



युवा कार्यक्रम  
एवं खेल मंत्रालय  
MINISTRY OF  
YOUTH AFFAIRS  
AND SPORTS

सत्यमेव जयते



SAI LNCPE  
Trivandrum

22<sup>nd</sup> Biennial Conference of the International Society for  
Comparative Physical Education and Sport (ISCPES)

# Book of Abstracts

20  
23



01-03, November  
Thiruvananthapuram  
INDIA

**SPORT AND PHYSICAL EDUCATION:  
EXPERIENCES IN AND POST-PANDEMIC PERIOD**

SPORTS AUTHORITY OF INDIA  
LAKSHMIBAI NATIONAL COLLEGE OF PHYSICAL EDUCATION

**All the abstracts in this book were blind reviewed by the Scientific Committee**

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ANURAG SINGH THAKUR



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मंत्री  
सूचना एवं प्रसारण और  
युवा कार्यक्रम व खेल  
भारत सरकार

MINISTER  
INFORMATION & BROADCASTING AND  
YOUTH AFFAIRS & SPORTS  
GOVERNMENT OF INDIA

06 OCT 2023

### Message

It gives me immense pleasure to know that the 22<sup>nd</sup> Biennial Conference of the International Society for Comparative Physical Education and Sport (ISCPEs) with the theme "Sport and Physical Education: Experiences In and Post-Pandemic Period" is scheduled to be held from 1<sup>st</sup> to 3<sup>rd</sup> November, 2023 at SAI LNCPE, Thiruvananthapuram, Kerala.

I am confident that the Conference will be a beacon of knowledge exchange and collaboration in the realm of comparative physical education and sport. I am sure, it unites experts, researchers, educators, and enthusiasts from across the globe to exchange insights, explore innovations, and nurture new partnerships.

I am also delighted to note that this conference will contribute to the creation of a Book of Abstracts, a compilation that will capture the essence of the research, insights, and experiences shared during the event, within the context of the "In and Post-Pandemic Period." May the knowledge and experience shared during this Event continue to drive positive change and elevate the significance of physical education and sports in the World.

I extend my best wishes to all the participants and the Organizers for successful conduct of the Conference.

(Anurag Singh Thakur)



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सत्यमेव जयते



आजादी का  
अमृत महोत्सव

राज्य मंत्री  
गृह एवं युवा कार्यक्रम और खेल मंत्रालय  
भारत सरकार

Minister of State for  
Home Affairs and Youth Affairs & Sports  
Government of India

11 OCT 2023

## MESSAGE

It is indeed an honour that International Society for Comparative Physical Education and Sport (ISCPES) is organizing 22nd Biennial Conference with the theme "Sport and Physical Education: Experiences In and Post-Pandemic Period."

The ISCPES Biennial Conference serves as evidence of our shared dedication to advancing the domains of comparative physical education and sport. It offers an exceptional opportunity for scholars, researchers, educators, and sports enthusiasts from around the world to come together and share their expertise and insights.

Ministry of Youth Affairs and Sports is committed to promote physical activity, health, and inclusivity through sports and physical education.

My sincere appreciation goes to the organizers, volunteers, and contributors who have dedicated their time and expertise to make this conference and its associated Book of Abstracts a reality.

I extend my best wishes for a successful, enlightening, and inspiring 22nd ISCPES Biennial Conference.

(Nisith Pramanik)

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सुजाता चतुर्वेदी, भा.प्र.से  
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भारत सरकार  
खेल विभाग  
युवा कार्यक्रम और खेल मंत्रालय  
Government of India  
Department of Sports  
Ministry of Youth Affairs & Sports



### Message

It is with great pleasure and anticipation that I address you on the occasion of the 22nd Biennial Conference of the International Society for Comparative Physical Education and Sport (ISCPES), with its unique theme of "Sport and Physical Education: Experiences in and Post-Pandemic Period."

The ISCPES Biennial Conference has consistently stood as a symbol of progress in the fields of comparative physical education and sport. It serves as a platform for scholars, researchers, educators, and enthusiasts to engage in meaningful dialogue, share insights, and collaborate on the global stage. It is an event that highlights the transformative influence of sport and physical education.

This chosen theme underscores the undeniable impact of the pandemic on our lives and the profound significance of sport and physical education during these trying times, and it calls upon us to examine our roles as agents of change, to innovate, and to ensure that the principles of health, well-being, and inclusivity continue to guide us in our post-pandemic journey.

In this context, I am pleased to announce the creation of the Book of Abstracts, which will serve as a reservoir of knowledge, experiences, and reflections on this theme. This collection will not only provide valuable insights but also capture the spirit of resilience, adaptability, and hope that have defined our global community. I encourage all conference participants to actively engage in the sessions, discussions, and networking opportunities that this event offers. It is an opportunity to explore new frontiers, to challenge conventional thinking, and to collectively redefine the role of sport and physical education in a rapidly evolving world.

We remain committed to supporting initiatives that promote physical activity, health, and inclusivity through sports and physical education. It is only through our collective efforts that we can build a healthier, more resilient world where the transformative power of sport extends to all corners of society.

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: 2 :

My heartfelt appreciation goes out to the organizers, volunteers, and contributors who have dedicated their time and expertise to make this conference and its associated Book of Abstracts a reality. Your contributions are a testament to your passion for the field and your unwavering commitment to driving positive change.

I extend my best wishes for a successful, enlightening, and inspiring Conference. May the knowledge and experiences shared during this event propel us forward into a brighter future, where sport and physical education continue to thrive, both in the face of adversity and during the post-pandemic period.

  
9/11/23  
**(Sujata Chaturvedi)**

संदीप प्रधान, मा.रा.से.  
महानिदेशक  
**Sandip Pradhan, I.R.S.**  
Director General



Date: 19<sup>th</sup> October, 2023

### MESSAGE

It is a matter of great delight for me to know that the 22<sup>nd</sup> Biennial Conference of the International Society for Comparative Physical Education and Sport (ISCPES) with the theme "Sport and Physical Education: Experiences In and Post-Pandemic Period" is scheduled to be held from 1<sup>st</sup> to 3<sup>rd</sup> November, 2023 at SAI LNCP, Thiruvananthapuram, Kerala.

The Conference will undoubtedly facilitate interdisciplinary knowledge-sharing and collaboration between various stakeholders and assuredly, will become a platform to nurture new partnerships and global collaboration in the realm of Physical Education and Sports.

I am confident that the Book of Abstracts of the Conference will contribute to further research and dialogue and will be a blueprint for the evolution of global Physical Education and Sports ecosystem. The knowledge and experience shared in the Conference will be significant in necessitating positive change in the individual, community and global levels through Physical Education and Sports.

I extend my best wishes to all the participants and the Organizers for the successful conduct of the Conference.

(Sandip Pradhan)

## MESSAGE FROM THE PRESIDENT

### ISCPES



## Prof. (PhD) Rosa López de D'Amico

ISCPES President

*On behalf of the International Society for Comparative Physical Education and Sport (ISCPES), it is my great pleasure to address all of you with a few words to introduce the academic program and the book of abstracts on the occasion of our 22nd ISCPES Biennial Conference, "Sport and Physical Education: Experiences In and Post-Pandemic Period." We are fortunate to be hosted by the Sports Authority of India, Lakshmibai National College of Physical Education, and under the auspices of the Ministry of Youth Affairs & Sports. The conference is taking place in the beautiful city of Thiruvananthapuram, Kerala, India, from October 31st to November 3rd.*

*We have come a long way to arrive at this conference; it is the first on-site ISCPES conference after the COVID-19 pandemic. It is important to acknowledge that the 2021 Biennial Conference was brilliantly celebrated in a virtual format by our current hosts. At the end, the General Assembly requested the Local Organizing Committee to host the 2023 Biennial conference, but this time on-site. It was a vote of confidence as they organized the previous conference so well. We are fortunate that since that time, Dr. Kishore and Dr. Usha Nair committed to this quest, not to mention the dedication of the entire LNCPE team. They made every effort to navigate the logistical process to turn our dream of an on-site event into reality. At last, many people who have been working in a virtual format over the last 3 years can now meet, get to know each other, and exchange their experiences. So, I welcome you to celebrate our 22nd Biennial ISCPES conference in 2023.*

*It has been a challenging time with emailing, virtual meetings, and the need for cross-cultural understanding to put this academic program together. Furthermore, there were challenges from some organizations and universities to start supporting on-site academic congresses again. We appreciate the effort and support from all who have contributed to the program. The result is a rich program that covers a diversity of topics. We value the effort of all our speakers who made an effort to be present at this event, the reviewers, and the logistics team who had to prepare all the processes, protocols, and requests to accommodate all the attendees. The final program includes abstracts of the oral presentations, panels, workshops, posters, keynote presentations, and two extended papers. The program also provides cultural activities and an opportunity to learn about millennial Indian culture.*



# MESSAGE FROM THE PRESIDENT (ISCPES)

ROSA LÓPEZ DE D'AMICO

*(Contd)*

*ISCPES was founded in 1978 at the First International Seminar on Comparative Physical Education and Sport held at the Wingate Institute of Physical Education in Israel. Since then, conferences have been held every two years in various locations worldwide, including Halifax, Canada (1980); Minneapolis, USA (1982); Malente/Kiel, FRG (1984); Vancouver, Canada (1986); Hong Kong (1988); Bisham Abbey, Great Britain (1990); Houston, USA (1992); Prague, Czech Republic (1994); Tokyo, Japan (1996); Leuven, Belgium (1998); Sunshine Coast, Australia (2000); Windsor, Canada (2001); Manchester, England (2002); London, Canada (2004); Macau, China (2008); Nairobi, Kenya (2010); Mérida, Venezuela (2012); Moscow, Russia (2014); Borovets, Bulgaria (2017); Oporto, Portugal (2019); and Kerala, India (2021 - virtual format); and now Kerala, India (2023). ISCPES has also celebrated Regional Summits and Seminars in various cities upon request. The vision of ISCPES is to be a recognized and leading global influencer in advancing the fields of comparative physical education, physical activity, and sport. Its mission is to provide relevant and reliable products, services, and information to researchers, scholars, practitioners, students, policymakers, and decision-makers in the fields of comparative physical education, physical activity, and sport through inclusive, sustainable, and diverse advocacy, education, and research initiatives supported by accountable governance processes and procedures.*

*This is the first time that an ISCPES conference takes place on Indian soil. In 2008, there was a significant representation of Indian participants at the Biennial conference celebrated in Macau, China. However, the 2021 virtual conference put India on the map as a host for ISCPES conferences. It is the only conference that has been celebrated virtually and now on-site. Congratulations, India! We thank LNCPE for hosting us. We are living through complex moments in the history of humankind, so we sincerely appreciate the effort of all those who submitted their abstracts and made a great effort to be present at this event. On behalf of the ISCPES Board, thanks to all those who follow our events, support and trust us, and are present at this particular and historic celebration. Our ongoing gratitude goes to you.*

*We extend our sincere appreciation to the ISCPES members who have kept ISCPES moving forward over the past years, to the Executive Board, and special thanks to Dr. G. Kishore, Chair of the Organizing Committee, Dr. Walter Ho, and Dr. Usha Nair, Chair and co-Chair of the Scientific Committee, who, along with a number of national and international academics, have been instrumental in supporting this effort. We also extend our gratitude to the Sports Authority of India, particularly Mr. Vimal Anand, who played a crucial role in making this conference possible. And once again, thanks to Dr. Kishore and Dr. Usha for introducing LNCPE to the ISCPES Board and for promoting the hosting of the event in this venue.*

*Please enjoy this program, and thank you for being a part of it! Namaste!*

**Prof. (PhD) Rosa López de D'Amico**

ISCPES President  
October 31st, 2023



डॉ. जी. किशोर  
प्रधानाचार्य एवं क्षेत्रीय प्रधान  
Dr. G. KISHORE  
PRINCIPAL & REGIONAL HEAD



Date: 26.10.2023

## MESSAGE

Sports Authority of India (SAI) and Lakshmi Bai National College of Physical Education (LNCPE), Thiruvananthapuram in collaboration with the International Society for Comparative Physical Education and Sport (ISCPEES) is hosting the “22<sup>nd</sup> Biennial Conference 2023” of ISCPEES from 31<sup>st</sup> October to 3<sup>rd</sup> November, 2023 at Thiruvananthapuram, Kerala. Hon’ble Minister for Youth Affairs and Sports, GOI, Shri. Anurag Singh Thakur ji has kindly consented to inaugurate this inspiring event organised under the auspices of Ministry of Youth Affairs and Sports, Govt. of India on 02<sup>nd</sup> November, 2023 at “O by Tamara”, at Thiruvananthapuram, the capital of Kerala in India.

The ISCPEES is a research and educational organization, based on a large network of experts in several scientific areas. It strives to support, encourage and provide assistance for strengthening research and teaching programmes in Comparative Physical Education and Sports globally. It has close ties with other international organizations having identical goals. Thus ISCPEES commands an excellent worldwide resource network on Physical Education and Sport and its ‘Biennial Conferences’ are regarded as excellent opportunities for establishing and fostering working relationships with large number of globally reputed organizations engaged in research and development in the fields of Physical Education, Sports and allied subjects. Similarly SAI is the apex body of Govt. of India for implementation of all sports promotion schemes and teacher education programmes in Physical Education administered by MYAS, Govt. of India.

SAI-LNCPE had successfully conducted online programmes aimed at keeping alive Physical Education and Sports by hosting several International conferences and seminars engaging world renowned experts in the respective fields including those from ISCPEES. Acknowledging the success of those initiatives ISCPEES chose SAI LNCPE for hosting its “21<sup>st</sup> Biennial conference – 2021”, virtually from Thiruvananthapuram in December 2021.

In the wake of the resounding success of the 21<sup>st</sup> Biennial Conference - 2021, ISCPEES is again collaborating with SAI, LNCPE for the successful conduct of its 22<sup>nd</sup> Biennial Conference 2023 also at Thiruvananthapuram. This time its theme is “Sports and Physical Education: Experiences In & Post-Pandemic Period”. Delegates from nearly 25 countries are expected to participate in this conference led by many eminent and globally acclaimed experts and scholars representing world’s foremost research institutions / educational institutions for PE and Sports.

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भारतीय खेल प्राधिकरण - लक्ष्मीबाई राष्ट्रीय शारीरिक शिक्षा महाविद्यालय, कार्यवट्टम्, तिरुवनन्तपुरम - 695581, केरल  
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This conference thus brings together leading academics, scientists, researchers, trainers, coaches and Physical Education teachers from India & abroad to share their experiences and research outcomes related to Physical Education, sport. This will also facilitate updation of knowledge base of all the stake holders in Physical Education & Sports in our country and in fine tuning their professional skills.

SAI LNCPE, welcomes all the distinguished guest and delegates / participants to Thiruvananthapuram, the capital of the picturesque "Gods own country, Kerala to be a part of this momentous event which presents a golden opportunity for imparting and imbibing knowledge / information on world's latest trends in the fields of PE & Sports.



(Dr. G. Kishore)



INNAGURAL ADDRESS

# Shri. Anurag Singh Thakur

*Hon'ble Minister for Youth Affairs &  
Sports Government of India*

Revitalizing Global Wellness through  
Sport and Physical Education in the  
Post-Pandemic Era

**Introduction:**

The COVID-19 pandemic has left an indelible mark on the world, reshaping the way we live, work, and interact. Amidst the challenges and uncertainties, one beacon of hope emerges—the revitalization of global wellness through sport and physical education. As we navigate the post-pandemic era, it is becoming increasingly clear that these two powerful forces are essential pillars for a healthier and more resilient world.

**The Pandemic's Wake-up Call:**

The pandemic underscored the importance of holistic well-being. It revealed the fragility of our physical and mental health and highlighted the vital role of community engagement. The months of isolation and uncertainty prompted a global reckoning with our health and wellness priorities.

**Physical Education's Transformative Power:**

In this post-pandemic world, the significance of physical education takes center stage. It offers a structured approach to physical fitness, teaching students essential life skills such as discipline, teamwork, and perseverance. Physical education is not just about developing athletes; it's about cultivating healthy, resilient individuals.

**The Role of Sports:**

Sports, both competitive and recreational, are a universal language that transcends borders. They bring people together, foster camaraderie, and provide a platform for personal growth. Moreover, they contribute to physical fitness, boost mental health, and instill a sense of purpose.

**Holistic Wellness:**

Wellness extends beyond physical health. It encompasses mental, emotional, and social well-being. Sport and physical education play pivotal roles in promoting holistic wellness. They reduce stress, combat depression, and enhance self-esteem. In a world grappling with mental health challenges, these avenues provide much needed relief.

**Inclusivity and Diversity:**

Revitalizing global wellness means ensuring inclusivity and embracing diversity. Sport and physical education have the power to unite individuals from all walks of life, regardless of age, gender, or ability. Inclusivity means accommodating everyone, making wellness accessible to all.

**Youth Engagement:**

Engaging youth in sports and physical education is essential for sustainable wellness initiatives. Young people are not just the leaders of tomorrow; they are the change-makers of today. By empowering them with the tools for a healthy lifestyle, we create a ripple effect that extends to future generations.

**(Contd)**

**Global Collaboration:**

Challenges in the post-pandemic era are global in nature. As such, the response must be global too. The International Society for Comparative Physical Education and Sport (ISCPES) conference provides a platform for international collaboration and knowledge exchange. We can learn from each other's experiences and implement innovative solutions worldwide.

**Technology and Sustainability:**

The digital age offers innovative tools for wellness. Wearable devices, fitness apps, and telehealth services are revolutionizing how we approach physical fitness and health. Moreover, sustainability is crucial. Our wellness initiatives must be environmentally responsible, promoting both personal and planetary health.

**India's Inspiring Example:**

India's commitment to physical education and sports is an inspiring example. The integration of sports into the national curriculum through the New Education Policy (NEP) reflects the nation's forward-thinking approach. This inclusion ensures that future generations prioritize holistic wellness from an early age.

**Combatting Non-Communicable Diseases (NCDs):**

One of India's best practices is its potential to alleviate the global burden of Non-Communicable Diseases (NCDs) through physical education and sports. Regular physical activity and a wellness-focused culture can significantly reduce NCD prevalence, addressing a global health crisis.

**Conclusion:**

As we gather for the ISCPES conference, let us collectively envision a post-pandemic world where global wellness takes precedence. Let us recognize the transformative power of sport and physical education in achieving holistic well-being. Our discussions, research, and collaborations will chart the course for a healthier, more active, and resilient world. Together, we can revitalize global wellness and emerge from these challenging times stronger and more united than ever before.

