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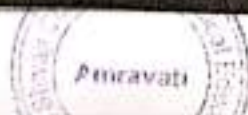
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Information and Communication Technology in Education, Physical Education and sports Training.

Prof Dr. P. M. Deshmukh

Shri Shivaji College of Physical Education,
Amravati

Abstract:

21st century is revolutionary era of information communication technology in physical education and sports. Use of ICT has much more importance in coaching and training process. To face the challenges 21st century training colleges have to adopt new communication techniques and tools. This paper light on the use and importance of ICT in teaching, training and learning process in the field of physical education games and sports. The purpose of this paper is to enlighten on use of ICT in teacher education and how ICT is useful and utilized in teaching learning process. To improve critical thinking and to enhance teaching learning process how ICT in necessary is discussed and its impact on teaching learning process is studied exotically. Conceptualization of various skills and new innovative trends has core importance in the process of teaching, learning. Virtual learning challenges class room concepts are new emerging trends of 21st century. To face new challenges ICT plays an important role in training colleges.

Keywords : ICT, Physical Education, Sports, Training etc.

Introduction :

An information technology is the most important buzzword of the present century. The 21st century is literally the century of information technology. This is the age when man has progressed in almost all the fields related to human life, Physical Education is moving forward to the direction of a remarkable progress and development. Conceptualization of skills and new innovative trends has the core importance in the process of teaching, coaching learning. E-learning is going to cover the entire system of education – computers and internet being the prime necessity and thus all the concerned personals: teachers, teacher educators, administrative authorities as well as management body should accept the fact that without implementing it in education, no one can go a single step further towards predetermined goals, the destination may be different for various agencies and aspects of education but the most probable and desirable way path is the implementation of internet and computers as early as possible, if one is deprived of it. We have virtual reality that creates virtual word inside the mind. Entire global business may be done on the net. Today we can see a change of growth of information and application of information technology in the form of high degree of computerization and transmission of electronic information. Modern communication technologies will improve communication, increase participation, and disseminate information and share knowledge and skills. Internet is one of media for communication in Physical education and it is very effective on education.

Information and communication Technology (ICT) in Physical Education is a relatively new phenomenon of Coaches, researcher, institutions and thinkers. ICT is an essential wall for achieving sustainability and will help in enabling better the teaching, coaching training and learning process. Teaching, learning and coaching is a process in which the teacher and athlete students create an interactive environment. ICT permeates the business environments it underpins the success of modern Corporations and it provides governments with an efficient infrastructures. A same trice ICT adds values to the processes of learning and in the organization and Management of learning institutions.

The internet is a driving force for much development and innovation and both development and developing countries. Technology developments lead changes in work and changes in the organization of work, and required competencies are therefore changing, gaining in importance. The following competencies Critical thinking, Generalist (broad) Competencies, ICT Competencies enabling expert work, Decision making, Handling of dynamic Situations, Working as members of a team & Communication effectively A secondary ICT curriculum should contribute to building up of teams of professionals with new competencies. The of ICT cuts across all aspects of economic social life. Technology developments in ICT are much repaid. Technology quickly becomes absolute new skills and knowledge. Curriculum and Teacher Development keeping pace with technological development and the changing

competencies required of both. Students and teachers require a state of the art curriculum and appropriate teacher development.

Professional development for teacher and coaches:

Teachers need to be adequately prepared to implement a state of the art ICT curriculum. Introducing any new Curriculum calls for careful preparation. Management, resourcing and continuing support today a classroom place different place from what it used to be. The blackboard and chalk in being supported by computers, with the emerging new technology the teaching and coaching performance is everything from an emphasis on teacher centered, lecture-based instructions to student centered interactive learning environments. Designing & implementing successful ICT enabled teacher education programmers is the key fundamentals wide-ranging educational reforms.

ICT in Physical Education:

The UNESCO (2002) documents Information and Communication Technologies in physical Education a planning guide states the importance of ICT in teacher education as follows "With the emerging new technologies, the teaching and coaches profession is evolving from an emphasis on teacher - centered, lecture-based instruction to student-centered interactive learning environments. Designing and implementing successful ICT - enabled teacher education programmers is the key to fundamental wide- ranging educational reforms..." Teacher education and physical education institutions may either assume a leadership role in the transformation of education or be left behind in the swirl of rapid technological change. For education to reap the full benefits of ICT in learning, it is essential that pre-service and in-service teacher have basic ICT skills and competencies. Teacher education institutions and programmers must provide the leadership for pre-service and in-service teachers and must be model in the new of pedagogies and tools for learning. They must also provide leadership in determining how the new technologies can best be used in the context of cultural, needs and economic condition within their country. The above documentary passage clearly states the vital need for incorporating ICT in teacher education programmer i.e. both in service and pre-service. The document further suggests that there should be articulation and disseminations of a vision of how ICT fit into the broad society and education. Therefore to improve the teaching-learning process, the both policy maker and educators can build a strong

national policy regarding use of ICT. Teacher should know How to use ICT in teaching their subject How to use ICT for lesson preparation How to access people work when ICT has been used. How ICT can be used to keep up-to-date share best practices and reduces bureaucracy. Thus ICT in physical education is not merely developing ICT skills and competencies, it involves developing in the student teachers the ability to continuously update them, to ascertain the kind of ICT suitable for the learning experience to be provided and the use ICT to optimize the process of education.

How ICT is useful?

The information technology provides facilities for chat, e-mail, voice-mail, video-mail etc on internet. It can be used in physical education for improving the process of education as follows:

1. **Updating information** : A lot of information is available on the different websites, and which may be accessed through internet. Information relating different aspects such as curriculum development, ET, examination, innovations in physical education, new techniques for developing skills, thinking, performance, etc. maybe accessed easily through internet. If physical educators can be given these facilities of surfing the websites then they can find the most useful information for updates their knowledge.⁶³
2. **Developing coaching Competencies** : It is widely believed that coaching competencies once developed, continue to develop by themselves, however it does not happen by itself now days CD's are available, which demonstrate various coaching competencies in real field situation, these can be seen by any trainer or physical educator. The teacher can be used video mail and video recording for the performance.
3. **Becoming acquainted with the latest techniques/ method of teaching** : In these days innovative technique like model of teaching have not been introduced by the different universities in their teacher education curriculum. Advances in Information Technology have made it possible to use alternative means. Many video cassettes on models of teaching are easily available now.

4. **Sharing Instructional Material** : Instructional material for teaching different topics is also available on the websites.
5. **Developing Research Competencies** : Many teachers working in different colleges of the different universities are not involved in any research work activity and hence standard of research work conducted is declining day by day. This happens due to the poor research competencies of teachers. This may be one of the reasons of it. This can be improve by using e-mail and chat on internet.
6. **Enriching Teacher Education Curriculum** : The UGC and NCTE have put the teacher education curriculum on their website. This agency seeks comments of practicing of teacher educators and subject specialist. Their comments may suggest modification of the curriculum before it is finalized. The good comments / points may be incorporated in new curriculum being drafted. This will go a long way in improving the quality of teacher education curriculum.
7. **Research and Development** : Researchers working in education can also contribute their share by conducting the needed type of research. The potential area of research and development are instructional materials, training Programmers for developing, reasoning, thinking, creativity, reading and compression etc. The efforts can be enrich by using ICT.

