K. (2013) *Wholistic Personality Development Sports & Spiritual Science Publications*, New Delhi.

Kansal, D.K. (2014) *Balanced Education, Sports & Spiritual Science Publications*. In Press.

Loehr, J. And T. Schwartz (2003). *The Power of Full Engagement : Managing Energy, not Time, Is the Key to High Performance and Personal Renewal*. Free Press Paperbacks, New York, USA.

Radha Krishanan Commission (1949). *University Education Commission*. Govt. of India. Department of Education, New Delhi.

UNESCO (1978). *Charter of Physical Education and Sports*. United Nations Educational, Scientific and Cultural Organization, Paris, France.

## **Recommendations of International Congress on Sports Psychology (ICSP-2014)**

### **Jointly Organized by**

Indira Gandhi Institute of Physical Education and Sports Sciences,  
Department of Physical Education and Sports Sciences and Sports  
Psychology Association of India (October 15-18, 2014).

At University of Delhi, North Campus, Delhi.

A total of 75 research papers were presented during four days congress. The total numbers of delegates registered from different parts of the country were more than 200 in numbers. Foreign delegates who attended the congress were from USA, Japan, UK, and Malaysia. Four workshops were also conducted by eminent personalities from India, USA and Japan. A workshop on Stress management for sportspersons was conducted by Prof. (Dr.) N.K. Chaddha, Head and Dean, Faculty of Psychology, University of Delhi, Delhi; Prof. (Dr.) David Yukelson, Department of Sports Psychology, Penn State University, Pennsylvania, USA Conducted Workshop on Leadership, Psychology of Coaching and Synergistic Team Functioning; Prof. (Dr.) Hediki Soya, Japan and Prof. (Dr.) G.L.Khanna, Dean, Department of Sports Sciences, Manav Rachna University, Faridabad, India jointly conducted a workshop on Neuro-Physiological Correlation of mild exercises and it's impact on body and mind; and Ms. Poonam Ghai from India enlightened the delegates on Gratitude and Positivity for happiness.

The recommendations of the International Congress on Sports Psychology-2014 were compiled by a sub- committee consisting of five members namely- Dr. D. K. Kansal, Prof. N.S. Mann, Dr. M.L. Kamlesh, Prof. (Dr.) Dilip Dureha, and Dr. Sandeep Tiwari. The inaugural function was graced with the benign presence of Prof. (Dr.) Jaswant Singh Sandhu, Secretary, University Grants Commission and valedictory function was graced with the presence of Prof. (Dr.) Santosh Panda, Chairman; National Council of Teacher Education (NCTE) as the Chief Guest. The recommendations were presented on the valedictory function by Dr. Sandeep Tiwari, Associate Professor, Indira Gandhi Institute of Physical Education & Sports Sciences on behalf of all the delegates attending the Congress.

The recommendations are enlisted below:

- Every University in the country should have a separate, independent and organized structure of 'Faculty of Physical Education & Sports Sciences' as recommended by UGC earlier.

- Each hospital must have a Fitness & Wellness Department/Centre for Health Assessment on the continuum of Illness-Wellness scale. (All visitors to hospitals should be required to report through illness-wellness-health status record card). Accordingly, the support staff should be qualified to demonstrate, assess and interpret physical exercises techniques. Hence, standardized physical education staff should also be recruited in these centres.
- Autonomous agencies like NAAC and NCTE are requested to introduce a section on compliance of Government, UNO, WHO, UNESCO resolutions, and declarations, recommendations in their self-assessment proforma to be filled by institutions of higher education and teacher education as pre-requisites for approval/recognition of such institutions.
- The physical education professionals may be appropriately represented in various accrediting, recognizing, recruiting and granting agencies like NAAC, NCTE, UGC, NCERT, UPSC, Ministry of Sports etc.
- In all Teacher Training Education Courses e.g. B.Ed., D.Ed., Physical Education subject be a compulsory component in these courses as it existed earlier.
- The duration and nomenclature of post-graduate courses in Physical Education should be uniform throughout the country i.e. 2 years M.P.Ed. (Master of Physical Education).
- The University Grants Commission may attempt to get recognized, the degrees of Physical Education in various central/ state service commissions and accordingly, a paper on Physical Education Discipline may also be added in the examination as a choice for the aspirants appearing in the preliminary and main examinations.
- The degree holders of Physical Education should also become eligible and may be included in various selection processes, e.g. in Education Institutions (School, Colleges) for appointments as Principal of various Private, Government Institutions, various administrative positions where Master's Degree is the minimum qualification.
- All the state and central universities should make suitable provision of imparting degrees in Physical Education at the undergraduate level for example B.Sc. in Physical Education, Health Education and Sports. Such provisions will help the students who have opted Physical Education and Sports as subject in the 10+2 examination to seek admission in graduation of relevant subjects in continuation to their +2 subjects.

- There are many Central and State Universities in India where the posts of Director of Physical Education has not been filled since many years. Accordingly, University Grants Commission may direct such institutions to do the needful at the earliest.
- Teacher Pupil ratio for the appointment of Director/ Assistant Professor of Physical Education (DPE) in colleges affiliated to various Universities should be in the form of 1000 students : 2 DPE (One Male and One Female in case of co-ed. Colleges;). Thereafter, on an increase of every 500 students or a part thereof, provisions of an additional Director of Physical Education need to be sanctioned. Wherever, a college is offering undergraduate B.Sc. in Physical Education, Health Education and Sports course the teacher pupil ratio shall be in accordance and at par with other academic sciences disciplines. However, a provision of engaging part time sport trainers/coaches shall also exist.
- The individuals' who wish to pursue one year B.P.Ed. Course after bachelor's degree such individuals' must have either studied Physical Education as an elective subject at undergraduate level or completed Bachelor degree in Physical Education.
- The University Grants Commission must direct the universities and it's affiliated colleges to make the provision for imparting B.Sc. in Physical Education, Health Education and Sports as recommended earlier.
- Where the courses in Physical Education at UG & PG levels, Certificate, Diploma etc. have already been approved by the Academic Council and Executive Council of Central Universities, such proposal should be accepted by NCTE by including these as reporting item in their agendas.
- Every Physical Education degree at Masters' level must comprise subject specialization such as Health Education, Exercise Physiology, Exercise & Sports Management, Psychology, Biomechanics, Coaching, Physical Training, Body Composition, Growth, Nutrition etc.
- Balancing of undergraduate and pre-service teacher training courses with physical activity life skills, emotional tranquillity skills and spirituality (Ethical skills) through the Introduction of a core-paper on 'Balanced Education' as per recommended generalized contents.
- Swasth Bharat Abhiyan (SBA) for successful outputs should be provided with a Standard, Effective & Efficient Implementation Template (SEE.IT) of SBA.



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**Dr. Anil Vanaik**

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Assistant Professor, I.G.I.P.E.S.S., University of Delhi

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# Department of Physical Education & Sports Sciences

(Faculty of Inter-Disciplinary and Applied Sciences)

## Indira Gandhi Institute of Physical Education & Sports Sciences

(University of Delhi)

B-Block, Vikas Puri, New Delhi-110018

Website : <http://people.du.ac.in/~dkansal/>

E-mail: [igipess.delhiuniversity@gmail.com](mailto:igipess.delhiuniversity@gmail.com)

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