In the words of Vasudev Kutumbakam: "The world is one family." In embracing this philosophy, we unite as one global family, bound by our commitment to wellness and the transformative power of sport and physical education. Together, we can revitalize global wellness for a brighter future.

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Hebert Lecture

**Conceptual Framework for the important Function  
of ISCPES in the World of Sport, Sport Education  
and Sport Science**

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In the age of globalisation, which has developed as a major characteristic of the 21st Century, the role of comparative researching and teaching in regard to sport, sport education, and sport science has become of great importance.

Therefore the role of the respective international non-governmental organisation – namely the “international society for comparative physical education and sport (ISCPES)”- has to be redefined and strengthened.

In a four -step- approach a much needed “Conceptual Framework for the Function of ISCPES- in the World of Sport, Sport Education, and Sport Science is developed in this analysis.

1. A theoretical framework will be given by defining “Key Issues for the Future Development of Mankind in a Globalized and Internationalized World.” (Prerequisites/Urgent Problems to be Solved).
2. The objective base for understanding the globalized and internationalized world under a comparative perspective will be given. This will include the explanation of four aspects in regard to introductory purposes
3. In a exemplary way then one important sport specific issue is analysed as target for comparison, namely a “positive justification for school physical education”.
4. Finally the relationship and possible cooperation of ISCPES with the world wide umbrella organisation for sport, sport education, and sport science, namely ICSSPE (International Council for Sport Science and Physical Education) is explained in light of improving the situation of sport, sport education, and sport science worldwide.

## **Structure of the Article**

- A. Theoretical Framework
- B. Understanding the globalized and internationalized world of Sport, Sport Education, and Sport Science under a comparative perspective
- C. Example for a topic which needs comparative analysis in order to get answers with high external validity
- D. Relationship of ISCPES to the umbrella organisation ICSSPE.

## **A. Theoretical Framework**

First of all a theoretical framework is necessary in order to understand the globalized and internationalized world today. For this two aspects are of major importance: “Prerequisites” and “Urgent Problems to be Solved”.

With this framework the development of the comparative perspective as pursued in the “international society for comparative physical education and sport” (ISCPES) can be described in its past, present and future dimension.

That the “Key Issues for the Future Development of Mankind in a Globalized and Internationalized World” can be described and analysed with the following major aspects:

### **A1. Prerequisites**

#### **1. Development of Peace by Banning Wars or Terrorist Acts.**

There are still too many wars, armed conflicts, and terrorist attacks going on today. All of these deal with religious issues and/or economic interests. Since the world is globalized, this in turn requires a diminishing of socio-economic unjust conditions. Only then can every country work and take responsibility for a better future in the framework of internationality and mutual help between nations.

#### **2. Neither Communism nor Unlimited Capitalism, but only Social Market Economy is the Optimal Pattern for Organizing Countries in the Future.**

With the unification of Germany, Europe, and the World communism has finally proven to be a bad pattern for organizing societies. In the same way it is detrimental, if only money and profit-making form the basis of value orientation. The social market economy with freedom for the individual but also necessary social checks and balances is a compromise model, which allows for a humanistic organization of human life.

#### **3. Education as Prerequisite for any Advancement in the World Today.**

Due to the increasing technological advancement the quest for education is quite strong. Education is a prerequisite for realizing democracy with social market economy as base for getting a professional position and for leading a culture-based life. The educational endeavour has to be holistic, this means to promote equally the motor-, affective-, cognitive and spiritually behaviour dimension of man. Education is today furthermore a life-long process with age-specific points of concentration.

#### **4. Fairness - Cooperation - Understanding between Countries.**

Globalization and internationalization of this world are processes which cannot be turned around. These are positive developments comparing to the times of West East conflicts and worldwide wars. However, the world is still full of too many problems, conflicts, and even decentralized wars. Worldwide activities of multi-national companies striving for as much profit as possible is not enough. The world also needs a strong movement towards more human behaviour as expressed in fairness, cooperation, and understanding as well as tolerating other people, nations, and religions. This also can preserve the much needed cultural diversity, which is an important addition to the worldwide tendency of making the world and the behaviour of the people alike, being a logic consequence of globalization.

## **A2. Urgent Problems to be Solved**

### **1. Overpopulation: Birth Control Needed.**

Just like the recent nature catastrophes the problem of overpopulation predominantly relates to the poorest people. In order to guarantee success in fighting poverty, children only should be born, if a somewhat human life is guaranteed for them. Also in the light of a responsible use of natural resources, this world only can be a humanistic home for people if the number of people is not increasing without end and thus leading to an irresponsible over population.

### **2. Corruption: Reason for Social Unrest**

The available natural resources could help for a much better overall world-situation, if corruption would not be very often the pattern, especially relating to the world of politics and finances. Doping can be defined as trying to get personal advantages with unethical means. However, a minimum of ethical codes is necessary to make a peaceful life in this world possible. Unfortunately, too many people use doping, especially in politics, economy, and sport. This is the reason why good ideas often are not realized in practice. A few people get richer and richer and the majority of people remain poor and has to live in inhuman conditions which in many cases are characterized by great poverty. Without corruption often a relatively well equipped middle class could be created.

### **3. Unemployment: Having a Professional Position as Baseline for a Life in Human Dignity.**

In most parts of this world the labour-division pattern is the reality. Everybody can and should be able to contribute to human life. Being unemployed is for sure a financial crisis, especially, if there is no social security system to support people without work. However, the social-psychological consequences - often overlooked - have to be of deep concern. A human being with the feeling, that the society does not need him/her anymore, has fallen below any humanistic considerations. The worldwide high unemployment rates are a social threat with great danger. All measures, especially educational, should be taken to tackle this problem.

### **4. Diseases: Health and Hygiene - The Fight Against Sickness.**

Considering how much money is spent worldwide to cure diseases and taking into account how many people even cannot get medical help in order to receive medical attention as result of poverty; all of these aspects point to the fact that lack of health and hygiene is a problem which needs urgent attention. If this problem is not sufficiently solved, a basic prerequisite for establishing a humane world is missing.

### **5. Environment Degradation: Environment Needs Preservation.**

The changing climate and the increasing number of nature catastrophes are a sufficient proof that mankind has destroyed the environment considerably. All of this is a development in the wrong direction and represents a large hypothec for future generations. This important issue begins right in the surrounding of every person: Taking adequate care of garbage, wise use of energy, preservation of plants and animals has to be better accomplished.

### **6. Overcrowded Cities: An Enemy of Human Life.**

If one is examining the concrete situation in the megapolis of this world with millions of inhabitants, then it is obvious, that these cities have been turned in chaotic entities showing poverty, crime, illness, joblessness, destruction of environment etc. Thus mankind has to stop to furthermore crowd these cities and work on plans for decentralization; this means creating smaller units in order to reintroduce aspects of a human life.

Both aspects (A1/A2) need a comparative perspective in order to receive a real picture of the situation in the world today.

## **B. Understanding the globalized and international world of sport, sport education, and sport science a comparative perspective**

### **Introductory Comments**

The following introductory comments can serve as a background framework for this analysis.

- a. If the word sport is used, it stands for the different aspects of sport in an all-inclusive way. One can ask in this context four questions. The exemplary answers explain this comprehensive understanding of the term sport very clearly. Why = health sport; who = children's sport; when = vacation sport; where = school sport (Haag & Haag, 2003; Röthig & Prohl, 2003).
- b. The UNO have made big steps forward in regard to promote sport and physical education worldwide (compare: 2005 = year for sport and physical education and their possible contribution to development and peace; Millenium Goals).
- c. The "International Society for Comparative Physical Education and Sport" (ISCPES) has been reshaped in the past and is pursuing now the following six objectives in a very strong way, also in order to find the right answers to the age of globalization and internationalization of this world, especially from a sport and physical education point of view.
  - a. Country-area studies (mainly descriptive).
  - b. Comparative studies (at least between two different units).
  - c. Education for international understanding and cooperation.
  - d. Developing solidarity for states, who wish help in regard to sport, sport education, and sport science.
  - e. Promote exchange programs at all educational levels (from school up to higher education).
  - f. Build international information networks (published material/organisations - institutions).In this regard the work of ISCPES is very closely linked to the topic of this analysis.
- d. The issues analysed in this context are strongly related to six basic competencies, which should be acquired by every student, who is trained in regard to sport, sport education, and sport science.
  - a. Historical (know the past – understand the present – shape the future).
  - b. Philosophical (being able to make sound normative decisions).
  - c. Sociological (understand that the human being is individuum – personalization – on one side and "zoon politicon" – socialization – on the other side).
  - d. Cross-cultural – comparative – international (this is a prerequisite in the globalized and internationalized world).
  - e. Information gathering – storing – retrieving (as part of any professional study).
  - f. Research methodology (process of gaining scientific knowledge).



With these four introductory comments in mind the analysis is carried out in the following way: Thus foundations will be offered in a threefold way: First of all the phenomena of globalization and internationalization will be explained in a general and sportspecific regard. Secondly, the three constructs “sport – sport education – sport science” are presented. Finally a “six-circle-model” is explained using the sport discipline “handball” as an example, using aspects of organisation theory.

### **a. Globalization – Internationalization (General – Sport specific)**

As trend for shaping life in this world globalization – internationalization is especially characterized by Heinemann (2003, pp. 228-229):

- Open world markets and economic relationships
- Expansion of mass media with the tendency towards uniform messages (ca. 500 satelites)
- Enlarged and easy-made possibilities for travelling
- Opening of political borders
- Tendency to make work conditions comparable
- Increasing international migration
- Equalizing of life-conditions, lifestyles, consumer strategies and patterns for recreation
- Making cultures more similar → world society

In regard to sport, sport education, and sport science it is furthermore of utmost interest and importance, that sport etc. on one side has a strong worldwide unifying tendency (e.g. rules, organizations); on the other side movement, play, and sport are an excellent avenue to realize cultural diversity (e.g. indigenous games, dances).

### **b. Globalization – Internationalization (General – Sport specific)**

These three terms have to be seen in a generic way. Sport was there first; then ideas of intervention, of teaching and learning were realized on a broad scale, this means sport education inside and outside of school; finally during the last century sport science as an academic discipline has developed up to a more or less general acceptance in the world of academia.

The three terms can be defined in the following way (Haag, 1986):

- Sport → Movement, Play, and Sport as Part-System of the Society
- Sport Education → Sum of Educational Activities to and through Sport in State and Non-state Settings
- Sport Science → Organization System of Sport Science  
Process of Gaining Scientific Knowledge  
Sum of Available Scientific Theories in regard to Sport

### c. Six-Circle-Model – An Approach Based on Organization Theory (Example Handball)

The realization of sport, sport education, and sport science can be observed on six levels with a mostly clear distinction. These six levels begin with “local” in a very small and familiar surrounding and stretch out up to the “world” level. Using the example of the sport discipline of “handball” the six-circle-model can be explained in the following way:

- Local: Handball Club THW-Kiel
- County: County Handball Federation
- Province: Provincial Handball Federation (Schleswig-Holstein)
- State: German Handball Federation (DHB)
- Continent: European Handball Federation (EHF)
- World: International Handball Federation (IHF)

In this context it is important to state, that it is necessary to identify oneself fully with the first circle in order to be able to perform satisfactory in the second circle and so on. This can be seen in analogy to a theses of the psychoanalyst E. Fromm which states: Only if you like yourself, you can move on and like somebody else.

For the networks to be presented in this analysis these six levels are a very clear and operationalized base. A model for Sport- related material can be of great help in regard to comparative and international aspects.

Print-Form (Haag & Hein, 1990)	IT-Form (Perl, Lames & Miethling, 1997)	Audio-Visual (Altenberger, 2002)
Journals	Power Point	Film
Handbooks	CD	Video
Book Series	Data Banks (e.g. Spolit)	DVD
Teaching Guides	Online-Moduls	CD
Monographies	Home-Pages	Multimedia
Varia	Varia	Varia

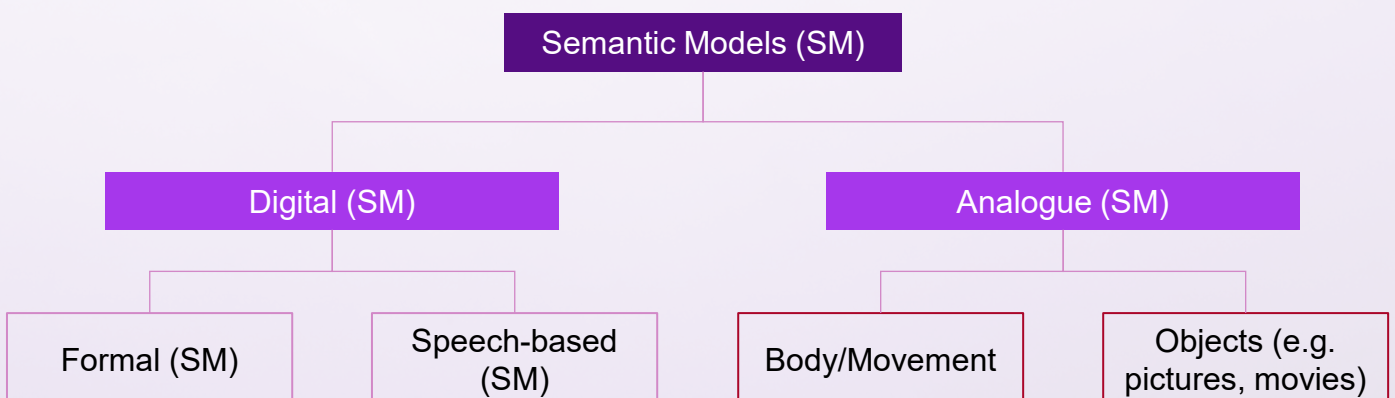
Figure 1: Triade Model for sport-related published material

It is obvious that various dimensions of globalization and internationalization have to be considered for the important but difficult work in regard to comparison.

### C. Example for a topic which needs comparative analysis in order to get answers with high external validity

One huge subsystem of every society is the area of education in various dimensions. One urgent issue in this context is the development of a rather positive justification for school physical education instead of considering as a “repair shop of the nation”. The justification of school physical education can be seen in four dimensions: Historical, intercultural-comparative, status quo and futuristic. In regard to the intercultural - comparative approach the justification can be seen in six dimensions:

1. **“Emancipation through movement”**. In this regard movement is a basic dimension of human behaviour, mainly realized as movement in daily live, in work time and in free-leisure time. It also implies that a person who has a wide range of movement patterns is more emancipated in the world than a person who only has a limited amount of movement patterns. Similar arguments are valid for the speech behaviour (language).
2. **“Movement as culture-based technique”**. The human being is defined as cultural being shaped by acculturation, enculturation, socialisation and personalisation. In this regard five cultural techniques play an important role. The respective socio-cultural backgroundcounts for variability of these cultural techniques. This in turn requires a comparative analysis of these issues:
  - a. Counting – mathematics – dealing with numbers.
  - b. Dealing with issues of information technology.
  - c. Movement in the context of daily necessary activities, work, and free-leisure time.
  - d. Dealing with the mother language in regard to speaking/reading.
  - e. Writing in the mother language as important analogue ability as an equivalent in dealing with numbers.
3. **“Movement as non-verbal communication”**. By using a semantic model developed by Gigerenzer (1981) -explained in the following figure- the meaning of movement as non-verbal communication can be understood in the context of communication. Especially this perspective requires a wide perception of movement as one analogy SM.



4. **“Making of primary experiences through movement”**. The following aspects of philosophical anthropology can explain this justification for movement. Every human has a body. Movement can be seen as actualisation of this body. This means that the human being is body and has body. In consequence the human being can receive impressions from the outside through the body (I am body) (movement). In the same time an important function in human live can be realized through the body (I have body), mainly to give information to one’s surrounding through the body (movement). This proves the high importance of movement in the context of the mission of man in this world as a communication being.
5. **“Aesthetic experiences through movement”**. The dimension of aesthetics is related to naturality, motor skill, art expression, and artificiality. The following figure helps to understand aesthetics as related to movement.

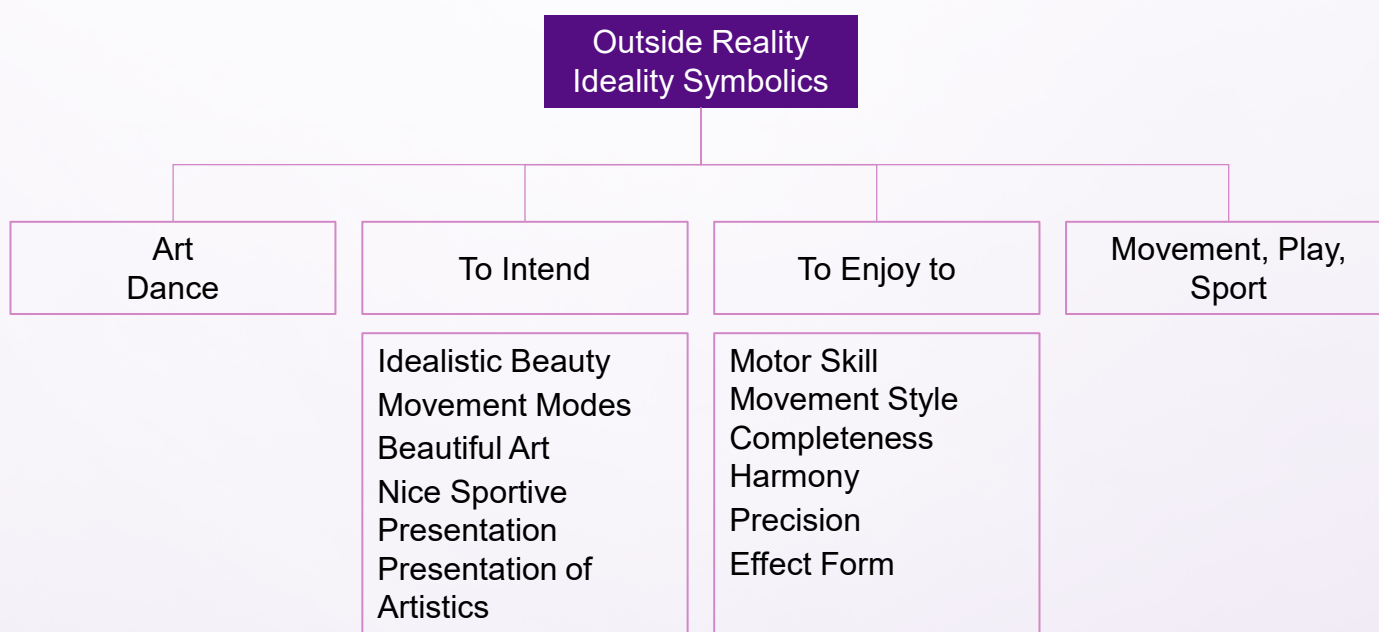


Figure 2: Aesthetics as related to movement

It is obvious that movement/motor skill opens an access to the very complex world of aesthetics which has quite a lot to do with feeling and experiencing the real world.