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The Role Of Physical Activity And Exercise In Obesity And Weight Management: Time For Critical Appraisal

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Aurangabad

Abstract

The pervasiveness of overweight and stoutness has expanded significantly amid most recent 3 decades with wrecking outcomes to general wellbeing. Prescribed systems to diminish heftiness have concentrated on more advantageous eating routine and physical movement (PA). Obviously, these methodologies have not been effective, however whether this is because of inability to confine vitality admission or to keep up large amounts of vitality use has been the subject of incredible contention. Thus, there has been a lot of disarray about the job of PA and exercise in stoutness and weight the board. In this article, the hypothetical reason for considering lessened PA and vitality consumption as the reason for weight is evaluated. Further, the job of PA in nourishment admission and weight control is inspected. The possibility that heftiness is caused by reliable decrease in day by day vitality use isn't upheld either by target proportions of vitality use or physiological hypothesis of weight increase alone. In any case, since wilful exercise is the most essential optional segment of aggregate day by day vitality consumption, it can influence vitality balance. In this way, PA and exercise hold potential as a component of the answer for the continuous weight pestilence.

Introduction:

The pervasiveness of overweight and stoutness has expanded significantly amid most recent 3 decades with wrecking outcomes to general wellbeing. Prescribed systems to diminish heftiness have concentrated on more advantageous eating routine and physical movement (PA). Obviously, these methodologies have not been effective, however whether this is because of inability to confine vitality admission or to keep up large amounts of vitality use has been the subject of incredible contention. Thus, there has been a lot of disarray about the job of PA and exercise in stoutness and weight the board. In this article, the hypothetical reason for considering lessened PA and vitality consumption as the reason for weight is evaluated. Further, the job of PA in nourishment admission and weight control is inspected. The possibility that heftiness is caused by reliable decrease in day by day vitality use isn't upheld either by target proportions of vitality use or physiological hypothesis of weight increase alone. In any case, since willful exercise is the most essential optional segment of aggregate day by day vitality consumption, it can influence vitality balance. In this way, PA and exercise hold potential as a component of the answer for the continuous weight pestilence.



1*) Saraswati, Swami Satyananda, Asana Pranayama Mudra Bandha 12th edn.
Bihar Yoga Bharati, Munger, India (1996)

- www.yogapoint.com/

¹ <http://www.yogapoint.com/>

² <http://www.yogapoint.com/theraph/yoga-obesity.htm>,

³ <http://www.yogapoint.com/into/article2.htm>

⁴ <http://www.Abe-od-yoga.com/yoga-and-health/yoga-for-obesity-and-dzabetes.asp>



2. Secular trends in professional and household-related PA appear to be congruent with the dynamics of the population weight gain

theoretically, obesity is a condition in which the amount of body fat exceeds the biological require of an individual. Obesity is a expression of a positive energy balance that has been sustained over an extended period of time. However, the reason why this condition has extend inexorably across the globe over the past 3 decades with such speed is not well understood. Generally speaking, the human genome has not altered substantially during this time; therefore, the rise in obesity most likely reflects changes in the environment and/or behavior. During the past half-century mechanization has impinged upon. Consequently, energy spending required for daily living has constantly declined. A recent study showed that in the US, daily energy expenses due to work related PA has decreased by more than 100 kcal during last 50 years in both men and women, and this reduction is associated with the increase in mean body weight during this time frame.⁸ Similar trends have also been observed in other countries including Finland, where daily energy expenditure during work reportedly decreased by more than 50 kcal between 1982 and 1992 while the average body weight relentlessly crept upward.⁹ More recent studies indicated that these trends have continued unabated up to the present day.^{10,11} Substantial reductions in daily energy expenditure have also occurred in developing countries such as China and Brazil, which have the highest absolute and relative rates of decline in total PA due to reductions in movement at work.¹² For this reason, it is believed that the obesity epidemic has also penetrated the low-income countries, particularly in the urban areas, and will continue to extend for the foreseeable future.¹³ There is also reason to assume that domestic mechanization of daily tasks (with the advent of labor-saving devices such as washing apparatus and dishwashers) have reduced energy expenditure over the years. Indeed, it was recently fairly accurate that in women, daily housework-related energy expenditure has decreased by 360 kcal in the US since the 1960s.¹⁴ The authors of the study concluded that such reductions in house work related energy expenditure might have been substantial contributors to the rise in prevalence of obesity in women in last 5 decades. Because such labor-saving devices are habitually used in all affluent societies, their contribution to population energy balance in high-income countries has been considered substantive.¹⁵ Domestic mechanization has also contributed to increased sedentariness, as time spent in house work has been replaced by sedentary activities such as watching television and use of other screen based media.¹⁶ Many studies have implicated sedentary behaviour, including passive transportation, with weight gain.¹⁷⁻¹⁹ On the other hand, participation in leisure-time physical activity (LTPA) has progressively increased over the years;²⁰ however, it appears that on a secular basis, this has not been enough to offset increased sedentary behaviour, as total PA is declining rapidly across the globe.

3. Objective measurements of energy expenditure quarrel the idea that obesity epidemic is attributable to reductions in daily energy expenditure



Based on the evidence presented above, it seems instinctive that the rise in bodyweight and obesity is attributable to decreases in daily energy expenditure. However, on closer scrutiny this idea seems highly improbable, and there is fair amount of evidence to support that contention. First, the "labour-saving" culture has not changed substantially since the 1960s and 1970s, whereas the obesity prevalence started to increase dramatically only around the 1980s. Second, doubly-labelled water studies (which provide the optimal method to measure energy expenditure in free-living individuals) show that daily energy expenditure has not declined between 1980 and 2005 in Europe or North America.²¹ Similarly, recent meta-analyses of almost 100 doubly-labeled water studies indicated that populations in industrialized countries do not have lower rate of daily energy expenditure compared with populations in budding countries.²² Clearly, obese individuals have higher habitual energy expenditure compared with normal weight people²³ (due to their larger body size and resting metabolic rates). Leibel et al.²⁴ established that 10% weight gain increases daily energy expenditure from 370 to 530 kcal, depending on the baseline weight. The obvious insinuation of this is that the rate of energy ingestion must also increase accordingly, otherwise weight loss will ensue. reliable with this notion, Swinburn et al.²⁵ examined U.S. nutritional surveillance data and showed that the estimated daily energy intake in adults has enlarged on average by 500 kcal in the US between 1970s and 2000s, like findings have also been reported from several European countries.^{26,27} However, a more recent examination by Archer et al.²⁸ suggested that once the measures of dietary intake in National Health and Nutrition Examination Survey (NHANES) were modified, no substantial difference in energy intake existed. Energy intake cannot be quantified as precisely as energy expenditure. The reason why daily energy intake is notably smaller than simultaneously estimated energy expenditure^{28,29} may be explained by selective misreporting (over or under) and recall bias, which are well-known factors that confuse studies investigating energy intake in humans.³⁰ Population energy intake can also be assessed from the national food availability data. These data show that daily energy intake in the US increased slowly until the early 1980s, and then started to increase rapidly.³¹ Moreover, a recent global analysis concluded that increases in food-energy supplies are sufficient to explain increases in average population body weight, particularly in high-income countries.³² Thus, it seems unlikely that decrements in daily energy expenditure are driving the ongoing obesity epidemic.