6. **“Body experience as integration of the motor, cognitive, affective, and spiritual Dimension”**. The basis is body experience with the own body in the individual and social world which can be cognitive, affective or spiritual as well as conscious or unconscious. This body experience can be understood in a twofold way: Body scheme: Neurophysiological aspects with perceptive-cognitive performances. Body image: Psychological-phenomenological-spiritual part of body experience; this means emotional-affective performance in regard to the own body of an individuum.

It is quite obvious that body experience plays a major role in regard to a holistic and integral perception of movement.

In summary it is obvious that the topic of “positive justification of school physical education” is a fundamental issue which needs comparative and inter- cultural analysis in order to get well proven answers.

#### **D. Relationship of ISCPES to the umbrella organisation ICSSPE**

In order to see and understand the role ISCPES (comparative organisation) can play as part of the world organisation for sport, sport education, and sport science, namely ICSSPE (umbrella organisation) the latter organisation is described in some detail in the following:

##### **Introducing Comments**

In order to systematically get an idea of the huge social phenomenon and system of movement/play/ sport it is proposed to see three aspects on one side separate, on the other side in close cooperation.

- a. Sport with its many faces from “sport for all” to “top-level performance sport”. A wide network is responsible for this on six levels: local, district, province, state, continent, world (e.g. IOC, World Federations for sport disciplines e.g. swimming etc.)
- b. Physical education- sport education. Formerly this was seen in regard to p.e. teachers mainly in school. Today this has to be seen in regard to three professional clusters; proposed term: sport-related professions: school P.E. related teaching – teaching/coaching outside of school – non-teaching related sport specific professional fields.
- c. Sport Science can best be explained according to the system used in structuring the “Directory of Sport Science“ (ICSSPE) divided in scientific disciplines and main topics.

If the mission of ISCCPE is formulated all three aspects (a/b/c) have to be seen in their own perspective, but also in the mutual relationship of (a/b/c).

In general ICSSPE, as an umbrella-organisation on the world level, representing organization / institutions, federations, associations, in other words ICSSPE being an organization of organizations / institutions etc. and not for individual membership, has a huge responsibility to deal with this fast moving area of social development, called sport – sport education – sport science.

Since the development in this regard is so fast, ICSSPE has to revue and – if necessary – change and supplement its mission. The philosophy in this process should be: keep what is worth to be kept and change/supplement what is necessary.

This credo also is guiding the description of the mission of ICSSPE, considering the task ICSSPE has today and in the near future. The presentation will be given in the sequence sport science, sport related professions, sport due to the name of ICSSPE with so far two issues: Sport Science and Physical Education.

### 1. Sport Science (compare the section on services) (SS)

- To promote and coordinate as well as disseminate scientific research by several means.
- To follow a philosophy “practice guided theory and theory guided practice” (science transfer).
- To support discipline specific specialized research (intra-).
- To promote interdisciplinary research in regard to main topics (inter-).
- Engage in fostering issues which relate to sport science as a whole (e.g. philosophy of science, ethics, research methodology, research strategies, improving research- based teaching).
- Integrate the requirements of globalisation and internationalisation into the development of sport science.
- Look for close relationships to the area of “sport” and “sport-related professions”.

### 2. Sport-related Professions ( compare the section on services) (SRP)

- To promote and coordinate as well as disseminate knowledge and concepts about sport-related professions.
- To secure the transfer of profession-related knowledge to the professional level in order to improve the quality of the sport-related professions.
- To improve concepts of professional training, in-service training and opportunities for the acquisition of new professional qualifications.
- To equally promote the three professional clusters (school P.E. teaching; teaching/ coaching outside of school; non-teaching related sport specific professional fields) (the last cluster needs special attention due to the fast development of professions in this area).
- Look for close relationships to the area of “sport” and “sport science”.

### 3. Sport (compare the section on services) (S)

- To promote the link between sport (represented through sport disciplines – Olympic/non-Olympic) and relevant aspects of sport science (strengthen the WCSS-World Commission on Science in Sport).
- To promote the link between sport (represented through sport disciplines – Olympic/ non-Olympic) and the available as well as future sport-oriented professions.
- Help so that sport is seen in its various possibilities for a good social and individual development.
- Try to keep ethical standards within the world of “sport”.
- Accept the broad basis for “sport”, namely “movement” including the consideration of sport and play as one important baseline aspect.

### **Services provided to members**

The realization of the mission of ICSSPE through services is formulated in a summary statement, since this applies to “sport”, “sport-related professions” and “sport science”.

- International conferences, symposia, meetings, seminars etc.
- Opportunity for exchange of experts within and across the three major areas of activity of ICSSPE
- Support projects related to the three major areas, as single aspects or in combination
- Network for information gathering, storing and retrieving in regard to material (print, audio-visual, computer-based)

- Production of publications in line with the major mission. Consider in this regard the three major areas (Sport, Physical Education, Sport Science)
- Representation and cooperation with other organizations on the world level (UNO-UNESCO/WHO etc.), IOC, World Sport Federations (AGFIS, ANOC etc.)
- Promotion work through mass media

By considering the presented characteristics of ICSSPE as umbrella organisation the self-understanding and tasks of ISCPES can be seen more clearly. In doing so, it becomes clear that ISCPES has a large responsibility to develop movement, play, and sport in a good way, especially also considering comparative-international aspects. In this way authenticity can be reached with fairness to the wide social-cultural diversity in this world and at the same time shaping a solid content of movement, play, and sport as important area of social reality in this world, being more and more globalized and internationalized.



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# Shaping Physical Education

## Introduction

In many countries from a government policy perspective, physical education is generally a legally required and ostensibly an equal status curriculum subject, widely recognised for its propensity for positive outcomes. However, a range of surveys together with research literature reviews, journal articles, institutional and individual statements, web network sites etc.) indicate that the reality in many schools in too many countries is exemplified by evidence of decreasing time allocation, inferior status, impoverished facilities and equipment, diminishing financial resources, questionable quality of the curriculum and its delivery, inadequacies in teacher preparation, and inequities in gender- and disability-related issues. It would seem that Maude de Boer-Buqicchio's (Council of Europe Deputy Secretary General) 2002 comment made during an Informal Meeting of Ministers with responsibility for Sport that "... the crux of the issue is that there is too much of a gap between the promise and the reality", i.e. there is a gap between policy principle and implementation in practice, remains. Moreover, despite the overwhelming evidence of the benefits of active lifestyles, many countries are experiencing an 'activity crisis' amongst the general population and young people in particular, and especially so in countries with advanced economies, where both children and adults are becoming less physically active. These increasing levels of inactivity are contributing to obesity and a range of diseases, which have devastating consequences for healthy lifestyles and life-span expectancies. A clear and important relationship must occur in order to make a case for physical activity and physical education in the schools. Specifically what is the relationship between activity while young and activity in adulthood? Positive activity experiences and habits formed during childhood lead to an increased tendency to participate in those activities as an adult. The corollary is that negative experiences while young will reduce those experiences later in life. Therefore, it is not only necessary to have activity while young, but equally important is to have positive experiences, develop skills in a caring and open environment, acquire knowledge about the body-mind relationship and develop reflective awareness and understanding of the immediate and long term effects of regular physical activity engagement.

## The Case for Physical Education

Whilst the importance of physical activity for persons of all ages has been well documented, the importance of physical education for the development of life-long physical activity habits and health promotion and the importance of participation in physical education in the development of social skills needed within societies, as well as the importance of physical education in the development of cognitive function may not have been well understood or articulated beyond the community of physical educators. Misconceptions about the importance of physical activity for young people among policy makers, administrators and parents etc. have contributed to a gradual decline (as mentioned above) of physical education in schools across many nations. The value of communication to ALL components of society, teachers, parents, and government officials cannot be over estimated. The existing and growing body of medical and other scientific research evidence and positive statements support a compelling case for physical activity within school and outside of school physical education programmes in providing life-long benefits directly related to preventing disease and to maintaining a high quality of life. Physical activity has direct effects upon the various systems of the body, including cardiovascular, pulmonary, neural and muscular among others.

It reduces the risks associated with obesity), high blood pressure, colon and breast cancer), diabetes II, osteoporosis, blood cholesterol, coronary heart disease, aging through its contribution to motor control, balance, strength and enhanced mental function, and physical ailments associated with a sedentary lifestyle. Additionally, it contributes not only to physical but also to psycho-social health, by reduction in stress, anxiety, depression as well as enhancement of self-esteem. Today, many are aware that a physically active lifestyle and participation in physical activity significantly contribute to one's health, social well-being, recreation and, therefore, to the quality of one's life.

## **Shaping the Physical Education Curriculum**

As a comparativist, I am acutely aware of the dangers of generalising and making specific suggestions for universal applicability because whilst globally we might be able to see trends and tendencies and unquestionably there are similarities, there are also differences and variations based in politico-ideological, socio-cultural, economic values and norms and ecological settings. Thus, policy and practice are, more often than not, are subject to localisation and/or local interpretations; in other words they are 'localised' and not 'globalised: what might be relevant in, for example, the U.K. or India may not be relevant elsewhere in the world. Thus arguably, PE and sport delivery systems are unique to any one country. Nonetheless, wherever and whatever the situation and trends in body concepts and activity patterns, there are 'universalities', which can be considered for 'local' application in any planned physical education curriculum development. But first let me address more general issues related to education in general and the implications for the school curriculum.

## **Education and the school curriculum**

Education both influences and reflects the values and nature of society. It is important, therefore, to recognise a broad set of common values and purposes that underpin the school curriculum and the work of schools. Fundamental is a belief in education as a means to personal, psycho-social, moral, cultural, physical and mental development, and thus the overall well-being of the individual. Education is also a means to inclusion with equality of opportunity for all, a productive economy and sustainable development. Education should embrace sets of enduring values to include: valuing oneself; families and other relationships; the wider groups to which individuals belong; the diversity in society; and the environment. It should reaffirm individual commitment to truth, justice, honesty, trust and a sense of responsibility. Education should also enable positive responses to the opportunities and challenges of the rapidly changing global world, especially in being prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change with new work and leisure patterns and with the rapid expansion of communication technologies.

## **School curriculum aims**

If schools are to respond effectively to these values and purposes, they should not operate in isolation: they need to work in collaboration with families and the local community, including religious faith (where relevant), and voluntary groups, local agencies and business, in seeking to achieve two broad aims through the curriculum. These aims provide an essential context within which schools develop the curriculum. They are mutually interdependent aims; development in both areas is essential to raising standards of attainment for all pupils.

- **Aim 1:** The school curriculum should provide opportunities for all pupils to learn and to achieve.
- **Aim 2:** The school curriculum should promote pupils' spiritual, moral, social and cultural development and prepare all individuals for the opportunities, responsibilities and experiences of life.

## **The school physical education curriculum**

The case for the inclusion of physical education in the school curriculum is based on the physical, mental and psycho-social benefits to be gained and is inextricably linked to current scientific evidence warning of the risks of physical inactivity. As intimated earlier in several economically developed countries, inactivity has contributed to an obesity epidemic and sedentary living is a known threat to health. In accordance with past and current UNESCO International Charters of Physical Education and Sport, access to physical education should be a fundamental human right with provision guaranteed as an integral part of schooling. Physical education can perform a dual function of providing both opportunities to engage in physical activity but more importantly the development of skills and abilities to be involved in physical activity over the lifespan. Generally, responsibility for all aspects of development and maturation of children and youth is vested in schools. Thus schools are mandated to establish foundations, encourage participation and enhance development in physical activity through their physical education programmes. It must be remembered that schools generally offer the only compulsory opportunity in most countries for young people to take part in and learn about physical activity through education programmes: unlike many other social institutions, they have a captive audience because of required school attendance. Hence, schools are in a unique position to encourage young people's adoption of a healthy lifestyle and lifelong involvement in physical and sporting activity; they are critically important in affecting and effecting the behaviour of all children on a daily basis. School age is the optimal time of life to develop basic skills and pupils are guided, supervised and managed by qualified and responsible teachers who have knowledge of a student's abilities, interests and background. It is incumbent upon schools to consider the needs and interests of young people in planning activities. Arguably, the role of schools involves, in the first instance, the development of physical competencies and positive attitudes to physical (including sporting and recreational) activity through the delivery of a quality and balanced physical education programme. A school's role then extends to encouraging young people to continue participation in physical activity, through the provision of links and co-ordinated opportunities for all young people at all levels in an extended curriculum (varied extra-curricular activities) and by developing partnerships with the wider community to extend and improve the opportunities available for young people to remain physically active. Schools should identify and develop pathways for young people to continue to be physically active, participating, for example, in sport and/or recreational physical activity after and outside school and should ensure that information is available to young people within school on the activity opportunities available in the local community.

### **Key Principles in Physical Education**

#### **1. Needs of the child**

Teachers must understand the personal, physical, social and emotional needs as well as the importance of enhancing the self-esteem of young people. Stage of development should guide the types of activity provided and teachers should be able to respond positively to children's individual needs.

#### **2. Integrity in relationships**

Teachers should have respect for children and their developmental age and maintain a high level of integrity in interacting with them. They should be guided by what is best for the child in the context of quality and open working relationships.

### 3. Relationships between children

Mutual respect and fair play should feature in any interaction between children.

### 4. Quality atmosphere and ethos

Physical education should be conducted in a safe, positive and encouraging atmosphere. A child-centred ethos will help avoid undue (too early) competition and specialisation and contribute to fostering a future active, healthy lifestyle.

### 5. Equality

All children should be treated in an equitable and fair manner. Children with disability should be involved in physical activities wherever possible and appropriate in an integrated way thus, allowing them to participate to their potential alongside other children.

### 6. Education and training

Appropriate teacher education programmes with specific formally recognised qualifications should be available. Teachers in physical education classes have a duty to ensure that they are competent to provide safe and rewarding experiences for children in their care. Ways should be provided for regularly improving teachers' personal and professional development.

## **Challenges for physical education curriculum development**

School physical education curriculum development gives rise to a number of challenges, which occur at one and the same time separately and yet inter-connectedly at different and various levels. Any challenge should be linked with action-oriented strategies at school, local community, national and international levels to help secure a sustainable future for physical education in schools and the wider community. Essentially the challenges embrace a number of strategic initiatives.

1. In the light of scientific evidence, individual needs and societal trends, consideration of the redefinition of concepts and reconstruction of physical education is an imperative. Any reconstruction should include strategies to foster Body/Self-concepts and promote Healthy Well-being. Together these will contribute to the Enrichment of Quality of Life and stimulate socialization into habitual regular practice in the pursuit of those values. Any reshaping, however, should recognize local and cultural diversities, traditions as well as different social and economic conditions and incorporate a range of aspects related to the all-round and harmonious development of the individual within society.

#### a) Body/Self-concepts

Engagement in physical activity programmes can have positive outcomes on self-esteem. Physical education and sport can contribute by assisting children to develop an inner, stable core of self-esteem that is independent of talents and inadequacies. Physical education should be utilised to attract people to the joy and pleasure of physical activity for its own sake, and to achieve development through 'instrumental' body and self concepts which, in turn from acquired competence, will affect behavioural perceptions of self-adequacy, self-assurance, self-esteem and self-fulfilment and foster self-actualisation.

## b) Healthy Well-being

Increased interest in health-related exercise and fitness produces greater attention to the body and its physical condition. As body image and concepts are increasingly likely to play a greater role in the psychology of personal stability, for Healthy Well-being, an appropriate rationale and capacity for establishing the foundation of self-care of the functioning body should be developed. If health-related exercise programmes are to be effective, attitudes and perceptions of young people on health, fitness and exercise issues need to be understood. Individuals should be helped to adopt a 'fitness for life' or 'active life-style' philosophy with a focus on understanding, relevance and individuality. Any emphasis on healthy well-being and fitness education, however, should not be regarded as a substitute for an integrated programme of physical and sport education, which has, or ought to have, wider and more intrinsic purposes.

## c) Enriched Quality of Life

In all communities, education is a means of achieving enriched quality of life. Physical education in schools and sport in the broader community can make a contribution beyond fitness for life and socially accepted and respected codes of behaviour. An initiation into purposeful physical activity transmits practices, which can bring understanding of its significance within the culture, its trans-formative power in developing an enhanced appreciation, and contributing to the development of the culture. It can, through engagement in purposeful activities, produce understanding and, thereby, more informed choice about 'What' and 'How' to do in life as well as facilitate understanding about the promotion of an individual's welfare and well-being.

2. Formulation of quality programmes, which provide meaningful experiences to contribute to the creation of the 'physically educated person', and which attract young people to the joy and pleasure of physical activity and so foster an 'active life-style' philosophy with a focus on relevance and understanding as well as reflection through life-style management skills that keep them acting upon their needs for activity. These skills will need to be reinforced with links into post-school lifelong participation.
3. Assurance of a justifiable claim to a higher status for physical education, worthy of improved time allocations and appropriate personnel, financial and material resources. Instrumental arguments such as development of fit and healthy lifestyles and/or development of lifelong leisure pursuits are not strong enough to provide physical education with the support it needs; a stronger case can be sustained through intrinsic argument, that is a justification of physical education as authentic educational activity – fostering of 'physical literacy' or 'practical knowledge' for its own sake.
4. Partnership is a key word for future directions in the best interests of physical education and sporting activity. Mutually respecting and integrity protecting partnerships at all levels with shared values and agreement on roles and responsibilities are necessary to facilitate inclusion and full life-span physical activity engagement. Any partnership between physical education and sport must be based on equity with a common agenda around individual development. A difficulty in forging partnerships has been mistrust of each other's agendas (e.g. schools/clubs, teachers/coaches). True partnership should embrace sharing of values and agreement on roles and responsibilities. A variety of agencies can and do provide opportunities for young people to engage in sport, often from a particular perspective. These opportunities should be co-ordinated and guided to the benefit of people.

Schools are a prime institutional agency with considerable potential to significantly influence the lives of young people and physical education can play a vital role in shaping positive attitudes towards habitual physical in out-of-school and post- school settings; hence, some developments might well emanate from schools but linked with local and wider community services. Specialist physical education teachers are strategically well placed to reach the widest range of young people with positive experiences in, and messages about, participation in sport and physical activity. Thus, in some situations, clubs could be based on schools, where skilled staff and sports facilities are available and which could bring mutual benefits to pupils, school, community and sport. Properly screened adults could work alongside teachers within curricular and extra-curricular time BUT they should be appropriately qualified and/or experienced and should be fully aware of 'duty of care' role. Enhancement beyond initial experience, acquired from a broad, balanced, progressive introduction to physical activity and sport could come through extended or extra-curricular engagement, which must be educationally and developmentally sound, whether it is through school or community, to promote positive and meaningful encounters with sporting activity.

5. Advocacy to accord physical education the same level of attention given to other public policies and practices that affect the population at large.
6. Governmental compliance with the principles embodied within the 1978 UNESCO Charter for Physical Education and Sport and 2015 Revised International Charter for Physical Education, Physical Activity and Sport.
7. At national level, multi-sector support should be mobilised to lobby for clear government statements of policy to foster inclusion in physical education, help reduce threats to physical education and procure a secure future for the subject in the school curriculum.
8. The messages from research and good practice have to be widely disseminated, interpreted and applied in specific national and local situations. Professional and academic journals, other publications and national, regional and multiple local media channels (radio, television and newspapers) have an important role here in fostering public relations' exercises in all community settings and promoting involvement of organisations within the community to embrace partnerships of vested interest groups from the full range of social institutions.

## Concluding Comments

The challenges to physical education and shaping the physical education curriculum referred to are 'universalities', which to a greater or lesser extent are relevant to all countries. There are other challenges, which will be unique to, and represent the situation in India. These specific-setting challenges may well reflect political, socio-economic and cultural (religious customs and historical traditions) conditions. Whatever, in shaping the physical education curriculum, increased opportunities for inclusive participation and provision of quality programmes should occur through long-term strategies. Given the importance of Partnerships and the key role of schools in empowering young people and providing human resources training, developments should emanate from school programmes linked with local and wider community services. Thus, examples of strategies to develop physical activity engagement in India might include: (a) pooling of resources for physical education and sport with other community partners in private and voluntary enterprises and especially in rural and any impoverished areas; (b) promoting innovative programme initiatives that integrate life skills with opportunities for physical activity; (c) maximising human resources by utilising senior and older students and suitably qualified individuals as activity facilitators in elementary schools and (d) developing community out-reach programmes.

There may well be other political, economic, socio-cultural and resource priorities in India at the present time but a truly collaborative multi-sector approach might help alleviate any problems. Strategies in communication(s) should be considered. Media communication initiatives should involve the use of local levels of public relations' exercises and so reach out to all people and in a 'language', which has meaning to diverse socio-economic groups of populations. Additionally, there is also a need to promote involvement from various organisations within the community to embrace partnerships of vested interest groups from the full range of social institutions including education, health and sport. A narrow perception exists among some education leaders that the primary role of schools is to educate students only for academic achievement. With schools expected to teach students to lead productive lives, there should be community commitment to schools as promoters of physically active lifestyles through quality physical education programmes. A major challenge is to formulate a rational strategic policy to foster inclusion in physical education and sport because, as indicated earlier in this paper, all sections of the community should have access to physical activity and physical education in particular should be recognised as the basis of the inclusive participation pyramid from foundation to excellence levels over the full life-span.



# KEYNOTE SPEECH



# KEYNOTE SPEAKERS



**Rosa Lopez de D'Amico**  
President, ISCPES

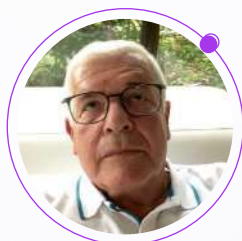


Fit for Life

**Dr. Eunsong Kim**

Programme Specialist and Chief of  
Sector Social and Human Sciences

UNESCO, New Delhi



Navigating the Changing Tides:  
From Sports to Economic Supremacy

**Pedro Ferreira Guedes De  
Carvalho**

Former President, ISCPES

Portugal



Changing the Status (Quo) of  
Physical Education? Sharing  
Insights from the UNESCO Global  
Quality Physical Education Survey

**Dr Oliver Hooper**

Permanent Lecture School of Sports,  
Exercise and Health Sciences

Loughborough University, UK



Active Living and Social  
Development: The Strategic  
Development & Practice in Korea

**Prof. Youn Shin Nam**

Professor, Sports Science  
Department

Duksung Women's University, South  
Korea



Researching Physical  
Education and Sport:  
Cosmopolitan Mindset

**Prof. Richard Peter Bailey**

Deputy Dean, Head of Research &  
Full Professor Faculty of Social  
Sciences and Liberal Arts

UCSI University, Malaysia



Revitalizing Physical Education:  
Adapting to the Pandemic and  
Shaping the Future in India

**Dr. G. Kishore**

Principal & Regional Head,  
Sports Authority of India

Lakshmi Bai National College of  
Physical Education, India



## Fit for Life

**Dr. Eunsong Kim**

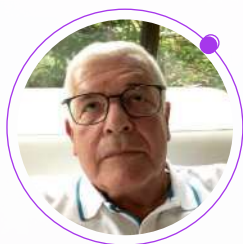
*Programme Specialist and Chief of Sector Social and Human Sciences  
UNESCO, New Delhi*

The world is currently facing a confluence of challenges, marked by the rise in physical inactivity, the prevalence of mental health issues, and growing inequality. UNESCO's sport flagship initiative, Fit for Life, is dedicated to advocating the structured use of sports as a means to address these pressing issues and pave the way for more inclusive and harmonious societies.

This monumental endeavor necessitates comprehensive systemic and behavioral changes, achievable solely through a collaborative alliance between sports and non-sport stakeholders, all working together to encourage greater physical activity among people. Data showcasing the impact of sports on non-sport-related outcomes, including enhanced well-being, educational attainment, gender equality, and the empowerment of vulnerable populations, plays a pivotal role in attracting substantial public and private investments into grassroots sports.

Current evidence clearly indicates that sport is a cost-effective, high-impact solution, yet many decision-makers and development partners are still unaware of the remarkable economic and social returns on investment in the realm of sports. Fit for Life seeks to strengthen this evidence, fostering connections between international, national, and local stakeholders. These connections promote innovative projects, facilitate the exchange and enhancement of sports and physical education policies, frameworks, and curricula, and promote the development of quality and ethical standards, as well as the cultivation of necessary capabilities and practical resources.

In India, UNESCO is collaborating with a multitude of stakeholders, including various Ministries, NGOs, CSOs, and Foundations, to advance the Fit for Life initiative. Our close partnership with the Ministry of Education and the Government of Odisha is geared towards adapting and digitalizing the UNESCO Sport Values in Every Classroom Toolkit, incorporating the rich tapestry of indigenous sports from India. We are also working hand in hand with our partners to create a national-level framework for assessing the social return on investment in sports. Together, we aim to propel India towards a more active and inclusive future.



## Navigating the Changing Tides: From Sports to Economic Supremacy

**Pedro Ferreira Guedes De Carvalho**

*Former President, ISCPES  
Portugal*

Humanist values in sport are losing ground to economic power for several interconnected reasons:

**Commercialization of Sport:** as money becomes the main driver of sport, humanistic values such as fair play and respect for the opponent may be sacrificed in the name of profit.

**Pressure for Results:** intense competition and pressure for results often lead to a “win at any cost” mentality, where athletes, coaches and teams may be willing to bend rules, get aggressive behaviours or resort to unethical practices to achieve success.

**Financial Incentives:** financial incentives for athletes and coaches are increasing, which can lead to an excessive focus on money to the detriment of humanistic values. This can result in career choices based on lucrative contracts rather than passion and overcoming limits under ethical considerations.

**Corruption and Scandals:** corruption in sport is a significant problem, with cases of bribery, match-fixing and doping undermining the integrity of sport. These scandals undermine public trust in referee associations and humanistic values of sport.

**Commercialization of Athletes:** the excessive commercialization of athletes can lead to an emphasis on their advertising contracts and personal image to the detriment of sporting values. Athletes may be encouraged to act in ways that please sponsors rather than follow ethical principles. Entertainment plays the major role in events.

**Influence of Agents and Managers:** agents and managers play a significant role in athletes' careers and are often focused on maximizing their clients' financial potential. This can lead to decisions that are not aligned with the humanistic values of sport.

**Lack of Regulation:** in many cases, the lack of effective regulation allows economic power to have a disproportionate influence over sport, making it more difficult to maintain humanist values.

It is important to note that not all sports or all participants are leaving humanist values. Many athletes, coaches and organizations continue to defend and promote these values, and there are efforts to combat corruption and promote integrity in sport. However, economic pressure and financial incentives often create significant challenges to maintaining these values.

We will leave some final recommendations for International Sport Organizations in order they can apply them in their particular programs.



## Changing the Status (Quo) of Physical Education? Sharing Insights from the UNESCO Global Quality Physical Education Survey

**Dr Oliver Hooper**

*Permanent Lecture School of Sports, Exercise and Health Sciences  
Loughborough University, UK*

This presentation will share findings from a secondary analysis of data collated as part of UNESCO's global Quality Physical Education (QPE) Survey. Questions within the survey were aligned with UNESCO's QPE indicators and focused on issues such as frequency of provision, variety of activities, and notions of inclusivity. Two versions of the survey were created: i) a Ministerial-level survey and ii) a School-level survey. These surveys were disseminated to sport ministries and schools in 2020-2021 in partnership with the International Federation of Physical Education and Sport (FIEPS). In total, responses were received from 117 ministries and 2101 PE teachers, with all UNESCO regions represented (i.e., Africa, Arab States, Europe and North America, Latin America and the Caribbean, and Asia Pacific). The secondary analysis employed both qualitative and quantitative methods to draw out key messages from the surveys relating to three core areas: i) challenges to PE within the respondents' context; ii) perceived needs for delivering QPE within the respondents' contexts; and iii) examples of good practice relating to QPE in the respondents' context.

The analysis of data highlighted several themes – shared between the ministerial and school surveys – which all reflect different aspects of PE practice. Some themes were focused more on practical or functional matters (e.g., 'facilities and resources' and 'workforce'), whereas others were concerned with the broader policy landscape (e.g., 'curriculum', 'policy matters' and 'status of PE') or more contextual issues (e.g., 'culture, community and context', 'equity and inclusion' and 'public health'). An additional theme of 'climate' was also identified, specifically in relation to the school survey data. These findings serve to indicate that in many contexts – and across all regions – there remains a lack of clarity regarding the place and purpose of PE within the broader education landscape. However, it is notable that there are also many examples of good practice that evidence the significant contributions that PE can and does make to school life. Notably, there was clear recognition of the contributions that PE can make to pupils' holistic development and to supporting local communities, traditions and cultures.



## Active Living and Social Development: The Strategic Development & Practice in Korea

**Prof. Youn Shin Nam**

*Professor, Sports Science Department  
Duksung Women's University, South Korea*

This presentation aims to provide an account of policy implementation in Korean Sport for All and development strategy, which particularly benchmarked the Nordic welfare countries' concept of 'Active Living.' Since Korea has become one of the well-being countries in Asia, Korean society anticipates a healthy life and healthy living. The Korean government needed to align with the people's wishes, but none of the government ministries showed much interest. The title "Health" falls under the responsibility of the Ministry of Health and Welfare, but the actual work for this fell under the Ministry of Sport. Furthermore, when it comes to promoting youth's healthy living, it falls more within the Ministry of Education's jurisdiction. This bureaucratic complexity and the broad goals associated with the notion of 'Active Living' became clearer with the introduction of the new flagship program, 'Fit for Life.'

In this presentation, I would like to illustrate how Korea has developed and continues to work on 'Active Living' for all generations, particularly from the perspective of the Ministry of Sport. Drawing on my experience as a former President of KISS (Korea Institute of Sport Science), I will adopt a policy constructivist perspective since many research-based consultations have been adopted and implemented by the government, not only in sports policy in general but also in sports education.

The key findings from the review process of Active Living Policy in Korea are as follows. Firstly, the Korean Active Living Policy was influenced by the 'Active Aging' Policy in the Ministry of Health, as it was mandated by the WHO and driven by national-level policies. Therefore, when it comes to the field of sports, the focus was predominantly on the elderly rather than the youth. The introduction of the Active Living concept in sports policy was inspired by the UK's Sports Policy. This benchmarking process of research helped in understanding how Korea adjusted international terminology through the experiences of other countries. Secondly, 'Active Living' in Korea doesn't solely pertain to physical activity. In the context of policies for the elderly, it involves mental activity as well. Since Korea is also dealing with various non-active, cognitive issues, the Korean government is paying more attention to the social aspect of an 'Active' life for mental well-being. The third finding is that the role of the researcher in this situation cannot be neutral. Researchers serve as observers, advisers, and active participants in this social reality. I hope this research helps in understanding the clear perspective for implementing similar policies in other countries for the development of the national and local community's Active Living Policy framework.

**Keywords:** *Active Living, Sport Policy, Well-being, Health Policy, Active Aging*



## Researching Physical Education and Sport: Cosmopolitan Mindset

**Prof. Richard Peter Bailey**

*Deputy Dean, Head of Research & Full Professor Faculty of Social Sciences and Liberal Arts; UCSI University, Malaysia*

Researchers in the fields of international and comparative physical education and sport are continuously faced with a challenge, namely: how should I deal with the diverse (sometimes conflicting and contradictory) ideas and practices from around the world? There are at least three ways to respond to this situation. First, there is the comparative mindset. Compare and contrast. What can we learn about the state and status of physical education and sport around world? What is happening around the world? Second, there is the fusion mindset. Combine and blend. What do we get when we add ideas and practices from one tradition with another? And third, there is what I will call the cosmopolitan mindset. Adopt and adapt. Think of research in terms of reading and living and speaking across different traditions, maintaining an open and sceptical attitude about the different traditions, including your own. The cosmopolitan compares and contrasts; adopts and adapts, but mostly lives at the intersection of multiple ideas and practices. The cosmopolitan is, above all, a learner. This speech make a case for cosmopolitanism as a valuable mindset for international researchers in physical education and sport.



## Revitalizing Physical Education: Adapting to the Pandemic and Shaping the Future in India

**Dr. G. Kishore**

*Principal & Regional Head; Sports Authority of India  
Lakshmibai National College of Physical Education, India*

COVID-19, declared a global pandemic by the World Health Organization (WHO) in March 2020, continued its rampage across the world until May 2023 when WHO declared its end as a global health emergency. During that period, it not only claimed over 69 lakh precious lives but also disrupted the entire spectrum of human activities globally. Education was one of the areas that suffered the most due to COVID-19, with Physical Education and Sports being the major casualties. The unprecedented disruption of the teaching and learning process witnessed during the pandemic has slowly regained its pre-pandemic stature by now. This is the appropriate time to outline new strategies for revitalizing the Physical Education sector, to restore the lost ground, and move ahead with renewed vigor. Simultaneously, we should remain cautious about the possibility of a pandemic relapse, as warned by the Director-General of WHO.

The majority of tools and techniques traditionally employed for the conduct of physical education have become redundant or obsolete in the wake of COVID-19. This underscores the need to evolve new and more effective measures for this purpose. Technological advancements in information technology and artificial intelligence should be harnessed to the maximum extent to revamp the current methods of teaching and learning physical education.

In this direction, the Ministry of Youth Affairs and Sports (MYAS) and the Sports Authority of India (SAI) launched an online initiative called "e-khel Pathshala" to keep students physically active during the lockdown period. Similarly, efforts were made to teach Physical Education through platforms like Zoom. Although such measures are helpful in maintaining social distancing, remote teaching/learning can never fully replace conventional classrooms, especially for Physical Education, where personal interaction among students and between students and teachers is essential.

When addressing the question of revitalizing physical education, it is imperative to recognize the interdependence of Physical Education and Sports. Therefore, policies formulated for promoting Physical Education should also focus on the needs of sports.

Issues such as unprecedented urbanization, changes in demographic profiles, the phenomenon of climate change and related threats, age-related shifts in perception and attitudes towards sports, global advancements in Sports Science, etc., and their impact on India compared to countries excelling in sports and physical education must be taken into account when framing new policies for the advancement of physical education and sports in the country.

In the efforts to introduce modern concepts for revamping physical education and sports in India, we should not overlook the significance of Yoga and Pranayama, which are the quintessence of holistic exercises aimed at physical and mental wellness.



## Revitalizing Physical Education: Adapting to the Pandemic and Shaping the Future in India

**Dr. G. Kishore**

*Principal & Regional Head; Sports Authority of India  
Lakshmibai National College of Physical Education, India*

### (Contd)

When discussing Sports and Physical Education in India, the fiscal, moral, and technical support extended by MYAS and SAI deserves special mention. The establishment of Sports Unity and the introduction of schemes such as TOPs, Khelo-India, Fit India, e-pathshala, etc., by SAI/MYAS have greatly contributed to the propagation of physical education and the achievement of excellence in competitive sports in India, as evidenced by the stellar performance of Indian athletes at Asiad 2023.

In the aftermath of the pandemic, India has miraculously emerged as the world's fastest-growing economy, outperforming even the US and China, which are still struggling to recover from the post-pandemic economic slump. Simultaneously, schemes such as "Make in India" and "Vocal for Local," proposed by Sh. Narendra Modiji, Honorable Prime Minister of India, have attracted significant foreign and domestic investment for the production of world-class sports goods and allied products in India. This, in turn, will provide athletes and other stakeholders of Indian sports with easy access to state-of-the-art sports goods and equipment. All of these factors have given a new boost to the process of revitalizing sports and physical education in India, which is essential for creating a more vibrant, dynamic, and healthier Indian youth, the largest youth population in the world.





## Sports for Development and Peace: Paradigm of opportunities for India

**Akash Jha**

*Chairman*

*Commonwealth Youth for sports Development and Peace (India)*

Sport for Development and Peace (SDP) is a concept that recognizes the potential of sports and physical activity to foster positive social change, promote development, and contribute to peace-building efforts. It involves using sports as a tool to address various social issues and achieve specific development goals. Here are some key aspects of Sport for Development and Peace:

1. **Health and Well-being:** Sports can improve physical and mental health, promote a healthy lifestyle, and combat diseases. It's often used to address issues like obesity, substance abuse, and mental health.
2. **Education:** Sports can be a powerful tool for education. It teaches teamwork, leadership, discipline, and problem-solving skills. Many SDP programs use sports to keep children and youth engaged in school and provide educational opportunities.
3. **Social Inclusion:** Sports can break down barriers and promote social inclusion. It can help bridge gender gaps, promote inclusion of persons with disabilities, and reduce discrimination.
4. **Conflict Resolution:** In regions affected by conflict, sports can be used to promote reconciliation, peace-building, and dialogue. It provides a neutral space for people to come together.
5. **Economic Development:** Sports can stimulate economic growth through tourism, infrastructure development, and job creation. Events like the Olympics and the World Cup have economic impacts on host cities and countries.
6. **Youth Development:** Many SDP programs focus on empowering and engaging young people. It keeps them away from negative influences and helps them develop life skills.
7. **Community Building:** Sports bring communities together. Community-based sports programs can strengthen social bonds and cooperation.