4. The role of PA in food intake and weight control Decreases in daily energy expenditure may not be the primary cause of obesity, but that is not to say that PA or Fig. 1. Changes (%) in adult obesity prevalence over time in selected countries around the world.⁵⁰ BMI = body mass index. Reproduced with permission of World Obesity Federation. 152 P. Wiklund exercise has no role in weight management and energy balance. One theory holds that energy balance may be easier to achieve when energy unrest is high. This concept was originally urbanized by Mayer et al.³³ in the 1950s, and has subsequently been described by Blundell and King³⁴ and Hill et al.³⁵ According to this theory, a threshold for PA exists above which people are in the so called "regulated



zone" of energy balance. Those who are in the keeping up zone are able to meet high energy expenditure needs with energy intake, thus maintaining body weight. However, those who are below the PA threshold have lower energy expenditure, and thus are in the "unregulated zone" without the matching decrements in energy intake. In other words, this theory suggests that appetite may not be appropriately regulated at low levels of PA. This was recently demonstrated by Shook et al.;³⁶ they examined the relation between energy intake, PA, appetite, and weight gain during a 1-year follow-up, and reported that individuals with low PA had higher levels of cravings for foods compared with those who had high levels of PA. Furthermore, the authors noted that a threshold for achieving energy balance occurred at an activity level corresponding to 7116 steps per day. Thus, it may be that add to in sedentariness in the course of the years has allowed much steeper trajectory in population weight gain than what would have been otherwise. Voluntary exercise is the most important discretionary component of total daily energy expenditure, and thus has the potential to affect energy balance. This has been illustrated in a number of longitudinal studies. For example, in a prospective study with 20 years of follow-up, Hankinson et al.³⁷ showed that maintaining high level of PA mitigates weight gain significantly, particularly in women. In that study, active individuals gained less weight during the followed period compared with those who were consistently inactive. Similar findings have been reported from the Finnish Twin Cohort, which can be considered as a natural experimental approach to investigate the role of PA and genes or other familial factors on future morbidity.³⁸ Twins who have been consistently discordant LTPA for over 30 years differ significantly from each other in terms of body weight and body composition; physically active co-twins have significantly lower body weight,³⁹ BMI,⁴⁰ and fat percent, and they have much less (50%) visceral and hepatic fat⁴¹ compared with their inactive co-twin. This evidence clearly shows that persistently higher PA level is associated with decreased rate of weight gain even after controlling for genetic liability and childhood environment. There is also a wealth of evidence from controlled trials that exercise (or PA) carried out over long periods of time can generate energy deficit and thereby induce weight loss.⁴²⁻⁴⁴ Series of reviews,^{45,46} including a Cochrane Review⁴⁷ (which is considered as the golden standard in assessing evidence), indicate that exercise induces weight loss, and that the weight loss is even greater when coupled with energy restriction. Thus, both diet and exercise are important components in the programs intended for weight loss. However, the majority of the weight loss programs seem to fail in the longterm as people often regain weight.⁴⁸ Consequently, a general perception, particularly among the layman, is that only very few succeed in long-term maintenance of weight loss. However, long-term weight loss maintenance is a question of behavioral adherence. Studies have clearly shown that continued adherence to diet and exercise strategies are associated with longterm success.⁴⁹

5. Conclusion

The increase in obesity epidemic is occurring against the background of continuous decline in the energy expenditure required for daily living. However, the idea that obesity is increasing because of consistent decline in daily energy expenditure is not supported



either by objective measures of energy expenditure or physiological theory of weight gain. Clearly, obesity results from excessive energy intake that has sustained over a long period of time. Currently, we do not understand why people consume more energy than they expend. It may be that PA has the ability to regulate food intake, but in the contemporary environment that is conducive for sedentary behaviour, this regulatory mechanism has gone astray. Increasing PA most certainly can create energy deficit through increased energy expenditure. For this reason PA and exercise hold potential as part of the solution for the ongoing obesity epidemic. Competing interests The author declares no competing financial interests.

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EFFECT OF SELECTED CALLISTHENIC EXERCISES AND YOGIC ASANAS ON THE PHYSICAL COMPONENTS OF MALE STUDENTS

ABSTRACT

The main purpose of the study was to find out the effect of selected callisthenic exercises and Yogic asanas on the physical components of male students. The physical components chosen were Agility, Speed, Flexibility and Cardio-Vascular Endurance. In this study only 30 male students of 18-25 years old were selected as subjects using Simple Random Sampling Method from Shri Shivaji College of Physical Education Amravati Maharashtra. Two Groups namely Experimental Group and Control Group consisted of 15 subjects in each group were formed. Pre tests on physical components were administered on both experimental and control group. Experimental group received the 6 weeks training of selected Callisthenic exercises and Yogic Asans the Control group didn't. Post tests for the same were administered on both the groups just immediately after 6 weeks of experimental training. All the scores of Pre tests and Post tests were recorded and tabulated systematically. It was hypothesized that there would be significant effect of selected callisthenic exercises and yogic asanas physical components of male students. By simple random sampling method, the subjects were selected. t test was used for statistically analysis of data at 0.05 level of significance.

Keywords: Callisthenic Exercises, Yogic Asana, Agility, Speed, Flexibility, Cardio-Vascular Endurance.

Introduction

Calisthenics is the name given to repetitive exercises that use the resistance of your own body to build strength, increase flexibility and burn fat. No equipment or weights are used in calisthenics, and the exercises can be performed anywhere there is a floor and enough space to move in.

Calisthenics are a form of exercise consisting of a variety of simple, often rhythmical, movements, generally without using equipment or apparatus. They are intended to increase body strength and flexibility with movements such as bending, jumping, swinging, twisting or kicking, using only one's body weight for resistance. They are usually conducted in concert with stretches. Calisthenics when performed vigorously and with variety can benefit both muscular and cardiovascular fitness, in addition to improving psychomotor skills such as balance, agility and coordination.

Yoga means the experience of oneness or unity with inner being. This unity comes after dissolving the duality of mind and matter into the supreme reality. It is a science by which the individual

approaches truth. The aim of all yoga practice is to achieve truth where the individual soul identifies itself with the supreme soul or God. The attitude towards Yoga and its acceptance has undergone a sea change over the last twenty years. This is true not only of our country where Yoga originated a thousand years ago, but also of far-flung countries all over the world.

'Yogic Breathing' as an equivalent of the Sanskrit word 'Pranayama', which seems to have come to enjoy a very important place in yoga literature. The word 'Prana' is perhaps as old as the word 'Yoga' itself, but the elaborate technique concerning its control, which forms a part of the eight fold system of yoga, seems to be of a later origin. Yogic breathing has often been very highly talked about and the marvelous phenomena, which are supposed to take place as a result of its intense and prolonged practice, have been acknowledged at several places in the yoga texts.

Methodology

Selection of Subjects

For the purpose of the study 30 male students were selected randomly from Shri Shivaji College of

Physical Education Amravati Maharashtra. The age of the subjects was ranging from 18-25 years.
Collection of Data:

The necessary data was collected by administrating the tests for measuring the selected variables. Before collecting the data, the subjects were given a chance to practice the prescribed tests so that they should become familiar with the tests and know exactly what is to be done. The data was collected after the administrating the test on the selected subjects of study from Shri Shivaji College of Physical Education Amravati Maharashtra. After collection of data the tabulation and statistical analysis was arranged in a prescribed manner.

Training protocol

Researcher arranged the callisthenic exercise and asanas training programme in the morning only. This training programme was of 6 weeks only. Callisthenic exercise training programme was on Monday, Wednesday and Friday only and asana training programme was on Tuesday, Thursday and Saturday only and on Sunday rest.