We at Commonwealth alongside intergovernmental organizations like the United Nations and many NGOs work on Sport for Development and Peace initiatives to harness the power of sports for positive social impact. It's a versatile tool that can address a wide range of challenges and contribute to a more peaceful and inclusive world.

# SESSION PANELLISTS



## **Managing Quality Physical Education – from Theory to Practice**

**Chair: Prof Branislav  
Antala (Comenius  
University in Bratislava,  
Slovakia)**

Presenters:

Prof. Rosa López de D'Amico  
(Universidad Pedagógica  
Experimental Libertador,  
Venezuela)

Prof. Usha Nair (National Sports  
University, India)

Prof. Walter Ho (Tokyo Gakugei  
University, Japan)

Francisco Serrano Romero

School of Sport, Manukau  
Institute of Technology



## **Quality Physical Education - Global Perspective and Strategies of Work**

**Chair: Prof. Walter Ho  
(Tokyo Gakugei  
University, Japan)**

Presenters:

Prof. Selina Khoo (Universiti  
Malaya, Malaysia)

Dr. Dilsad Ahmed (Prince  
Mohammad Bin Fahd University,  
Saudi Arabia)

Dr. Klaudia Rafael (Comenius  
University in Bratislava, Slovakia)

Ms. Jennie Xie (Universiti Malaya,  
Malaysia)

Mr. Ivan Qin (Chongqing Normal  
University, China)



## **Achieving diversity, equity and inclusion (DEI) in game-based approaches**

**Chair: Prof. Naoki Suzuki  
(Tokyo Gakugei  
University, Japan)**

Presenters:

Prof. Karen Richardson  
(Bridgewater State University,  
USA)

Prof. Heidi Bohler (Westfield State  
University, USA)

Dr. Yogesh Chander (Sports  
University of Haryana, India)



## Managing Quality Physical Education – from Theory to Practice

**Chair: Prof Branislav Antala**

*Comenius University in Bratislava, Slovakia*

**Presenters:**

*Prof. Rosa López de D'Amico; (Universidad Pedagógica Experimental Libertador, Venezuela)*

*Prof. Usha Nair (National Sports University, India)*

*Prof. Walter Ho; (Tokyo Gakugei University, Japan)*

*Francisco Serrano Romero (School of Sport, Manukau Institute of Technology)*

### Abstract

Physical inactivity is today big problem with significant related health, economic and social consequences. To eliminate crises in well-being, education and equality, sedentary lifestyle and physical inactivity UNESCO during MINEPS VII, held in 2023 in Baku, Azerbaijan, adopted new global initiative “Fit for Life”. This global project is focused also on *Quality Physical Education Policies and Practices*. Our panel session is focused especially on examples how in selected countries on different continents (Europe, Americas, Asia and Oceania) are implemented different projects to support quality physical education (QPE) development and its implementation in practice.

In **Slovakia** QPE is a part of Active school concept. One of the QPE internal factors is creation of new PE curriculum and implementation of new approaches in PE teaching. **Tandem teaching** in PE in first years of primary schools represent a practical approach how to increase QPE teaching in school level where PE is thought by general teachers. Examples of tandem teaching in Slovakia represent projects “Modules” and “Coaches at School” implemented in Slovak primary schools from the 2020/2021. Researches and experiences show positive impact of tandem teaching to children’s attitudes to PA and its positive evaluation also by general class teachers and parents. Tandem teaching research in PE is supported by VEGA Agency with number 1/0213/23 and title “Tandem Teaching of Physical and Sports Education in Primary School and its Impact to Motor, Cognitive and Emotional Development of Pupils”.

In **Venezuela** national survey for ‘quality education’ was conducted 2014 and the findings revealed that while Physical Education was an inclusive class most children that did not have talent for sport felt rejected, disliked or were bored in class and the number of hours allocated was not enough. Following this survey, the Proceso de Transformación Curricular (PTC; Curriculum Transformation Process) started in 68 secondary schools nationwide in the 2015–2016 school year. A key part of this PTC is the focus on four majors Grupos Estables (GE; Stable Groups, or curricular components). PE and Physical Activity, Sport and Recreation (PASR) are one of these GEs and are allocated 6 hours weekly. This is seen as an important step in the development of sport and in the understanding of the importance and difference between PE and Sport. In the 2016-2017 school year it was implemented in most schools, but not in all, as infrastructure and human resources are not enough. Consequently, it is a gradual process and it is subject of constant evaluation.

## Abstract (Contd)

India's vast education system, comprising 1.5 million schools, 8.7 million teachers, and 260 million students, has seen substantial government-driven initiatives like Sarva Shiksha Abhiyan (SSA) and the Right to Education (RTE) Act, focusing on accessibility, inclusivity, and quality. However, Physical Education (PE) remains undervalued. This study assesses physical activity access in Indian schools using three peer-reviewed studies and primary data from urban and rural areas. Results indicate that while most schools require PE, facility access varies. In New Delhi, 80% of primary and 90% of secondary private schools offer PE, as do government schools (78% primary, 100% secondary). Nevertheless, daily physical activity opportunities are limited. In Bengaluru, only 16% of private schools have playgrounds compared to 65% of government schools, with restricted student access. Nationally, 64.3% of adolescents report 16.1 minutes of daily physical activity at school. Primary data in Pune reveals inconsistent access to activity areas. Overall, Indian schools fall short of promoting the recommended 60 minutes of daily physical activity, meriting a C grade. This underscores the need for policy and infrastructure enhancements to encourage more physical activity in schools. The National Education Policy (NEP) 2020 represents a transformative approach to education, emphasizing Physical Education in India.

In New Zealand physical education is known as Health and Physical Education (HPE). It is a compulsory learning area in the New Zealand Curriculum for all students from years 1 to 10. Students can also choose to study HPE in years 11 to 13 as part of their National Certificate of Educational Achievement (NCEA) qualification. The New Zealand Curriculum for HPE is based on the philosophy of hauora, a Māori concept of well-being that encompasses the physical, mental, spiritual, and social dimensions of health. The curriculum aims to develop students' knowledge, skills, and values in the areas of: Movement skills and physical development, Health and nutrition, Safety and injury prevention, Outdoor education, Social and emotional well-being and Māori and Pasifika perspectives on health and well-being. HPE is an important part of a well-rounded education we endeavor to provide students. Sport New Zealand policy named Balance is Better aligns with the approach of Health and Physical Education as it helps students to develop the skills and knowledge, they need to live healthy and active lives across a range of physical activities and outdoors. Physical education in New Zealand has a strong focus on inclusivity and diversity. Some of HPE activities that students in New Zealand might participate in may include: individual sports like swimming and cycling to team sport like rugby, cricket, netball and basketball. There is also a strong emphasis in outdoor activities, health and safety and wellbeing.

**Keywords:** *quality physical education, tandem teaching, wellbeing, curriculum transformation, PE policy*



## Quality Physical Education - Global Perspective and Strategies of Work

**Chair: Prof. Walter Ho**

*Tokyo Gakugei University, Japan*

**Presenters:**

*Prof. Selina Khoo; (University Malaya, Malaysia)*

*Dr. Dilsad Ahmed; (Prince Mohammad Bin Fahd University, Saudi Arabia)*

*Dr. Klaudia Rafael; (Comenius University in Bratislava, Slovakia)*

*Ms. Jennie Xie; (University Malaya, Malaysia)*

*Mr. Ivan Qin; (Chongqing Normal University, China)*

The need for physical activities is an important element for health and cognitive growth in students. Physical education in school is the prevailing way for students to achieve such a goal. The quality issue of physical education is the priority of many educational authorities. The National Association for Sport and Physical Education (NASPE) issued the national standard for physical education in 2004 to indicate the importance of innovative teaching, flexible curriculum arrangement, inclusive learning experiences, opportunities in exercises, facilities development, and suitable teacher training programs as essential ingredients in achieving Quality Physical Education (QPE). Masurier and Corbin published a paper with ten reasons to support the QPE development in 2006. Although there is a shared recognition of the issues proposed by NASPE as essential components for learning in physical education, this is another story to achieve the expected outcome. The capacity to achieve quality improvement in physical education will depend on the input from countries on policy development, financial support for venue building, curriculum arrangement, and enough teachers with professional knowledge to implement quality teaching. Countries are facing different challenges to achieve success. These difficulties are described in the UNESCO report on the World-wide Survey of School Physical Education in 2013. The way to improve the situation cannot be solved simply by the call for policy changes but needs to know the exact problem, and difficulties of various developmental agents for quality output in physical education. The international research team of ISCPES has invested consistent efforts in the QPE study since 2010. As there was an absence of relevant statements or frameworks that could be used for QPE study in 2010, the team started the study with qualitative enquiry to identify the concerns and issues in QPE. The ten years' work from 2010 to 2020 helped to identify the eight dimensions which were statistically good fit to serve as basic framework for QPE study. The discovery caused the team to have a courageous attempt in 2020 with a questionnaire to test the usefulness and application of this framework in observing its capacity to explain the QPE development in countries, strategies behind and movement for success. The Global Index of QPE study finally launched in 2020 and closed the data collection in 2021. There was the participation of 5911 professionals spanning 87 cities to return the questionnaire for analysis. This panel presentation invites members from the ISCPES QPE research team to share the QPE study on its' scope, definition and development, theoretical background, framework for research, countries analysis, developmental strategies, and future research activities. A specially invited presentation will be available to illustrate the effect of policy change on inclusion development in physical education.

**Keywords:** *Quality Physical Education (QPE), Theoretical Background, QPE Research Tool, Countries Analysis, Strategies at Work*



## Achieving Diversity, Equity and Inclusion (DEI) in Game-Based Approaches

**Chair: Prof. Naoki Suzuki**

*Tokyo Gakugei University, Japan*

**Presenters:**

*Prof. Karen Richardson; (Bridgewater State University, USA)*

*Prof. Heidi Bohler; (Westfield State University, USA)*

*Dr. Yogesh Chander; (Sports University of Haryana, India)*

### Abstract

The purpose of this session is to share and discuss presentations related to achieving diversity, equity and inclusion (DEI) in game-based approaches. This session focuses on creating game-based approaches. It is important to realize DEI in game teaching in order to bring well-being to all students who participate in the game. Therefore, we will try to organize specific clues for changing the mindset and practicing authentic GBA in the new era of game teaching. This session will be essential for researchers and practitioners who are considering game teaching in the new era.

#### 1. Games-Based Approaches: Diversity, Equity, and Inclusion (Dr. Heidi Bohler)

Physical educators are challenged by and show resistance to Games-Based Approaches. Teachers are persistent to use the traditional approach to teaching games, which includes isolated drills, large-sided games, and the profound nature of teacher control (Garcia-Lopez, Gutierrez, Sanchez-Mora, & Harvey, 2019; Pearson, Webb, & Mckeen, 2006). Traditional approaches do not support diversity, equity or inclusion (DEI) for students. Games-based approaches were designed to offer meaningful experiences for students by teaching concepts and skills, within the game context, to make games more meaningful and equitable for all students (Bunker & Thorpe, 1986). In addition, providing small-sided game play provides more inclusive play, more opportunities for game involvement, and virtually eliminates “on-the-spot” situations for students. Moreover, debate of ideas allows for students to share experiences and contribute to peer learning and multiple ways of knowing, empowering students. Butler (2016) proposed games-making as a means to help students understand game concepts and transfer among game categories. Also, games-making, using the framework of democracy-in-action, supports student practice and development of DEI concepts. Hopper (2011) proposed that adaptation games, offer student choice regarding play context to reduce or increase the challenge to create more equal play among diverse ability players. Perhaps the strongest contributor to DEI, within a games-based approach, is the teacher’s knowledge, understanding and commitment to these concepts, and the teacher’s ability to develop and foster relationships, where all students are valued and dehumanizing behaviors and practices are eliminated (Culp, 2021). Game-based approaches support the teacher in establishing environments for participation and expression without fear, so students can develop with confidence and participate for a lifetime (Haneishi & Matsumoto, 2022).

## Abstract (Contd)

### **2. Diversity in Play: Challenges in Inclusive Co-ed Games (Dr.Yogesh Chander)**

Addressing Diversity, Equity, and Inclusion (DEI) in game-based strategies is pivotal and comes with numerous challenges. Achieving gender equity in sports involves inclusive approaches that sensitize all genders. It's imperative for key stakeholders, including leaders, educators, administrators, and athletes, to comprehend oppression and methods to overcome it. Our responsibility lies in mitigating or altering biases, beliefs, and communication patterns that contribute to issues. Designing pedagogy and content that promotes gender equality is crucial, encouraging inclusivity, reflection, and open dialogue. Proposed activities and games centered around gender equity can significantly contribute to learning. Establishing intentional safe spaces for gender-neutral sports participation is essential, aiming for social justice through inclusiveness. The approach involves organizing sports activities in a mixed-gender format to ensure broader inclusivity.

### **3. Modification by Adaptation: A Design Principle for Equitable Games in Physical Education (Dr. Karen Richardson)**

The presentation will explore the use of modification by adaptation (MbA) (Pagnano, Richardson, Sheehy, & Hopper, 2013, Hopper, 2011) as a game principle to create more equitable games in physical education. The modified games allow students, with different initial abilities, to learn as they play games together in a shared action space. In MbA, the game is modified to increase the challenge to a successful player based on the outcome of the previous game (e.g., changes to space, scoring, rules conditioning play). These changes in the conditions of play allow the winner to be faced with an increased challenge. Multiple game outcomes allow the game to adapt to the ability of the players much like the design of a video game.

### **4. Inclusive Physical Education with Technology (Dr. Naoki Suzuki)**

Traditionally, physical education has been taught separately for boys and girls from junior high school onward, but the 2020 revision of the Guidelines of Course of Study for Physical Education in Senior High Schools specifies that, in principle, classes should be taught together for both genders. However, many schools still conduct activities separately, although they are together in the same space. In addition, Japan has special-needs schools for students with disabilities, which have provided separate education for general students and students with disabilities. However, inclusive education is also being promoted, and learning together is required. However, there are difficulties in its practice. In game teaching, efforts were often made to create balanced games by keeping performance levels constant, and to practice games by devising tactics in cooperation. However, this assumption was based on the homogeneity of the players. In this presentation, I would like to share Augmented Reality game teaching in which the players are heterogeneous as a basic premise, and to discuss the possibilities of using Augmented Reality games in game teaching, utilizing technology to compensate for this premise.



# PRE-CONFERENCE WORKSHOP



# Role of Yoga in Sports & Physical Education

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*New Delhi*

## **Abstract**

The practice of yoga holds its existence since the pre-Vedic period. The ancient practice, which originated in India, involves a combination of physical poses, breathing techniques, purification and relaxation of mind/ body and spiritual principles aimed at bringing greater unity and balance to the mind and body. It has been proven to enhance flexibility, strength, balance, and focus, making it an ideal complement to any sport. Yoga has been gaining popularity among athletes worldwide due to its numerous benefits and it is widely practiced across all geographical regions.

Yoga is the application of physical postures, control of breath, Yoga teachers a person how to link the mind and body and to come into the present. The use of pranayama and breathing techniques prescribed in Yoga enables a person to focus on breath and helps to calm and still the mind and cultivate concentration ability.

From building balance and flexibility to enhancing mental strength, the benefits of Yoga are innumerable, since it is not just the body that gets trained but the mind as well. Millions of athletes world over has embraced yoga and this mind-body practice has become an integral part of any athletes life today. Yoga can bestow multi-faceted benefits to the sports person and some of them are:

1. Building strength and balance
2. Greater flexibility
3. Injury Prevention and Recovery
4. Increased Power
5. Better Endurance
6. Better Balance/Proprioception
7. Improved Focus
8. Psychological well-being
9. Pain management

In a nut shell, Yoga is able to mobilize joints, stretch tissues and ligaments, tone muscles, bring flexibility to the spine and strengthen internal organs. Yogic practices are based on the formula of stretching, relaxation, deep breathing, increasing circulation and concentration. Yoga is beneficial to a professional athlete as it enables them to strengthen their concentration ability, foster a calm and relaxed mind, enhance the mind/ body connection allowing an athlete to have greater muscle coordination and fluidity of movement. Yoga is also beneficial to a professional athlete as it positively contributes to the health and vitality of the body, strengthens internal organs such as the heart, lungs and liver and helps to maintain fitness and agility. Yoga also helps to reduce stress and anxiety, cultivate self-confidence and self-belief. All of these elements are pivotal to sporting excellence and peak performance. As such, Yoga can play a key role in cultivating mind control and concentration which helps a sportsperson to perform at their peak level.

## Yoga for Stress Management and Resilience

Dr. Rajeev Choudhary (<https://orcid.org/0000-0002-7004-6149>)

*Professor in Physical Education; Dean, Faculty of Physical Education*

*Head, School of Studies in Law; Dean Students' Welfare*

*Member, Executive Council; Pt. Ravishankar Shukla University, Raipur, (C.G.), India*

### Abstract

In our fast-paced, modern world, stress has become an unwelcome and pervasive companion, demanding our attention as we navigate the complexities of daily life. The relentless demands of work, personal responsibilities, and societal pressures can accumulate, posing a substantial threat to our overall well-being. It is within this context that we embark on an extensive exploration of the multifaceted relationship between stress, its effects on our health, and the profound role of yoga in mitigating its impact, fostering resilience, and promoting holistic well-being.

We commence our journey by embracing the comprehensive definition of health presented by the World Health Organization (WHO). This definition, which posits health as a state of complete physical, mental, and social well-being, resonates as the fundamental pillar upon which our investigation is built. It compels us to view well-being not merely as the absence of disease but as a holistic state that encompasses physical, mental, and social dimensions.

Central to our discourse is the concept of stress, as first defined by Dr. Hans Selye, who characterized it as the improper response of the body to external demands. Stress is not just an emotional reaction; it is an intricate interplay between our ability to adapt to changing circumstances and the balance of our various health dimensions. This fundamental understanding sets the stage for our comprehensive examination of the complexities of stress and its far-reaching consequences.

As we navigate through this intricate terrain, we come to recognize that stress is not limited to emotional tension but manifests in a multitude of symptoms, encompassing physical ailments, emotional upheaval, and cognitive disarray. We dissect the adverse impact of stress on thought processes, health, and well-being, unveiling the intricate web of interconnections between the mental and physical realms.