6 Weeks Callisthenic Exercise Training Programme

Week	Day	Callisthenic Exercises	Sets		Total Volume
I & II Week	Monday, Wednesday and Friday	1) Push-ups	2	After Every Exercise 1 min Recovery	Approx. 40 Min
		2) Jumping Jacks	2		
		3) Squat	2		
		4) Cruncher	2		
		5) Stretching	2		
III & IV Week	Monday, Wednesday and Friday	1) Push-ups	3		Approx. 1 Hr
		2) Jumping Jacks	3		
		3) Squat	3		
		4) Cruncher	3		
		5) Stretching	3		
V & VI Week	Monday, Wednesday and Friday	1) Push-ups	4		Approx. 1.20 Hr
		2) Jumping Jacks	4		
		3) Squat	4		
		4) Cruncher	4		
		5) Stretching	4		

Before start the training programme 10 min warm-up exercises like jogging, running, neck rotation, hand & leg rotation, trunk rotation etc. and callisthenic training programme will be conducted on Monday, Wednesday and Friday only.

Week	Day	Asana	Duration Minutes		Total Volume				
I & II Week	Tuesday, Thursday and Saturday	1) Sitting Asanas- Paschimotanasan, Vakrasana, Ardha-Matsyendrasana	1	After Every Asana 1 min Shavasana	Approx. 40 Min				
		2) Lying on Back- Ekapadapawan Muktasana, Dweepadapawan Muktasana, Viprit Karni	1						
		3) Lying Abdominal- Shalabhasana, Naukasana, Bhujangasana	1						
		4) Standing Asana- Vrukshasana, Tadasana, Trikonasana	1						
		1) Sitting Asanas- Paschimotanasan, Vakrasana, Ardha-Matsyendrasana	2						
		2) Lying on Back- Ekapadapawan Muktasana, Dweepadapawan Muktasana, Viprit Karni	2						
		3) Lying Abdominal- Shalabhasana, Naukasana, Bhujangasana	2						
		4) Standing Asana- Vrukshasana, Tadasana, Trikonasana	2						
		III & IV Week	Tuesday, Thursday and Saturday			1) Sitting Asanas- Paschimotanasan, Vakrasana, Ardha-Matsyendrasana	2		Approx. 1 Hr
						2) Lying on Back- Ekapadapawan Muktasana, Dweepadapawan Muktasana, Viprit Karni	2		
						3) Lying Abdominal- Shalabhasana, Naukasana, Bhujangasana	2		
						4) Standing Asana- Vrukshasana, Tadasana, Trikonasana	2		
						1) Sitting Asanas- Paschimotanasan, Vakrasana, Ardha-Matsyendrasana	3		
						2) Lying on Back- Ekapadapawan Muktasana, Dweepadapawan Muktasana, Viprit Karni	3		
						3) Lying Abdominal- Shalabhasana, Naukasana, Bhujangasana	3		
4) Standing Asana- Vrukshasana, Tadasana, Trikonasana	3								
V & VI Week	Tuesday, Thursday and Saturday			1) Sitting Asanas- Paschimotanasan, Vakrasana, Ardha-Matsyendrasana	3		Approx. 1.20 Hr		
				2) Lying on Back- Ekapadapawan Muktasana, Dweepadapawan Muktasana, Viprit Karni	3				
				3) Lying Abdominal- Shalabhasana, Naukasana, Bhujangasana	3				
				4) Standing Asana- Vrukshasana, Tadasana, Trikonasana	3				

Before start the training programme 5 min Prathana and 10 min warm-up exercises like neck rotation, hand & leg rotation, trunk rotation etc. and

Asana training programme will be conducted on Tuesday, Thursday and Saturday only.
Analysis and Interpretation of Data

The data collected from the two groups, control and experimental groups were statistically analyzed by using 't' test. The collected data were analyzed by using (SPSS) statistical package for social sciences. In all the cases 0.05 level of significance

Findings

Summary of Mean, Standard Deviation and t-test for the Pre and Post-tests on Speed, Cardio-vascular Endurance, Agility and Flexibility of Control and Experimental Group.

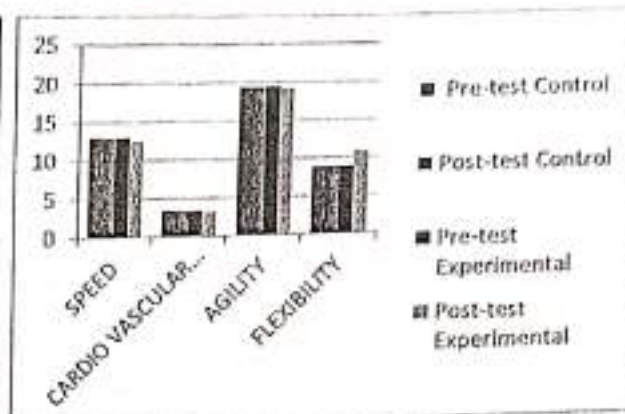
Variable	Group	Mean		Standard Deviation		S.E.	M.D.	t-ratio
		Pre-test	Post-test	Pre-test	Post-test			
Speed	Control	13.17	12.975	0.635	0.643	0.233	0.142	0.612
	Experimental	13.097	12.500	0.560	0.562	0.205	0.197	2.917
Cardio Vascular Endurance	Control	3.387	3.355	0.164	0.153	0.056	0.032	0.563
	Experimental	3.385	3.247	0.229	0.118	0.045	0.038	3.071
Agility	Control	19.588	19.509	0.243	0.250	0.092	0.079	0.915
	Experimental	19.582	19.299	0.261	0.277	0.098	0.083	2.887
Flexibility	Control	8.897	8.837	2.907	2.862	1.033	0.066	0.006
	Experimental	8.893	10.793	2.235	2.058	0.784	1.900	2.422

@ Not Significant at 0.05 level
 Tabulated t 0.05 (14)=2.144

It is evident from the above table that the calculated t-values of 0.61, 0.563, 0.915 and 0.006 of Control Group respectively for the Pre and Post-tests Mean differences on Speed, Cardio vascular endurance, Agility and Flexibility are insignificant, because calculated t-values of them are lesser than the tabulated t-value of 2.144 needed to be significance at 0.05 level for 14 degrees of freedom.

It is also learnt from the same table that the calculated t-values of 2.917, 3.071, 2.887 and 2.422 of Experimental Group respectively for the Pre and Post-tests Mean differences on Speed, Cardio vascular endurance, Agility and Flexibility are significant, because calculated t-values of them are greater than the tabulated t-value of 2.144 at 0.05 level of significance for 14 degrees of freedom.

Pre and Post-test Means of Control and Experimental Group in Speed, Cardio-vascular Endurance, Agility and Flexibility have been depicted in Fig.



Discussion

No doubt the practice of Yogasanas has tremendous effect on making our Digestive System, Nervous System, Endocrine System, Respiratory System etc. more efficient; on the other hand it has very limited influence on Metabolism, calorie burn due to the nature of performing principles of it. As per this Covid -19 pandemic (stay home stay safe) low use of calorie, the overweight is being the main cause of developing high cholesterol, and weight can be controlled, calorie can be burnt through Yogasanas and Callisthenic exercises. Yogasanas and Callisthenic exercises were found a good role on the same. Therefore the result of the study is quite obvious and expected.

Conclusion

On the consideration of the above results and discussion, it can be concluded that the practice of Yogasana and Callisthenic exercises may have huge positive influence on various bodily system. Though further study with longer period of training and with different Yogic practices are needed to confirm the claiming over here

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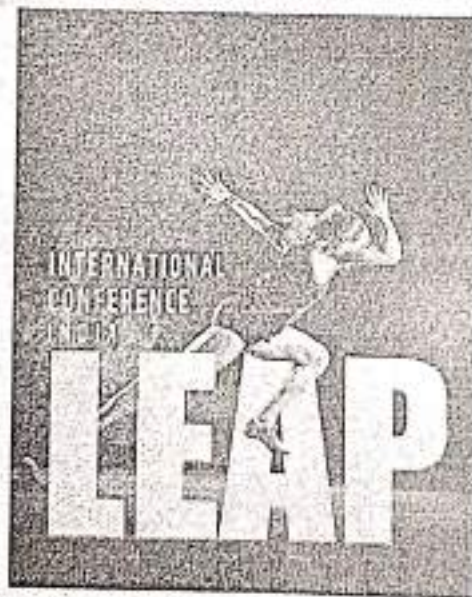


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Effect of selected exercises on flexibility and coordination of volleyball players

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ABSTRACT

The main purpose of the study was to study the effect of selected exercises on flexibility and coordination of volleyball players. The age of the players was ranging from 17- 22 years. Only 40 male players were selected for the study. A total period of six weeks training was administered on the experimental groups. The subjects were selected from Kulgam district of Jammu and Kashmir volleyball players. The variables selected for this study were trunk flexibility, eye hand coordination and eye foot coordination. 't' test was used for analysis of data at 0.05 level of significance. It was hypothesised that there might be a significant effect of certain selected exercises on flexibility and coordination of basketball players.

Keywords : Eye foot coordination, eye hand coordination, flexibility, and volleyball players.

INTRODUCTION

In general, flexibility means the range of movements around the skeletal joints of the body. The flexibility is not a general body character but it is specific to each body region. If a person has a highly flexible shoulder joint, it does not necessarily mean that he/she will have good knee flexibility or hip flexibility. It is even possible that one shoulder joint is more flexible than the other. For good physical fitness, it is essential that a person has quite flexible joints and is able to maintain his or her body flexibility. The flexibility component of physical fitness enables the person to have free body movement, better coordinated movements requiring lesser work and to handle greater stress with lesser chances of injury.

Coordination is the key word especially in team sports where two levels of coordination are at work. One, coordination of the activities of different players of the team with one another's action and two each player's coordination of his/her own neuro-motor and neuro-sensory actions. The level of coordination between different players is sport specific and depends upon the coaching of sports skills. The coordination of an individual's own body system is a general motor ability which is predominantly one's innate (inherited quality). It may be greatly improved with coordination improving training and general practice of basic physical activities involving more than one muscle group action like jumping, catching, zigzag running etc.

METHODOLOGY

Find out the effect of six week (42 days) selected exercises on flexibility and coordination of volleyball players is the main aim of this study. 40 volleyball Players of age 17-22 from Rajgarh district of Jammu and Kashmir were selected as the subjects by Simple Random Method. The subjects were divided into two equal groups. Those were assigned as Control Group (N=20), and experimental groups (N=20) were analyzed by using the 't' test at 0.05 level of significance. It was accepted that there would be a significant effect of selected exercises on flexibility and coordination of volleyball players.

The following training schedule was administered on the experimental group

Table 1 : Sit & Reach Pre and Post Test of Experimental Group

Days	Exercise	Set	Repetition	Set Rest
Monday to Saturday	1. Trunk Twisting	2 Min	5	2 Min
	2. Rope Skipping	2 Min	5	2 Min
	3. Jogging	2 Min	5	2 Min
	4. Fast running	2 Min	5	2 Min
	5. Stepping with Volleyball in Volleyball Court	2 Min	5	2 Min
	6. Hamstring Stretch	2 Min	5	2 Min

Experimental	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Pre. Test	20.1	4.21	3.95	19	2.99	2.09
Post Test	24.05	4.13				

The mean of pre test of the experimental group is 20.1 and the mean of post test of experimental group is 24.05. After applying 't' test there is a significant difference between pre and post test of experimental group because the value of calculated 't' (2.99) which is greater than tabulated 't' (2.09) at 0.05 level of significance, which shows improvement is found in the experimental group.

Table 2 : Sit & Reach Pre and Post Test of Control Group

Control	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Pre. Test	18.8	2.16	0.15	19	0.22	2.09
Post Test	18.65	2.13				

The mean of the pre test of the control group is 18.8 and the mean of the post test of the control group is 18.65. The value of calculated 't' (0.22) which is less than tabulated 't' (2.09) at 0.05 level of significance, which shows no improvement is found in the Controlled group.

Table 3 : Sit & Reach Post Test of Control and Experimental Group

Group	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Experimental	24.05	4.13	5.4	38	5.19	2.02
Control	18.65	2.13				

In the table-3 mean of post test of experimental group which is 24.05 is slightly less than mean of post test of control group which is 18.65. There is a significant difference between post tests of experimental and controlled groups because the value of calculated 't' (5.19) which is greater than tabulated 't' (2.02) at 0.05 level of confidence, which shows improvement was found in the experimental group after six weeks training schedule.

Graph 1 : Sit and reach mean difference between Pre and Post Test of Control and experimental group**Table 4 : Eye-hand coordination between Pre and Post Test of Experimental Group**

Experimental	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Pre. Test	30.33	1.27	3.15	19	7.23	2.09
Post Test	27.18	1.45				

In table-4 the mean of pre test is 30.33 and the mean of post test is 27.18. There is a significant difference between pre and post test of control group because value of calculated 't' (7.23) which is greater than tabulated 't' (2.09) at 0.05 level of significance, which shows improvement has been found in experimental group because training was given to the subjects of experimental group.

Table 5 : Eye-hand coordination Between Pre And Post Test Of Control Group

Control	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Pre. Test	30.00	1.95	0.55	19	0.87	2.09
Post Test	29.45	2.06				

In the Table-8 the mean of pre test is 7.8 and the mean of post test is 7.75. There is no significant difference is found between pre and post test of control group because value of calculated 't' (0.10) which is less than tabulated 't' (2.09) at 0.05 level of significance which shows no improvement has been found in control group.

Table 9 : Eye-foot coordination Between Post Test of Control and Experimental Group

Group	Mean	S.D.	M.D.	D.F.	O.T.	T.T.
Control	7.75	1.65	1.2	38	2.79	2.02
Experimental	6.55	0.99				

The mean of the post test of the control group is 7.75 and the mean of post test of the experimental group is 6.55. There is no significant difference between post test of control and experimental group because the value of calculated 't' is 2.79 which is greater than tabulated 't' (2.02) at 0.05 level of significance, which shows improvement has been found in the experimental group after six weeks training.

Graph 3 : Eye-foot coordination mean difference between Pre And Post Test Of Control And Experimental Group

FINDING

It was hypothesized that there will be a significant effect of selected exercises on flexibility and coordination of Volleyball players. After six weeks training it was found that the effect of selected exercises shows significant effect on coordination of Volleyball players. So the hypothesis is accepted. On the other hand there was a significant effect of selected exercises on flexibility of volleyball players, so the hypothesis is accepted.

CONCLUSION

Within the limitations of the study and on the basis of the findings the following conclusions are drawn.

1. Selected exercises improved the Flexibility of Volleyball players significantly.
2. The control group which engaged in daily physical activity did not show significant improvement in Volleyball performance.
3. There was a significant difference found in eye hand coordination between experimental group and controlled group.


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Abstract

Covid-19 has shouted down the whole world without any Warning, Information or Alarm. Covid-19 has given the whole world restless nights and days like scorching heat. It enforced for thinking the whole world what it is. Mainly Scientists, Doctors, Professors, Assistant professors, Research scholars etc. Researchers started studying deeply that how this Pandemic will leave the whole world. The effect of virus is so much that governments across the countries declared a single solution to some extent is lockdown with which whole world is suffering from. International boarders were sealed hence no movement of people were taken with which roots of businesses economy among the whole world were weakened that is the great fall of our country's GDP (Gross Domestic Product). During this situation first of all we have to keep our self physically and mentally fit for this we have the best solution that is yogic exercises which we can do individually and with our family without any risk. Second is to keep whole nation and our self in Educational studies for this to some extent we have a solution that is MOOC learning (Massive Open Online Courses).