The link between yoga and thought processes becomes a focal point of our exploration. We delve into the profound connection between yoga and cognitive patterns, shedding light on how yoga practices can effectively manage stress by reshaping the way we think and respond to external pressures. The synthesis of ancient yoga wisdom with modern mental health science unveils a compelling approach to coping with the strains and demands of contemporary life.

Furthermore, we underscore the inseparable relationship between physical and mental health and emphasize that stress permeates both dimensions. This recognition leads us to explore the pivotal role of yoga in harmonizing the connection between the physical and mental aspects of our well-being, offering a holistic approach to stress management that addresses the root causes of imbalance.

Yoga is not limited to physical postures and exercises; it also offers spiritual perspectives that can profoundly influence one's ability to cope with stress. We delve into the spiritual dimensions of yoga practice, revealing how these facets can provide a deeper sense of meaning, purpose, and resilience in the face of life's challenges.

## Yoga for Stress Management and Resilience (Contd)

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### Abstract (contd)

Moreover, stress's impact extends beyond the individual to infiltrate our social relationships and societal interactions. We investigate how yoga can facilitate improved social dynamics, fostering a sense of community, support, and empathy among individuals, further fortifying one's ability to navigate life's complexities.

Recognizing stress and its effects is paramount in our journey, and we illuminate the warning signals, symptoms, and the multifaceted consequences of stress. By recognizing these manifestations, we gain a deeper appreciation of the profound influence that stress wields over our health and overall well-being.

Understanding the physiological underpinnings of stress is essential in our quest for knowledge. We delve into the intricate mechanisms that govern stress responses, shedding light on how it impacts our body, mind, and spirit. This exploration serves as a foundational understanding of the complex interplay between stress and our overall well-being.

Common questions about stress management are addressed, with a primary emphasis on the goal of effective stress navigation rather than complete elimination. Stress, when managed skillfully, can become a powerful motivator and catalyst for personal growth, offering valuable lessons and insights along the way.

Within the context of yoga, we explore the intersection of stress and meditation. Mindfulness and meditation techniques are potent tools for stress management, offering practical approaches to attain mental equilibrium, resilience, and emotional balance, even in the face of life's most challenging circumstances.

In the final segment of our journey, we offer practical and actionable suggestions and yoga-based practices. These serve as a roadmap for individuals to implement stress management techniques and resilience-building strategies into their daily lives, transcending theory and offering tangible tools for real-world application.

In conclusion, this extensive exploration underscores the profound significance of yoga as a holistic approach to stress management and resilience cultivation. It positions yoga as a powerful ally in our quest for complete well-being, aligned with the WHO's vision for health in our contemporary, stress-laden world. As stress continues to be an omnipresent aspect of modern life, understanding and embracing the potential of yoga is a pivotal step towards achieving a state of complete health and well-being. This comprehensive journey encapsulates the essence of our pursuit for balance, resilience, and a harmonious life amid the complexities of the modern world.

# Introduction to Classical Yoga Practice for Health and Wellness

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## Abstract

Indian philosophy extensively deals with the goals and means of life. The philosophies that propound their theories considering the Vedas as evidence are called theistic philosophy (*astika-darshan*) and the philosophical group that refutes the Vedas is called atheistic philosophy (*nastika-darshan*). In the theistic philosophy group, Sankhya philosophy and Yoga philosophy are called paired philosophy. Sankhya philosophy explains theoretically and Yoga philosophy describes the practical form of those principles and propose the methods of self-realization, which is called *Moksha or Kaivalya*.

Ashtanga-yoga is prominently described in the Yoga philosophy propounded by Maharishi Patanjali, in which there is a detailed description of *Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi*. The main theme of Yoga-sutra is to experience the true nature of the self after controlling the modifications of the mind. The Yoga propounded in Yoga-sutra is known as Raja-yoga.

Over the time, mainly the body-oriented practices evolved as *Hatha-yoga* tradition and the major practices prescribed by Hatha-yoga are *Shatkarma, Asana, Pranayama, Mudra, Bandha, and Naad-Anusandhana (Meditation)* practices. However, the ultimate aim of Hatha-yoga is achieving Raja-yoga and in turn the liberation.

Although in the ancient texts of Yoga, the purpose of practicing Yoga was to attain salvation after complete relief from suffering through spiritual practice, in modern times, Yoga has started being practiced for improving health. It has been established from various classical beliefs and scientific research that regular practice of Yoga is the best option for the overall health of a human being, hence every person should practice certain 'Yoga Protocol' by combining various Yoga practices for daily routine. In the daily Yoga practice protocol, practices like Prayer, *Shatkarma, Yogic Sukshma and Sthula Vyayama, Surya-Namaskar, Yogasana, Pranayama, Bandha-Mudra, Meditation, and Yoga-nidra* should be prominent.

The Government of India started celebrating the International Day of Yoga (IDY) on 21st June in the year 2015 with the same concept of Yoga to improve the health of the public at large. The IDY Yoga practice protocol has set out the holistic and simple form of Yoga's classical and scientifically authenticated practices.

The practice of holistic Yoga is necessary for the overall health of a human being. Regular practice of Yoga makes a person physically fit, mentally alert, and emotionally balanced. Regular practice of Yoga develops moral values in a person. The usefulness of Yoga as a means of prevention and treatment of various types of physical, psychological, and psychophysical disorders is self-evident. Regular practice of Yoga is very beneficial for various types of diseases like high blood pressure, mental stress, back-neck pain, joint pain, asthma, obesity, diabetes, etc. Let us all pledge to practice a minimum of 30 minutes of Yoga daily.

# Mind Body connection in Yoga with special reference to Pranayama and Meditation

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## Abstract

The mind and body connections are real. There is no body without mind and no mind without body in this world. Our different mental states can positively or negatively impact our body functions. You may have experienced mind body connection when you feel butterflies in your stomach when you feel stressed during stressful times. The beliefs you hold about yourself and the world around you, your emotions, feelings and memories all can influence your health.

These connections between what is going on in your mind, how you are feeling and what is happening in your body forms the root of our health and disease.

Yoga is the original and most ancient mind body medicine that has enabled individual to attain and maintain health and wellbeing through its various practices that uses this body, mind and breath connection positively. It is also mentioned in our ancient texts. In Taittiriya Upanisad pancha-kosha theory is mentioned that we have five layers of our existence. The Annamaya kosha (physical sheath), Pranayama kosha (pranic sheath), Manomaya kosha (mental sheath), Vijnanmaya kosha (wisdom sheath), Anandamaya kosha (blissful sheath).

In Yog Vasistha text Sage Vasistha told Shri Rama that disease starts from Manomaya kosha which impacts our Pranayama kosha and later reflects as disease in Annamaya kosha clearly shows the mind body connection. Our mental tension is revealed by the body in many ways. Our posture reflects the way we are feeling inside. Thus, the posture a person takes is a reflection of his state of mind.

Holding the posture in certain way can create associated thoughts and feelings. The disturbance in the body and mind can alter the pattern of our breathing too, so our breathing pattern and flow of thoughts in our minds are intricately linked.

Observe yourself when in anger you breathe faster and shorter and observe yourself when you are calm and you will feel your breath is longer and smoother. In pranayama we use this connection that breathing has with the mind and body so we consciously change our breathing pattern to reduce bodily imbalance and mental disturbance.

In Meditation our attention is turned Inward. In general, there is a tendency to ignore information from the inside as we are focused on outside world. Thus, in Meditation we become aware of what is happening inside us. That very awareness transforms our body and mind.

Thus Yoga emphasize the mind body connection by establishing a steady state of mind body relationship, which includes the effects of our emotional states, our breathing on our physical wellbeing and uses the power of Relaxation, Pranayama and Meditation to affect our health.



# ORAL PRESENTATION

# Effect of 12-week Walking Football on Resting Blood Pressure among Hypertensive Senior Citizens of Kashmir

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## Abstract

**Aim:** To describe and characterize the changes in resting blood pressure after a 12-week walking football training regimen in males with hypertension aged 60-70 years. **Methods:** Thirty participants (N=30) with hypertension (mean age  $\bar{X}=62.6\pm 2.70$ ) completed a 12-week walking football program. The first sample was taken one week before the program. Over the 12 weeks, participants attended a one-hour training session three times a week. Each session began with a brief warm-up, followed by a 40-minute walking football game and a cooling-down phase. Participants underwent testing at the end of the 4th, 8th, and 12th weeks of the walking football program. **Results:** The 12-week walking football program significantly reduced resting blood pressure. The mean systolic blood pressure (SBP) at the start of the experiment was 147.27. The reduction in SBP at the 4th week ( $\bar{X} = 144.30$ ) and 8th week ( $\bar{X} = 141.57$ ) was statistically significant with p-values of 0.004 and 0.003, respectively. However, it's important to note that the reduction in SBP at the 12th week ( $\bar{X} = 140.30$ ) was not statistically significant, with a p-value of 0.12. The mean diastolic blood pressure (DBP) at the start of the experiment was 99.53. The reduction in DBP at the 4th week ( $\bar{X} = 96.13$ ) was statistically significant with a p-value of 0.00. However, it's worth noting that the reductions in DBP at the 8th week ( $\bar{X} = 95.03$ ) and 12th week ( $\bar{X} = 94.83$ ) were not statistically significant, with p-values of 0.15 and 0.77, respectively. **Conclusion:** This research demonstrates that a 12-week walking football program, comprising three one-hour training sessions per week, significantly lowers the resting blood pressure of hypertensive senior males. This suggests that even individuals with hypertension can benefit greatly from walking football as a public health initiative. The findings of this study indicate that a walking football program can be an effective public health intervention for the community.

**Keywords:** Diastolic Blood Pressure (DBP), Hypertension, Senior citizens, Systolic Blood Pressure (SBP) and Walking Football.

## Training Physical Education Teachers

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**Background:** Physical Education (PE) teachers play a fundamental role in teaching Quality Physical Education (QPE). According to UNESCO (2015) QPE is significant to achieve the inclusion and to promote an active and healthy life for students. Therefore, the training of PE teachers is very important, so that they can adapt to the new methodologies to implement quality sports education programs focused on students.

**Purpose:** The aim of this study was to analyze the initial and continuous training of PE teachers.

**Method:** Data were collected from a representative sample of 47 (27 men; 20 women) PE teachers in the region of Madrid. Multistage probability sampling was used to select the participants. An existing questionnaire was used to collect the data, namely PROAFIDE. Face-to-face interviews were conducted by 19 trained interviewers, who filled out the standardized questionnaire, based on the participants' responses.

**Results:** The results obtained on initial training were: 70.2% had a Physical Activity and Sport degree; 25.5% was graduated in Teaching in the field of Physical Education and Sports; 4.3% had a vocational training on sports. Regarding continuous training, most of PE teachers (70.2%) attended courses in the last 3 years and the less frequent training activity was participation in working groups (4.3%). Most of them completed continuing training outside schools (66%) and the type of training was diverse: inclusive sport, adaptation to the curriculum, new trends in sport, nutrition and sport and sport specialization.

**Conclusions and implications:** The initial training of PE teachers is appropriate and they are involved in continuing training. However, schools should promote more education training within schools in order to adapt to the new realities of students and to encourage their inclusion. In addition, teachers should involve in other training activities such as participation in working groups and educational research.



# COVID-19 and Mental Health: An Analysis of Psychological Impacts and Coping Strategies

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## Abstract

The COVID-19 pandemic has transcended geographical boundaries, reshaping the world in unforeseen ways. Beyond its physical health repercussions, the pandemic has illuminated the pressing need to address its profound mental health consequences. This research paper undertakes a comprehensive analysis of the psychological impacts stemming from the COVID-19 pandemic while also exploring the coping strategies adopted by individuals and communities to navigate the ensuing mental health challenges. Drawing on a range of empirical studies, qualitative analyses, and real-world case studies, this paper underscores the intricate interplay between the pandemic and mental well-being. As the pandemic unfolded, psychological distress emerged as a parallel crisis, with heightened levels of anxiety, stress, and depression. The paper delves into the root causes of these psychological impacts, encompassing factors such as the disruption of daily routines, prolonged social isolation, information saturation, and economic insecurity. Moreover, the paper examines the vulnerability of specific populations, including frontline healthcare workers, the elderly, children, and individuals with pre-existing mental health conditions, elucidating the unique challenges they have faced. In response to these challenges, a myriad of coping strategies and mechanisms have emerged. The paper highlights individual approaches such as mindfulness practices, virtual therapy, engaging in physical activities, and creative pursuits as valuable tools to mitigate psychological distress. Equally, it explores collective strategies involving online community support, workplace initiatives promoting mental well-being, and governmental interventions. As the pandemic's ramifications continue to unfold, the paper looks ahead to future implications and recommendations. It contemplates the enduring impact on mental health, advocating for integrated mental health support within healthcare systems, while emphasizing the importance of building resilience through education, awareness, and disaster preparedness.

**Keywords:** COVID- 19, Mental health, Coping strategies, Impact on mental health, Future perspective, Frontline healthcare workers, social isolation

# Developing Quality Physical Education Indicator Model in China: A Grounded Theory Study

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## Abstract

Quality Physical Education (QPE) is referred as the planned, progressive, inclusive learning experience that forms part of the early years of primary and secondary education curriculum by UNESCO. This scenario reflects a trend towards understanding QPE in broader terms and according to wider educational aims. Therefore, the understanding and implementation of QPE may be influenced by cultural, societal, and educational contexts. For example, the U.S., the U.K. and Canada all have different definitions and dimensions of QPE. As underscored by the 20th National Congress of the Communist Party of China, there is an urgent need to accelerate the advancement of high-quality education. This proclamation offers an opportune moment to pinpoint and address areas of enhancement in QPE, aligning with the national objective of promoting high-quality education. However, there is limited knowledge and studies regarding QPE in China. To remedy this issue, exploring the indicator model of QPE can assist in understanding QPE in the Chinese context and provide a scientific framework for the effective development of PE. This study used a Grounded Theory approach to explore the initial indicator model of QPE in the Chinese context from the perspectives of 22 physical education teachers and 20 junior and senior high school students. It also utilized the Delphi method to conduct two rounds of consultation with 14 experts in physical education and adolescent health. A model of quality physical education in the Chinese context was finally constructed with 5 level-1 indicators (school, family, community, government, and student), 12 level-2 indicators (facilities and equipment, PE curriculum, PE teacher, school-based extracurricular PA, support and collaboration in PE, parental attitude and involvement in PE and PA, family environment support, sports resources in community, sports programmes in community, government interventions, physical and psychological development, and cognitive and social skills development) and 28 level-3 indicators. This study presents a systematic model for QPE in China, bridging a crucial research gap and providing a foundational framework for informed decision-making in educational policy and practice.

**Keywords:** *Quality physical education, grounded theory, Delphi method, indicator model, high school*

# Digital Technology: Towards New Practices in Physical Education and Physical Activities

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## Abstract

The evolution of digital technologies, such as health and fitness apps has become a modern disciplinary mechanism to monitor and regulate one's own body. They allow individuals to produce data, which creates a cybernetic feedback system suitable for the body self-management. This new culture of consuming digital technologies for health purposes is taking hold and proposing a set of performance standards, values and meanings associated with a society that focuses on the "quantified self" (Lupton, 2016). This new governance of the body requires increasing one's knowledge in order to be able to manage one's health, which involves: monitoring, measuring and collecting data. This situation has generated new ways of monitoring the body through physical exercise, notably through wearable technology, such as: smart watches, initially launched by Apple as a lifestyle accessory, which can be an integral part of a healthy lifestyle, and its use was accelerated with the COVID19 pandemic. This cultural shift has impacted on how individuals look at their self-management of health and physical activity, and moreover after Covid19 pandemic. Its consequences have had impacts in the emergence of new areas in the professionalization of physical activity. The use of technology since the beginning of the 21st century continues to increase, so in the field of physical education, teachers need to be prepared on how to use new technologies in favor of young children and adolescents in order to motivate them to become more active in their lives.

**Keywords:** *Technology. Physical inactivity. Sedentary behavior. Adapted physical activity. Self-management of the body.*

# Perspectives of Female Physical Education Professionals on Quality Physical Education Development in China

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## Abstract

Quality Physical Education (QPE) is a global concern for enhancing students' holistic development through physical activities. This study explores the perspectives of female physical education professionals in China regarding QPE development. The research, conducted in collaboration with international organizations and supported by the University of Macao, involved three phases, focusing on understanding the global landscape, conducting a questionnaire survey, and developing a Quality Physical Education Development Index. A sample of 1,560 physical education professionals from various Chinese provinces participated in the study, with a specific focus on female participants. The study assessed eight dimensions related to QPE, including skill development, facilities, teaching quality, feasibility, social norms, governmental support, cognitive skill development, and habitual behavior in physical activities. Key findings indicate that female PE professionals scored higher than their male counterparts in several QPE dimensions, with a notable emphasis on skill development, facilities, teaching quality, and feasibility. Furthermore, city development significantly influenced perspectives, with professionals in better-developed cities expressing greater satisfaction with QPE. However, years of working experience had minimal impact on their views. Notably, positions within the field played a significant role, with primary and high school PE teachers reporting higher satisfaction levels compared to college PE teachers and administrators. This study underscores the importance of considering gender, geographical location, and professional roles when developing QPE initiatives in China. It provides valuable insights for policymakers and educators to tailor strategies that promote high-quality physical education across diverse contexts.

# Management Teams throughout New Zealand Rugby Apply a Learning Organization Model to Drive Performance

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## Abstract

This research identifies a learning organisation model in New Zealand rugby teams and describes the trust-based, player-centered management model on which rugby teams in New Zealand operate. This model relies on a continuous reflection and review process enhanced using leadership groups, player groups, and the incorporation of technology. The open and ongoing communication process within the teams, not only helped develop leadership, but it generated learning through various channels in the team. The overall purpose of this research was to explore whether management teams at different levels of rugby in New Zealand apply a learning organisation model to drive performance. Coaches and managers at the 1st XV, Club Premiere and National Provincial Championship level were interviewed. Using a thematic analysis five themes were identified: communication, leadership groups, coaching and management model, reflection and review process and principles driving New Zealand rugby. These principles were communication, trust, enjoyment, player-centered approach and continuous learning. The findings identified a learning organisation structure in the coaching and management model used by New Zealand rugby teams. They also found the widespread use of messaging groups and technology across the teams, and their reflection and review processes, drove the continuous learning. A key to the learning organisation structure were the leadership groups. This research provides an explicit description of the management model used by rugby teams in New Zealand, which can inform future coaching and management. Future research can be undertaken to explore the quality of the learning and communication within New Zealand rugby teams and the effectiveness of leadership groups in management structures.