Key words: Covid-19, Yogic Exercises, MOOC Learning.

Introduction

Covid-19 effects the human body parts in such a ways Respiratory Illness, Nasal Lavage, Lung conditioning etc. but it can damage also other parts of the body especially during serious illness till to death as usually we watches and hears. As with other corona virus illness including SARS, MERS and the common cold. Covid-19 is a respiratory disease so the lungs are usually effected first. Early symptoms include fever, cough, shortness of breath etc. these appear as soon as 2 days or as long as 14 days after exposure to the virus. From the list of symptoms everyone who gets infected have not

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EFFECT OF YOGIC TRAINING ON OBESITY OF ADULTS OF AMRAVATI CITY

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ABSTRACT

The purpose of this study was to find out the effect of yogic training on obesity of adults of Amravati city. The study was conducted on 30 male adults, were selected randomly from Amravati city. The age of the subjects ranging from 40-53 years, subjects were divided randomly equally into two groups i.e. experimental group and control group. The data were collected from the experimental and control group before and after the 6 weeks of training programme were statistically analyzed at 0.05 level of significance. There was a partially no significant difference between body mass index and waist hip ratio of adults. The study also showed no significant difference among the mean of selected items of the groups. The conclusion of this research work might aware the students as well as players about the B.M.I and W.H.R, above all about obesity while performing any physical activity.

Keyword: Body mass index, obesity, Waist hip ratio and yogic training.

Introduction

The word yoga has its roots in Sanskrit language and means to merge join or unite. Yoga is a form of exercise based on the belief that the body and breath are ultimately connected with the mind. By controlling the breath and holding the body in steady poses, or asana, yoga creates harmony. Yoga is a means of balancing and harmonizing the body, mind and emotions and is tool that allows us to withdraw from the chaos of the world and find a quite space within to achieve this, yoga uses movement, breath, posture and meditations in order to established a healthy, vibrant and balance approach in living.

Yoga asana are famous for being non-violent. Least amount of energy is utilized while performing the various postures. One never feels tired and exhausted at the end of a Yoga session because a lot of lubrication is created in the joints. Due to rotation, flexion or extension, the muscles have the optimum control, contraction or optimum relaxation. It is a

competition between one's own body and one's own self as the practice of asana makes one judicious in action, thought and speech.

Methodology

For the purpose of the present study the data has been collected from the 30 male adults of the Amravati city were selected randomly. The age of the subjects were ranging from 40 to 53 years. The subjects were divided into two equal groups each of 15 subjects i.e. control and experimental group.

Training protocol

During the training period, the experimental group underwent the following training programme from Monday to Saturday in a week and on Sunday total rest was given.

6 Weeks Training Programme

Week	Day	Asana	Duration in Minute	Total Yoga

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I & II Week	Monday to Saturday	1) Shalbhavan 2) Pavan 3) Muktasama 4) Bhujanagara 5) Dhanusara 6) Halasana	1 1 1 1 1 1	After Every Asana 1 min Shavasa na	Approx. 40 Min
III & IV Week	Monday to Saturday	1) Shalbhavan 2) Pavan 3) Muktasama 4) Bhujanagara 5) Dhanusara 6) Halasana 7) Utanpadasana 8) Ushtrasana	1 w 1 w 1 w 1 w 1 w 1 w 1 w		Approx. 1 Hr
V & VI Week	Monday to Saturday	1) Shalbhavan 2) Pavan 3) Muktasama 4) Bhujanagara 5) Dhanusara 6) Halasana 7) Utanpadasana 8) Ushtrasana	2 2 2 2 2 2 2		Approx. 1.20 Hr

Groups		Mean	S.D	S.E	O.T	T.T
Control group	Pre-test	25.6	4.18			
	Post-test	25.7	3.19	1.35	0.08	2.04
	-test	3	5			
Experimental group	Pre-test	25.8	2.99			
	Post-test	25.5	2.60	0.98	0.04	2.04
	-test	2	5			

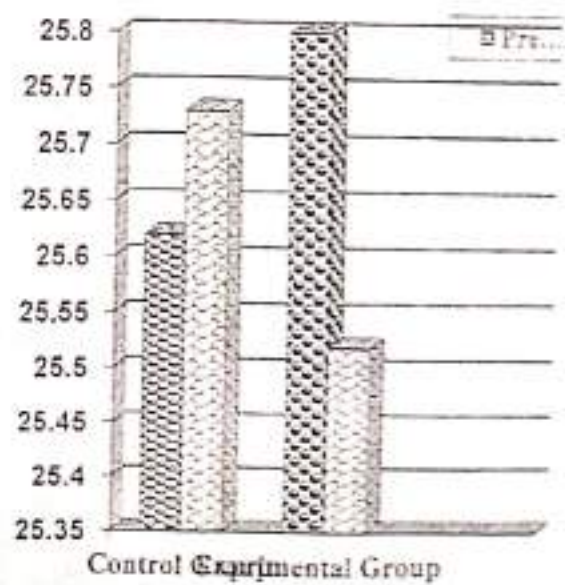
Table I reveals that there is no significant difference between means of pre and post test of control group and experimental group.

Table II showing difference between B.M.I in post-test of control and experimental group

Group	Mean	S.D	S.E	O.T	T.T
Control group	25.73	2.195			
Experimental group	25.52	2.605	1.064	0.197	2.048

It is evident from the above table that calculated 't' of 0.197 is quite less than that of tabulated 't' of 2.048 at 0.05 level of confidence. Hence statistically there is no significant improvement due to yogic training on B.M.I of adults.

Graph 1 Graphical Representation of mean difference between pre and post test of control and experimental group for B.M.I



Analysis of the data

The data collected from the two groups, control and experimental groups were statistically analyzed by using 't' test. The collected data were analyzed by using (SPSS) statistical package for social sciences. To test the hypothesis the level of significance was set at 0.05.

Results

Table I Showing difference between B.M.I in pre and post-test of control group and experimental group

Table III showing difference between W.H.R in pre and post test of control and experimental group

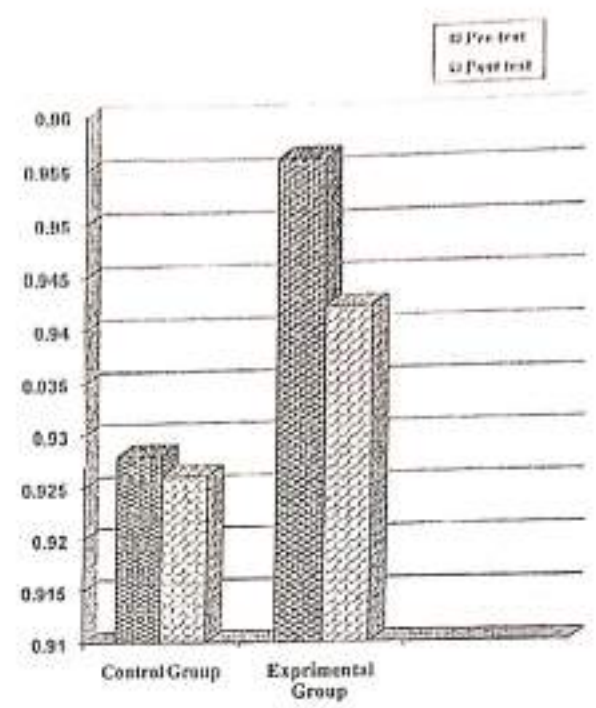
Group		Mean	S.D	S.E	O.T	T.T
Control group	Pre test	0.92	0.09	2.42	8.24	2.04
	Post test	0.92	0.07	1.91	0.00	2.04
	t test	6	4			
Experimental group	Pre test	0.95	0.06	0.02	0.63	2.04
	Post test	0.94	0.05	0.02	0.63	2.04
	t test	2	3			

It is evident from the above table that there is no significant difference between pre and post test of control and experimental group. Table IV showing difference between W.H.R in post-test of control and experimental group

Group	Mean	S.D	S.E	O.T	T.T
Control group	0.92	0.07	1.91	0.00	2.04
Experimental group	0.94	0.05	0.02	0.63	2.04

It is evident from the above table that calculated 't' of 0.008 is quite less than that of tabulated 't' of 2.048 at 0.05 level of confidence. Hence statistically there is no significant improvement due to yogic training on W.H.R of adults.

Graph II Graphical Representation of mean difference between pre and post test of control and experimental group for W.H.R.



Discussion on Findings:

The findings in study reveals that there was no significant difference in B.M.I. between pre and post test of controlled and experimental group and it was also found that WHR between pre and post test of controlled and experimental group also showed negligible improvement among both the groups.

Conclusion:

On the basis of the result drawn with the mentioned methodology the following conclusion were sougheed out.

There was a partially no significant difference between body mass index and waist hip ratio of adults.

The study also showed no significant difference among the mean of selected items of the groups.

The conclusion of this research work might aware the students as well as players about the B.M.I and W.H.R, above all about obesity while performing any physical activity.

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**COMPARATIVE EFFECT OF LOW AND HIGH INTENSITY GYMNASTICS
TRAINING ON THE GENERAL MOTOR ABILITIES OF BEGINNER ARTISTIC
GYMNASTICS PLAYERS**

Abstract:

The purpose of this study is to find out the comparative effect of Low and high intensity gymnastics training on the general motor abilities of beginner artistic gymnastics players. The gymnastics center took early artistic gymnastics players in this research work. Gene subjects were selected for the training task in which 30 players were taken. The age of the selected subjects was between 14-19 years, the selected subjects were divided into two groups, in which the first 15 was divided into low intensity group and the second 15 was divided into high intensity training group. Three components were selected to test general motor abilities, using pull-ups to measure strength, a ball transfer test to measure coordination, and a one-leg stand test to measure balance. 6 weeks gymnastics training was conducted in this study. In which 65 to 70% MHR was trained on low intensity training and 85 to 70% MHR was trained on very high intensity. Data were analyzed using the paired 't' test and the students 't' test to compare the values before and after the 6-week gymnastics training program and to compare the low and high intensity training program. P value of less than 0.05 was accepted as an indication of significant differences between comparative values. In this research it is observed that there has been insignificant difference between low and high intensity groups of general motor abilities components. Significance difference found between the post test low intensity group in general motor abilities components (Strength, Coordination and Balance) and significant difference between the post test high intensity group in general motor abilities components (Coordination and Balance), but not difference found in strength of high intensity group. In general motor ability component if high intensity group found more effective than low intensity group then training should be on the basis of students capacity.

Keywords: Low and High intensity gymnastics training, motor abilities, artistic gymnastics.

Introduction:

In order to achieve success in human life and to perform daily tasks, normal gamma skills are required. motor abilities means the physical capacity required to perform daily tasks. To do gymnastics, man needs gamma skills. A person who has more of these abilities does his work with full confidence and is successful, but a person who lacks these abilities does his job well. He can't do it properly but he is always suffering from some disease. It was only after the war that gymnastics began to be practiced in almost all countries so that it could be used in a disaster. Man has to work regularly for which he has to increase his physical capacity.

Gymnastics can also develop the abilities of the weak. For this reason, activities like gymnastics are being included in school curriculum all over the world, but the researcher had to know if gymnastics can be done properly so gamer capabilities can be developed. Many researcher have shown that doing gymnastics develops physical abilities, but if the intensity of gymnastics is reduced or increased, the effect can be more or less.

Methodology:

The gymnastics center took early artistic gymnastics players in this research work. Gene subjects were selected for the training task in which 30 players were taken. The age of the selected subjects was between 14-19 years, the selected



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subjects were divided into two groups, in which the first 15 was divided into low intensity group and the second 15 was divided into high intensity training group. Three components were selected to test general motor abilities, using pull-ups to measure strength, a ball transfer test to measure coordination, and a one-leg stand test to measure balance. 6 weeks gymnastics training was conducted in this study. In which 65 to 70% MHR was trained on low intensity training and 85 to 70% MHR was trained on very high intensity.

Statistical analysis:

Data were analyzed using the paired 't' test and the students 't' test to compare the values before and after the 6-week gymnastics training program and to compare the low and high intensity training program. P value of less than 0.05 was accepted as an indication of significant differences between comparative values.

Table-1: t-ratio of the means of general motor abilities between pre test and post test of low and high intensity groups

Variable	Group	Test	Mean	SD	SE	MD	Ot	d.f	Tt
Strength	Low Intensity Group	Pre	3.86	0.95	0.36	0.7	4.7	14	2.14
		Post	4.64	1.01	0.36	0.9	8*	4	14
	High Intensity Group	Pre	3.93	0.52	0.22	0.8	9.5	1	2.14
		Post	4.79	0.58	0.22	0.6	4*	4	14
Coordination	Low Intensity Group	Pre	18.4	1.00	0.36	0.4	8.4	1	2.14
		Post	18.0	0.97	0.36	0	7*	4	14
	Low Intensity Group	Pre	18.7	1.04	0.41	0.5	1.8	1	2.14
		Post	19.3	1.20	0.41	0.4	7	4	14
Balance	High Intensity Group	Pre	41.8	7.26	3.14	3.9	1	2.14	
		Post	56.4	9.66	3.08	5.5	9*	4	14
	Low Intensity Group	Pre	42.7	6.37	1.98	2.3	3.1	1	2.14
		Post	45.1	4.25	1.98	2	8*	4	14

Table-1 shows that the significant difference in general motor abilities components between pre and post test of low intensity group. The obtained 't' value of strength (4.78), Coordination (8.47) and balance (3.99) is more than the table value of 2.14 with 14 degree of freedom.

Table-1 shows that the significant difference in general motor abilities components between pre and post test of high intensity group. The obtained 't' value of strength (9.54), and balance (3.18) is more than the table value of 2.14 with 14 degree of freedom. But no significant difference

general motor abilities components coordination between pre and post test of high intensity group.

Table-2: t-ratio of the means of general motor abilities between low and high intensity groups of pre test and post test.

Variables	Test	Group	Mean	SD	SE	MD	Ot	d.f	Tt
Strength	Pre	Low	3.86	0.95	0.36	0.7	4.7	14	2.14
		High	3.93	0.52	0.22	0.8	9.5	1	2.14
	Post	Low	4.64	1.01	0.36	0.9	8*	4	14
		High	4.79	0.58	0.22	0.6	4*	4	14
Coordination	Pre	Low	18.4	1.00	0.36	0.4	8.4	1	2.14
		High	18.7	1.04	0.41	0.5	1.8	1	2.14
	Post	Low	18.0	0.97	0.36	0	7*	4	14
		High	19.3	1.20	0.41	0.4	7	4	14
Balance	Pre	Low	41.8	7.26	3.14	3.9	1	2.14	
		High	42.7	6.37	1.98	2.3	3.1	1	2.14
	Post	Low	42.7	6.37	1.98	2.3	3.1	1	2.14
		High	45.1	4.25	1.98	2	8*	4	14

Table-1 shows that the insignificant difference in general motor abilities components between low and high intensity groups of pre test. The obtained 't' value of strength (0.24), Coordination (0.86) and balance (0.37) is less than the table value of 2.04 with 28 degree of freedom.