**Keywords:** *Management, teams, Learning, organization, performance, rugby*

# Influence of Mindfulness Meditation on the Anxiety of Football Players

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## Abstract

Exercise and physical training are not the sole options for achieving peak performance in sports. Numerous variables, including skill and psychological makeup, determine the outcome of high-level athletic competitions. Athletes often find themselves competing in high-pressure situations, which can evoke a mix of anxiety and excitement. Significant effects were observed through Mindfulness meditation interventions in the field of psychology, particularly in sport psychology. Thus, in this study, we sought to examine the effects of Mindfulness interventions on the levels of sport anxiety among young football players. For this study, we selected 30 university-level football players from Tamil Nadu State and divided them into two groups. Group 1 received thirty sessions of 30-minute mindfulness training, while the control group did not receive any intervention. To make quantitative comparisons, we employed the Sport Anxiety Scale test. The results of the paired t-test showed a reduction in anxiety within the experimental group, while no significant difference was found in the control group. Based on these findings, we conclude that mindfulness meditation training is effective in decreasing the level of sport anxiety among football players.

**Keywords:** *Football players, mindfulness, meditation, sport anxiety.*

# Impact of the COVID-19 Pandemic on Grassroots Sports: An Examination of Athlete Engagement and Club Membership Sustainability

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## Abstract

Grassroots sports play a pivotal role in socio-economic development, serving as a catalyst for youth empowerment and promoting holistic community well-being. These sports activities traditionally act as convergent platforms for diverse demographics, fostering community cohesion. However, the unprecedented emergence of the COVID-19 pandemic dramatically altered this landscape, repurposing sporting infrastructures into testing facilities and temporary healthcare centers. This study delves deep into the challenges confronted by athletes during this period, focusing on their engagement amidst the pandemic and the subsequent sustainability of club memberships in its aftermath. Adopting a purely qualitative approach, the research centered on in-depth narratives and experiences of participants from the grassroots sport's community. Participants consisted of 45 volleyball athletes, 6 coaching professionals, and 3 team managerial personnel across three distinct clubs in Igoji sub-county, Kenya. Through open-ended questionnaires, the study sought to capture the nuanced adversities and shifts in the sporting landscape. This approach allowed for a richer understanding of the profound personal and professional challenges athletes faced, including personal losses and altered training dynamics due to health protocols. The findings unveiled a myriad of challenges such as personal losses, diminished training due to health mandates, inaccessibility of sporting arenas, and a palpable absence of fan support. Consequently, there was a notable decline in club memberships and sponsorships. Considering these findings, the study advocates for a collaborative intervention from coaching staff, managerial entities, and sponsors to rejuvenate grassroots sports, ensuring the provision of requisite resources and facilitating enhanced communication channels to revive player interconnectedness.

**Keywords:** *COVID-19 Implications, Grassroots Sports, Athlete Challenges, Membership Sustainability.*

# Engaging and Promoting Students Through Esports for k-12 Education in School Level Physical Education Curriculum

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## Abstract

Computer games in school lessons or even in lectures at the school? From a conservative point of view, this may, at first, sound like a crazy idea. But is that really the case? We live in a world in which the digital world influences or even determines our actions in the economy, in sports, or in social interaction. Digitization should not stop just in front of the school gates. It is not enough to replace a few dusty daylight projectors with modern video projectors and equip each classroom with a computer. As k-12 schools add esports programs, like clubs, intramurals, courses, and teams, there are greater opportunities for students. An esports program that includes most of these options can promote greater inclusivity and equity for more students to participate in the school community. Becoming an esports athlete is not the only option for students. As discussed in the section on Career Opportunities, universities are increasingly developing and offering courses and degree tracks in esports. Also, there are many existing degrees that are needed in the esports business world. Some examples include sports, management, and marketing. This enables students to pursue a career that can either support esports or become deeply integrated into the culture and community. But not everyone is aware of the benefits of using esports as a tool to engage, inspire and broadly develop student skill sets. Connecting students from a variety of backgrounds, locations and with diverse physical and cognitive abilities is powerful as is grouping students according to ability rather than the identifiers typically used in traditional sports, like age or gender. But ultimately, esports in education is about harnessing that passion and enabling students that might otherwise not have the opportunity to shine. In India there is a great scope and opportunity for esports.

**Keywords:** *Esports, K – 12, Digitization*



# Validity and Reliability of Stance Beam Cricket Bat Sensor for Remote Coaching and Field-Based Testing

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## Abstract

This study evaluated the validity of the Stance Beam cricket bat sensor for quantifying key batting performance metrics compared to a 3D motion capture system. Seven club cricketers (age:  $26 \pm 5$  years; body mass:  $81 \pm 18$  kg; height:  $179 \pm 7$  cm) performed shots against varying bowling styles. Bat kinematics were simultaneously captured by a Qualisys motion capture system and the sensor. Maximum bat velocity, impact velocity, back-lift angle, downswing angle, and follow-through angle were compared between systems. Bland-Altman analysis revealed strong agreement for all metrics. Results exhibited strong correlations between systems across all swing parameters ( $r=0.84-0.96$ ,  $p<0.01$ ), although some issues arose at very high velocities ( $>50$  m/s), likely from sensor saturation. Overall, the sensor provides valid swing analysis capabilities, supporting integration for remote coaching and field-based testing. During the COVID-19 pandemic, the sensor enabled remote monitoring and feedback on player technique, ensuring development (Hurley, 2021). However, further research is needed given the limitations of bat sensors at high velocities (Lyu & Smith, 2018). This study provides initial evidence assessing the Stance Beam sensor's accuracy across relevant game velocities. Strong correlations with motion capture validate the sensor's potential for remote coaching and biomechanics analysis. By providing objective swing data, the sensor can enhance coaching strategies and talent identification. Findings support sensor integration but highlight the need for ongoing evaluation across populations and game scenarios. Further development of sensor technology and measurement ranges can aid adoption. This research establishes initial reliability evidence to inform sensor use and future sensor validation needs.

# Exploring the Relationships between Group Cohesion, Teamwork, and Self-efficacy in a Team-based Golf Event of Children and Adolescents in China

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## Abstract

This research aims to contribute additional findings to the current body of research on cohesion in sports. It uses a team-based golf event as a case study to examine the team perception and team processes of younger populations with Chinese cultural backgrounds participating in coactive sports. Additionally, the study aims to identify the factors influencing sports participation among children and adolescents in China. The research employed a questionnaire survey to explore the relationships between perceived group cohesion, teamwork, and self-efficacy. Data analysis involved various statistical techniques, including descriptive analysis, independent t-tests, one-way ANOVA, correlation, and ridge regression. The results revealed statistically significant differences in participants' perceptions of team cohesion, teamwork, and self-efficacy based on factors such as age, city of residence, and preference for a team-based event ( $p < 0.05$ ). However, no significant differences were observed in other variables, such as gender. Notably, a significant positive correlation ( $p = 0.00$ ,  $0.7 < r < 1$ ) was identified between perceived group cohesion, teamwork, and self-efficacy. Furthermore, the study uncovered significant positive bidirectional relationships between group cohesion and self-efficacy, as well as between group cohesion and teamwork. Moreover, group cohesion and teamwork had a positive influence on self-efficacy, with statistically significant effects ( $p < 0.05$ ). Interestingly, teamwork exerted a more substantial impact on performance. The study's findings also reflected the enduring trend of fewer girls participating in sports compared to boys, with a decline in sports involvement as children and adolescents grew older. Furthermore, various external factors were found to impact the sports participation of junior golfers. These results underscore the importance of considering the nested nature and the complexity of youth development in team-based studies. The study's findings partially validate the relationships proposed in the Teamwork and Team Effectiveness framework and the Cohesion in Physical Activity framework.

**Keywords:** *Youth Sport, Cohesion, Teamwork, Self-efficacy, Team Building and Team Effectiveness,*

# Sport Love From Indian Fans' Perspectives

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## Abstract

Sport has been an integral part of all societies (Smith, 1988), whether in the form of physical activity or, competitive sport, since ancient times. In modern societies, sport has garnered significant multi-disciplinary attention over the years due to its implications for fan's overall sporting experience (Funk, 2017; Klaus & Maklan, 2011; Yoshida et al., 2014). Sport has also been a tool for promoting health, nationalism, and nation building development and peace, policies (Archetti, 1998; Arnold, 2018; Horak, 2016; Xu, 2006). Sport leads to socialization (Smith, 1988) and may be a means to reducing participation in delinquency (Hass, 2001). Understanding the emotional, psychological, and social aspects of sports love is crucial for optimizing strategies to enhance fan loyalty, and leverage the social and cultural significance of sports in promoting peace, development, and nationalism. The intensities of sport love are extreme (Daniels, Wilkinson, Young, & Lu, 2020). Fans identify with their loved teams, wear team jersey, paint themselves in the colours of their teams and support the team irrespective of the on-ground results. Such unwavering loyalty is irrational and rare. The study identifies the sociopsychological determinants of fan's sport love (FSL) and follows a systematic method to develop a measurement scale for FSL. By adopting a mixed-methods approach, combining quantitative analysis to quantify sports love levels, and qualitative exploration to capture the subjective experiences and social dynamics associated with sports love, this study seeks to provide a comprehensive understanding of the concept. Thus, this research contributes to the knowledge on sports love and provides valuable insights for sports organizations, and policymakers to optimize fan experiences, harness the potential of sports as a social and cultural force in reinforcing nationalist sentiments and reviving other old Indigenous sports which have not got much attention before.

# Co-curricular Programs and Learning in Physical Activities

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## Abstract

Lack of physical activity, the development of sedentary lifestyles, and increasing obesity rates have become significant health issues in many countries. Physical education plays a crucial role in helping students achieve their full health potential. However, the limited time allocated to physical education in the curriculum has led to the development of alternative learning approaches in schools to meet students' physical activity needs. School co-curricular activities encompass structured learning opportunities that are part of the school curriculum, primarily within health or physical education. These activities may extend beyond the regular curriculum and take various forms, such as after-school programs, weekend sports learning programs, or enhanced sports programs in partnership with amateur or community sports organizations during regular class time. The focus of co-curricular learning is on sports and physical activities, which may also include other outdoor activities like mountain hiking, adventure activities in the countryside, or river canoeing. An informal setting often characterizes these unstructured co-curricular learning experiences for students. Research on co-curricular studies began in the early years of 2013 and continues to the present. The study consists of various investigative phases aimed at exploring the framework of learning in co-curricular activities and assessing the development outcomes for students. The early stage focused on identifying the curriculum framework for co-curricular programs, while the later stage aimed to explore the learning outcomes. In the early stage, six cases were observed, and the Delphi method was adopted to define the curriculum framework, including 'Intervention Physical Activities,' 'Games Perception,' 'Decision Making and Thinking Process,' 'Performance,' and 'Results' within co-curricular programs. The curriculum arrangement within these five dimensions appears to impact self-efficacy development and potentially influences the learning of physical activities in students.

**Keywords:** *Co-curricular School Programs, Self-efficacy, Physical Activities, Curriculum Model for Physical Activities*

# Spanish Physical Activity and Sports Professionals' Job Perception in Working with Disabled Individuals

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## Abstract

Job perception refers to a professional's feelings about their job experiences (Grimaldi-Puyana et al., 2017). The aim of this study is to analyze the job perception of Physical Activity and Sport (PAS) professionals when working with people with disabilities in Spain. This quantitative descriptive study utilized the "PROAFIDE" questionnaire (Campos-Izquierdo, 2011) and conducted face-to-face interviews with 214 professionals active in the field. The results indicate that Physical Education (PE) and extracurricular PAS professionals generally have a positive job perception. When considering gender, both men and women exhibit favorable job perceptions (61%). However, men teaching extracurricular PAS express less positive perceptions compared to women. In terms of age, professionals teaching PAS and PE within the 30-44 age range report the most positive job perceptions (70%), while younger professionals teaching PE and extracurricular PAS exhibit more negative perceptions (43% and 11%, respectively). Those without specific PAS training tend to have a more negative perception (25%). In conclusion, these professionals generally hold a positive job perception across different roles, but this perception may vary depending on specific variables.

**Keywords:** *Job perception, physical activity, physical education, extracurricular physical activity, disabilities*

# Professional Esports Players are not Obese: Analysis of Body Composition Based on Years of Experience, Motivation and Physical Activity Levels

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## Abstract

The professionalization of esports has significantly increased in recent years, warranting further study. Its evolution and ongoing development have raised the question of whether esports can be considered a profession. This has led to a rise in the number of players, diverse practice methods, and the number of hours dedicated to this field. The aim of the first study was to analyze the relationship between physical activity levels and motivational orientations in an international sample of professional esports players. We conducted a cross-sectional and observational study across European and Latin American countries, employing a non-probabilistic convenience sample of 260 male professional esports players. Our survey encompassed demographic data, body composition, physical activity (assessed with the International Physical Activity Questionnaire), and motivation (measured using the Sport Motivation Scale). The results revealed that 92.7% of professional esports players exhibit moderate to high levels of physical activity. Interestingly, players with lower levels of physical activity also demonstrated positive values across all dimensions of motivation. In conclusion, we observed an inverse correlation between extrinsic and intrinsic motivation and energy expenditure. The aim of the second study was to describe the anthropometric characteristics and body composition of professional esports players in relation to their years of experience. The sample consisted of 53 esports players competing in the Spanish professional league, with an average age of  $21.01 \pm 0.39$  years. Body composition was assessed using electrical bioimpedance with the TANITA® BC-601F Segment device. Our analysis revealed no significant differences between groups and no significant associations between body composition variables and years of experience as professional players. In essence, the number of years of practice and the specific esports played do not appear to have a significant influence on the body composition of professional esports players.

# Time Related Changes of Force Vital Capacity on Yogic Training in Sedentary Women of Manipur

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## Abstract

**Background:** Manipuri women are recognized for their unyielding spirits in sports and games throughout the world. Among them are MC Mary Kom, Mirabai Chanu, Kunjarani, Sareeta, and others. However, some Manipuri women are still uninformed about their physical health and fitness. The majority of these women are stay-at-home mothers who receive minimal support and time for self-care. Furthermore, various research have shown the benefits of exercise. Additionally, numerous studies have demonstrated the positive effects of exercises and training. But study pertaining to physiological research on the effectiveness of yoga training on Manipur's sedentary women population is still relatively scarce. In order to evaluate the impact of yoga training on time-related changes in Force Vital capacity (FVC) in Manipur's sedentary women, the study was undertaken.

**Methods:** A total of 22 subjects from LairikyengbamLeikai in Imphal East, Manipur, having an average age of  $51.5 \pm 3.3$  years, took part in the study. The study is divided into two group (11 subjects each): the experimental and control groups. The pretest and posttest data was gathered at three separate time points as FVCpre, FVCpost1, and FVCpost2. The Sp70B spirometer from Contec was used to gather the data.

**Data Analysis:** A repeated measures ANOVA was used to analyze the data at the .05 level of significance. If any significance was discovered, an LSD post hoc analysis was used to further test its significance.

**Conclusions:** When comparing FVC at different time point in experimental group, it becomes clear that there are considerable differences while no significant differences found in control group. Thus, it may be inferred that doing yoga for at least 4 weeks helps inactive women's lungs work better.

**Keywords:** Force Vital Capacity, Repeated Measures ANOVA, Sedentary, Yoga.

# Adapting Physical Education During the COVID-19 Lockdown: Factors and Insights

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## Abstract

This study aims to analyze the physical education sessions during the COVID-19 lockdown based on the experiences of teachers. The study involved 467 physical education teachers from various cities in Mexico, including 446 (66.2%) women and 228 (33.8%) men, with an average age of  $40.39 \pm 10.3$ . They represented different educational levels, including preschool (14.8%), primary (77%), and secondary (8.2%). For this study, an ad hoc questionnaire named "The Physical Education Session During the COVID-19 Lockdown" was designed. It was reviewed and corrected by a group of experts in physical education teaching and research. The questionnaire includes two sections: one for sociodemographic data and another with 22 items categorized into five factors: hygiene recommendations, planning, distances, spaces and materials, collaboration and teamwork, and the use of technology. The Likert-type response scale ranges from 1 (totally disagree) to 7 (totally agree). The study found that physical education classes during COVID-19 were held between 60% and 80%. The most common means of communication used was WhatsApp (65.4%). The questionnaire demonstrated adequate psychometric properties (RMSEA= .05; GFI= .88, CFI= .99, NFI= .97; Chi-square/gl= 3.66). There were no significant differences in the factors based on gender ( $p > .05$ ). However, teachers with a university degree scored higher on all factors ( $p < .01$ ) than those with a master's degree. Additionally, all factors showed positive and significant correlations ( $p < .01$ ). In conclusion, teaching physical education during the COVID-19 lockdown required significant modifications in the teaching approach. This intervention is crucial due to its impact on physical and mental health during the confinement period. The use of technology, hygiene recommendations, distances, spaces, and materials continue to be important factors even after the pandemic.

**Keywords:** *Physical education class, teaching, use of technology, hygiene recommendations, COVID-19.*



# Empowering Elderly Women: A Physical Activity Intervention for Enhanced Physical Fitness and Cognitive Vitality

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## Abstract

Promoting healthy aging by preserving physical and cognitive abilities in older adults is of paramount importance (Morley, 2016; Morley et al., 2015). The decline in these functions can lead to functional dependence, increased vulnerability to illness, and higher mortality rates (Njegovan et al., 2001; Panza et al., 2018). This study investigates the effects of a physical activity intervention on health-related fitness components and cognitive functions in elderly women. Seventeen self-employed female participants (N=17), aged 60-70 years, without chronic illnesses, were selected from the Imphal (East), Manipur, India community. These participants were randomly divided into an experimental group (n=9) and a control group (n=8). The variables assessed included Static Balance, Arm Strength, Lower Body Flexibility, Cardiovascular Endurance, Skeletal Muscle Mass (SMM), Body Fat Mass (BFM), as well as cognitive functions such as Reaction Time (S1), Alertness (S1 Phasic), Spatial Working Memory, and Vigilance. Both groups engaged in a 12-week exercise program consisting of aerobics, resistance exercises, and yoga, for a duration of 45minutes of activity five times a week. Pre- and post-test assessments were conducted, and a t-test was performed to analyze the data. The results revealed significant improvements in arm strength, lower body flexibility, cardiovascular endurance, skeletal muscle mass, body fat mass, reaction speed, motor speed, alertness, and spatial working memory following the physical activity intervention program in the experimental group. However, no significant changes were observed in static balance and vigilance. In conclusion, this study demonstrates that physical activity is an effective means of enhancing health-related physical fitness and cognitive function in elderly women.