Table-1 shows that the significant difference in general motor abilities components between low and high intensity groups of post test. The obtained 't' value of Coordination (3.17) and balance (4.22) is more than the table value of 2.04 with 28 degree of freedom. But no significant difference general motor abilities components strength between low and high intensity group of post.

Conclusion:

In this research it is observed that there has been insignificant difference between low and high intensity groups of general motor abilities components. Significance difference found between the post test low intensity group in general motor abilities components (Strength, Coordination and Balance) and significant difference between the post test high intensity group in general motor abilities components (Coordination and Balance). But not difference found in strength of high intensity group. In general motor ability component if high intensity group found more effective than low intensity group

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capacity.

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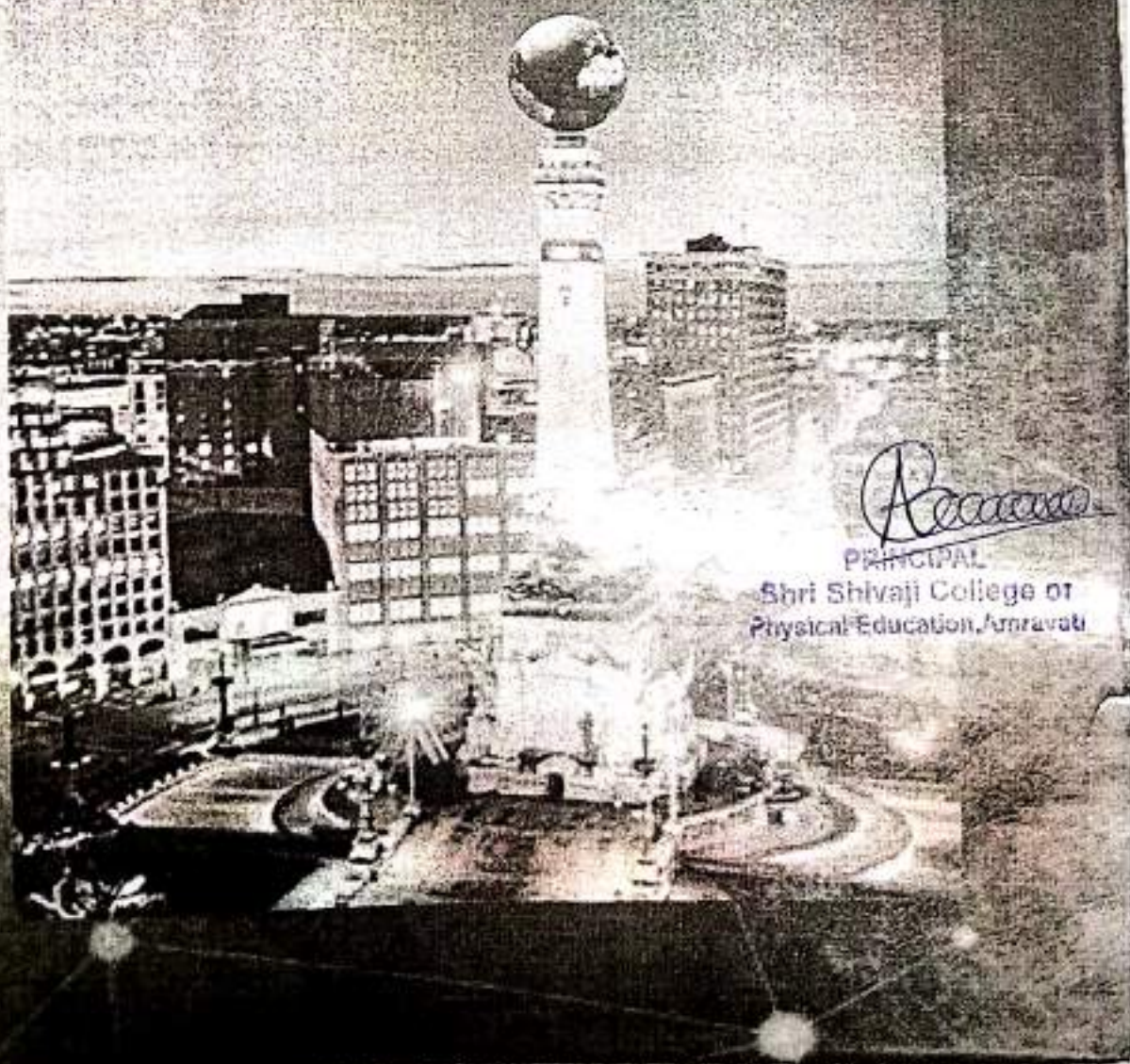
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A COMPARATIVE STUDY OF ANXIETY LEVEL BETWEEN ARTISTIC AND ACROBATICS DISCIPLINES OF GYMNASTICS PLAYERS

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Abstract

The aim of present study is to compare the Artistic discipline and Acrobatics discipline gymnasts with regard to their sports competition Anxiety. For the purpose of the study 30 Players (Artistic And Acrobatics) were selected from SHRI HANUMAN VAYAM PRASARAK MANDAL AND SHRI SHIVAJI COLLEGE OF PHYSICAL EDUCATION, AMRAVATI (MAHARASHTRA) as the subject. All these players were going to represent School State level competition 2019. For this study, the Sports Competition Anxiety Test questionnaire was used to measure sports competition anxiety. The hypothesis selected for this study that there would be a significant difference between the artistic and acrobatics gymnast. Descriptive statistics and independent tests were used to analyze the data.. Significance level was set at 0.05. The mean score of the artistic gymnast was 22.2 and the acrobatics gymnast was 20.47. The calculated 't' value was 1.47 which showed that no significant difference was found between artistic gymnast and acrobatics gymnast (calculated 't' 1.47 < tabulated 't' 2.048)

Keywords : Sports Competition Anxiety Test, Anxiety, Artistic, Acrobatics

Introduction

The term "artistic gymnastics" emerged in the early 1800s to distinguish free-flowing styles from techniques used in military training. Gymnastic competitions began to flourish in schools and athletic clubs across Europe and made a fitting return when the Olympic Games were revived in Athens in 1896. Gymnastics is a sport that includes physical exercises requiring balance, strength, flexibility, agility, coordination, and endurance. The movements involved in gymnastics contribute to the development of the arms, legs, shoulders, back, chest, and abdominal muscle groups. Alertness, precision, daring, self-confidence, and self-discipline are mental traits that can also be developed through gymnastics evolved from exercises used by the ancient Greeks that included skills for mounting and dismounting a

horse and from circus performance skills. Artistic gymnastics is a discipline of gymnastics in which athletes perform short routines (ranging from about 30 to 90 seconds) on different apparatuses, with less time for vaulting. The sport is governed by the Fédération Internationale de Gymnastique (FIG), which designs the code of points and regulates all aspects of international elite competition. Acrobatic gymnastics (formerly Sport Acrobatics), often referred to as acro if involved with the sport, acrobatic sports or simply sports acro, is a group gymnastic discipline for both men and women. Acrobats in groups of two, three and four perform routines with the heads, hands and feet of their partners. They may, subject to regulations (e.g. no lyrics), pick their own music.