**Keywords:** *Elderly women, Physical activity, Cognitive functions, Physical fitness*

## Assessment of services aimed at Chronic Diseases and the benefits of physical activity for reducing the health risk in Puerto Rico

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### Abstract

The benefits of regular physical activity for disease prevention have been strongly substantiated by scientific research. Regular physical activity helps to reduce health risk in several ways. The high incidence of chronic diseases (cancer, diabetes, cardiovascular, mental health) in Puerto Rico and the need to reduce the gap between health development and sedentary lifestyles of the population initiated the current study of interdisciplinary collaboration to address such health dilemma. The purpose of this presentation is to share the experiences from Puerto Rico in explaining the effective ways for exercise and physical activity. When physical activity is promoted and together with the interdisciplinary initiatives, it serves as essential ways to enhance the physical activity level of people and as a result the active lifestyles development in the affected population.

## Teacher Training Program in Physical Education – A National Experience

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### Abstract

Education is conceived as a fundamental pillar for social transformation towards well-being and supreme happiness. Starting from these premises, the Physical Education professional through the pedagogical praxis has the responsibility of contributing to the construction of a healthy, critical, peaceful and productive nation from the pedagogical and comprehensive training that such an important area of training offers. That is why the Ministry of the Popular Power for Education (MPPE) implemented the Pedagogical Training Program (PNF) through the project Micromisión Simón Rodríguez (MMSR) in all the areas that make up the study plan of Basic Education, with the purpose of training professionals that responds to the demands of the curricular transformation, capable of transforming pedagogical practice, assuming commitments, based on the principle of co-responsibility with clarity of its role in the education of citizens. The MPPE in alliance with the Ministry of Higher Education and the Ministry of Science and Technology did the MMSR program from 2015-2018, the result was very successful as it contributed to train new teachers and professionalize teachers in service who did not have a degree in PE. The demand of PE teachers is still very high. In 2019 was created the Universidad Nacional del Magisterio 'Samuel Robinson' (National Teachers' Training University - UNEM) that works in alliance with the MPPE and it adopted the MMSR project. Even though during the COVID Pandemic the numbers went down, since 2022 the number of teachers been trained in the territory have increased. Physical Education has a vital area in the comprehensive training process of students, contributing to exalt progress in terms of transformation and social development that contributes to the construction of a healthy, critical, peaceful and productive nation from pedagogical training.

**Keywords:** *Teacher's training in PE, Micromisión Simón Rodríguez, UNEM*

# Promoting Global Physical Literacy in the Post-Millennium Era: A Path to Holistic Well-being and Sustainable Development

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## Abstract

In the post-millennium era marked by rapid globalization, technological advancements, and evolving paradigms in education and healthcare, the promotion of global physical literacy has become a critical imperative. This paper explores the multifaceted significance of advancing physical literacy on a global scale, emphasizing its pivotal role in fostering holistic well-being and contributing to sustainable development. Physical literacy, defined as the ability and motivation to engage in physical activities and the knowledge and understanding of their benefits, extends beyond mere physical fitness. It encompasses essential life skills, such as decision-making, problem-solving, and effective communication, making it a key component of human development. In a world facing unprecedented health challenges, this paper underscores the urgency of physical literacy as a preventive measure against the rising tide of non-communicable diseases and sedentary lifestyles. Furthermore, this paper highlights the socio-economic dimensions of global physical literacy. By promoting physical literacy, societies can enhance workforce productivity, reduce healthcare costs, and address inequalities in access to physical activity opportunities. It also explores the relationship between physical literacy and sustainable development, emphasizing how an active and healthy population can contribute to achieving the United Nations' Sustainable Development Goals. Drawing on international case studies and best practices, this paper identifies strategies and initiatives that have successfully promoted physical literacy across diverse cultural, social, and economic contexts. It emphasizes the need for multi-sectoral collaboration, involving both governments and the private sector, especially educational institutions, healthcare providers, and communities, to drive a global physical literacy agenda. Moreover, the paper delves into the role of technology in advancing physical literacy in the digital age, emphasizing the potential of virtual reality, mobile apps, and online platforms in making physical activity more accessible and engaging for individuals worldwide. Ultimately, this paper contends that promoting global physical literacy is not merely a health or educational endeavour; it is a transformative force capable of shaping societies, fostering individual empowerment, and contributing to a more sustainable and equitable world. It calls for a collective commitment to prioritize physical literacy in policy-making, educational curricula, and public health initiatives in the post-millennium era. As we navigate the complex challenges of the 21st century, investing in global physical literacy emerges as an indispensable pathway toward a healthier, more prosperous, and sustainable future for all."

**Keywords:** *Physical literacy, sustainable development, physical fitness and well-being.*

# Emotional Maturity among Female College Athletes in Rural and Urban Odisha

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## Abstract

Emotional maturity, as defined by Menninger (1999), is an ongoing process through which one's personality evolves toward a better sense of emotional well-being. Research conducted by Tamminen (2016) has revealed that athletes believe their emotional expression can influence those around them. This study is essential because the emotional aspect of athletes is often overshadowed by their physical performance. These findings provide a deeper understanding of the concept of emotional maturity.

**Purpose:** The purpose of this investigation is to examine emotional maturity among female college athletes in both rural and urban settings.

**Method:** This study included a total of 100 female college athletes (N=50 rural and N=50 urban) who were enrolled in undergraduate courses at Shailabala Women's Autonomous College, Cuttack, Odisha. The samples were randomly selected from the population. Data collection was conducted using the Emotional Maturity Scale developed by Km. Roma Pal (1988).

**Results:** The data obtained from the sample were analyzed using a t-test on five different aspects of emotional maturity: emotional instability, emotional regression, faulty social adjustment, lack of independence, and flexibility and adaptability. The results indicated significant differences in emotional maturity between rural and urban female college athletes.

**Conclusions:** Based on this study, it can be concluded that rural female college athletes significantly differ from urban female college athletes in terms of emotional maturity.

**Keywords:** *Emotional Maturity, Female Athletes, Emotional Regression, Emotional Instability*

# Players Superstitious Rituals and Sports Performance: An Analysis

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## Abstract

Athletes often adopt superstitious beliefs and behaviors as part of their performance enhancement strategies. These rituals serve various purposes, including managing stress, attempting to sway luck in their favor, regulating their behavior, and preserving past successful experiences. Even in today's modern world, where spirituality may be lacking for some, superstitions persist among athletes. The primary objective of this research was to investigate the prevalence of superstitious rituals among male athletes competing at the national level in football, cricket, and hockey in the state of Kerala. To achieve this, a total of 225 national-level male athletes from these three sports were included in the study. These athletes were evenly divided into three groups, each consisting of 75 individuals, representing football, hockey, and cricket players. The central aim of the study was to scrutinize the superstitious practices exhibited by these athletes in their respective sports. Superstitious rituals in the context of sports were defined as repetitive, formal, sequential actions performed during technical performance, which athletes believe have the power to influence luck or external factors. In order to gather data, participants were thoroughly briefed on the questionnaire administration process to eliminate potential sources of ambiguity. Subsequently, all subjects actively participated by completing the provided questionnaire. The study employed statistical analysis methods to examine the phenomenon of superstitious rituals among male national-level football, cricket, and hockey players. The collected data were subjected to an analysis of variance (ANOVA) and later underwent Schaffer's post-hoc test to identify significant differences in paired means, with a confidence level set at 0.05.

**Keywords:** *Superstition, Elite performance, Team Sports*

# Comparative Study of the Big Five Personality Traits and Mental Toughness among National Able-Bodied and Paralympic Swimmers

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## Abstract

"The study aimed to compare Big Five Personality Traits and Mental Toughness between National Able-Bodied and Paralympic Swimmers. It involved 140 male national-level swimmers, with 70 Able-Bodied Swimmers and 70 Paralympic Swimmers, aged 17-24, randomly selected from various Indian states. Two questionnaires were utilized: The Psychological Performance Inventory (PPI) by Dr. James E. Loehr, which assesses Mental Toughness through seven subscales: Self-Confidence, Positive Energy Control, Negative Energy Control, Attention Control, Visualization and Imagery Control, Attitude Control, and Motivation and NEO Personality Inventory-Revised (NEO PI-R) by Costa and McCrae (2000), designed to measure adult personality based on the Five-Factor Model (FFM), consisting of five broad dimensions: Extroversion, Agreeableness, Neuroticism, Conscientiousness, and Openness to Experience. To compare personality and mental toughness between the two groups, descriptive statistics (including Mean, Standard Deviation, minimum, and maximum scores) were used to summarize the raw data. Independent Sample T-tests were applied for each Personality and Mental Toughness variable, with a significance level set at 0.05. A calculated P-value below 0.05 indicated statistical significance.

**Keywords:** *Personality, Mental Toughness, Disabled.*

# Assessment of Physical Fitness Profiling of University Ranked Badminton Players

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## Abstract

**Objective:** This research assessed the physical fitness profiles of All India Inter-University ranked female badminton players to identify the most significant physical fitness variable for profiling.

**Methods:** Nineteen players from All India Inter-University ranked teams were selected. Physical fitness variables (Cardiovascular Endurance, Explosive Strength, Speed, Coordinative Ability, and Flexibility) were assessed during the tournament. Data were analyzed using descriptive statistics and one-way ANOVA in SPSS 25.0 with a significance level of 0.05.

**Results:** The study found no significant differences in physical fitness variables among All India University-ranked badminton players. There were insignificant differences in Cardiovascular Efficiency (CV), where  $p > 0.05$  ( $p = 0.141$ ,  $f = 2.114$ ), Explosive Strength (ES), where  $p > 0.05$  ( $p = 0.053$ ,  $f = 3.229$ ), Speed (SP), where  $p > 0.05$  ( $p = 0.718$ ,  $f = 0.455$ ), Sideways Agility (SW CO AB), where  $p > 0.05$  ( $p = 0.387$ ,  $f = 1.082$ ), Four Corner Agility (FR CO AB), where  $p > 0.05$  ( $p = 0.505$ ,  $f = 0.815$ ), and Flexibility (FIX), where  $p > 0.05$  ( $p = 0.561$ ,  $f = 0.709$ ). Consequently, all physical fitness variables were found to be insignificant among All India university-ranked badminton players.

**Conclusions:** The study revealed that among the physical fitness variables, the mean Cardiovascular Efficiency was 121.84, indicating excellence according to the Harvard Step Test Norms. The mean Explosive Strength was 30.05, categorizing the players as excellent. The mean Speed was 6.67 seconds, also falling within the excellent category per norms. The mean scores for Sideward Agility and Four-Corner Agility were 19.78 and 36.45, respectively. In the case of Sit & Reach flexibility, the mean was 10.95, signifying excellent flexibility among female badminton players. However, the results suggested that the physical fitness profiles of university-ranked badminton players were generally similar in terms of their abilities relative to university-ranked badminton performance.

**Keywords:** *All India Badminton players, Cardiovascular Endurance, Explosive Strength*



# A Comparative Study of Personality Traits Between Physical Education Students and Other Professional Course Students in India

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## Abstract

The purpose of this study was to compare the personality traits of physical education students and students in other professional courses. The study involved a total of 200 students from colleges across India, comprising 100 students from physical education and 100 from other professional courses. The selected variables for the study included extraversion, agreeableness, conscientiousness, neuroticism, and openness. Data were collected using the Big Five Inventory, a 44-item inventory developed by John and Martinez in 1998, administered through an online platform. Descriptive statistics and independent t-tests were applied to analyze and compare the degree of personality traits between physical education students and students in other professional courses. The level of significance was set at 0.05. The results indicated that the calculated 't' value of 0.288 (which is less than 1.96 at alpha 0.05) showed no significant difference between physical education students and students in other professional courses in terms of extraversion. Similarly, the calculated 't' value of 0.124 (also less than 1.96 at alpha 0.05) indicated no significant difference in agreeableness between the two groups. Additionally, the calculated 't' value of 0.287 (less than 1.96 at alpha 0.05) revealed no significant difference in conscientiousness. However, the results for the calculated 't' value of 2.479 (greater than 1.96 at alpha 0.05) showed a significant difference in neuroticism between physical education students and students in other professional courses. Likewise, the results for the calculated 't' value of 2.315 (also greater than 1.96 at alpha 0.05) indicated a significant difference in neuroticism.

**Keywords:** Professional, Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness.

# A Comparative Study of Hand Grip Strength among Cricket and Hockey Players

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## Abstract

Grip strength has been commonly utilized as an assessment tool in clinical practice, research, and athletic contexts due to its known correlation with overall muscle strength in individuals. These grip strength tests have also been instrumental in gathering vital data regarding bone density, functional level, and general health of individuals. The objective of the study was to compare the hand grip strength of national-level cricket players and national-level hockey players. For this study, a total of 30 national-level cricket players (27 right-dominant and 3 left-dominant) and 30 national-level hockey players (all right-dominant) were selected as subjects. All the participants were male, with ages ranging from 18 to 25 years. The study measured the relative hand grip strength in relation to the participants' body mass index for both the dominant and non-dominant hands. The Saehan Digital Grip Dynamometer was employed to assess hand grip strength. Descriptive statistics, including mean, standard deviation, and independent sample t-tests, were calculated using SPSS software. The study's results revealed a statistically significant difference in dominant-hand grip strength between hockey players and cricket players. Likewise, for non-dominant hand grip strength, there was also a statistically significant difference between hockey players and cricket players. In conclusion, the study found that cricket players exhibited greater grip strength in both their dominant and non-dominant hands compared to hockey players. Additionally, the study noted that cricket players displayed more grip strength in their non-dominant hand than in their dominant hand, while hockey players exhibited equal strength in both their dominant and non-dominant hands.

**Keywords:** *Grip strength, cricket, hockey, tug of war.*

# Enhancing Health and Cognitive Fitness: The Impact of Taekwondo Training on School-Level Athletes

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## Abstract

This study investigates the impact of a Taekwondo intervention on school-level girls who are Taekwondo athletes. Twenty female athletes, aged 10 to 14 years, were selected from JNV School East, Imphal Yaralpat, Manipur, India. The participants were divided into an experimental group (N=10) and a control group (N=10). Various physical and cognitive variables were assessed, including Body Mass Index (BMI), Visceral fat (VF), Fat Free Mass (FFM), Skeletal muscle mass (SMM), Body fat mass (BFM), Muscle Quality (MQ), Grip Strength (GS), Vertical Jump (VJ), Muscular Endurance (ME), Flexibility (F), Focus (S1), and Concentration (COG2). The experimental group engaged in a 6-week Taekwondo intervention, involving 90 minutes of activity 6 days a week. Pre- and post-test assessments were conducted, and data analysis was performed using a t-test. The results indicated significant improvements in VF, BFM, MQ, GS, VJ, ME, and F. However, no significant changes were observed in BMI, FFM, SMM, Focus, and Concentration. In conclusion, this study demonstrates that Taekwondo intervention is an effective means of enhancing health-related physical fitness. However, it suggests that for improvements in cognitive functions such as Focus and Concentration, a longer duration of intervention may be required to achieve the desired results.

**Keywords:** *Taekwondo Intervention, Physical Fitness, Cognitive Function*

# Effect of Physical Activity Program on Lipid Profiling Variables on Active Males

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## Abstract

The study aimed to determine the effect of a 12-week physical activity program on selected lipid profiling variables in active men. Eighty active men aged 35 to 55 from Trivandrum were chosen as participants and randomly divided into an experimental group (N=40) and a control group (N=40). The selected lipid profiling components included Cholesterol, Fasting blood sugar (FBS), triglycerides, HDL, LDL, Fat, and V-Fat. The experimental group underwent a physical activity program five times a week for 12 weeks, while the control group did not participate in this program. All subjects in the experimental group engaged in a training program alongside their regular activities for the entire 12-week duration. Both the experimental and control groups were evaluated before and after the 12-week training program using standard tests for measuring the selected lipid profiling variables. The training regimen consisted of various activities focusing on strength, endurance, speed, agility, flexibility, balance, core exercises, and meditation. The training program included warm-up exercises involving stretching and rotational movements, followed by muscle stretching exercises, exercises for enhancing motor performance, and concluded with cool-down exercises that included stretching and relaxation. Each training session lasted approximately 50 minutes. Data analysis was conducted using descriptive statistics, including mean and standard deviation (SD), to summarize the collected data. A paired T-test was applied to assess differences in pre-test and post-test means for the respective variables within the control and experimental groups. The results indicated a significant difference in Cholesterol, Fasting blood sugar (FBS), triglycerides, HDL, LDL, Fat, and V-Fat between the control and experimental groups.

**Keywords:** *Physical Activity, Lipid Profile*

# Effects of Surya Namaskar on Flexibility, Strength, Lean Body Mass, and Fat Percentage in Bachelor's Degree Physical Education Students Across Various Sports Disciplines

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## **Abstract**

The study aimed to provide valuable insights into how Surya Namaskar can enhance the fitness levels of young athletes and physical education enthusiasts. A pre-post approach was employed, using a sit-and-reach test for flexibility, a dynamometer for strength, and bioelectrical impedance for lean body mass and fat percentage assessments. A pre-test and post-test design was implemented, involving a sample of Bachelor Degree Physical Education students from diverse sporting backgrounds. Participants underwent a structured Surya Namaskar intervention program, consisting of regular practice sessions over a three-month duration. The study evaluated flexibility, strength, lean body mass, and fat percentage using standardized fitness assessments before and after the intervention Results: The findings revealed significant improvements in flexibility

( $p < 0.001$ ), strength ( $p < 0.001$ ), and a reduction in fat percentage ( $p < 0.05$ ) in the Surya Namaskar group compared to the control group. Specifically, the Surya Namaskar group demonstrated increased sit-and-reach scores, handgrip strength (dynamometer), increased lean body mass, and a decreased fat percentage in the post-intervention phase. Following the Surya Namaskar intervention, the participants' flexibility, strength, lean body mass, and fat percentage all significantly improved, according to the quantitative data analysis. These improvements were evident across various sports disciplines, highlighting Surya Namaskar's general relevance as a fitness-enhancing practice. In conclusion, the study demonstrates that Surya Namaskar can significantly improve flexibility, strength, and reduce fat percentage in Bachelor Degree Physical Education students specializing in various sports disciplines. Integrating yoga practices like Surya Namaskar into sports training and physical education programs can lead to more holistic and effective approaches to fitness and well-being.

# Self-Myofascial Release and Anaerobic Performance among Basketball Players

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## Abstract

**Introduction:** Basketball is a sport that demands a high level of technical skill and physical prowess. The intensity of the game can vary based on factors such as skill level, playing style, and individual effort. It's common for players to experience muscle discomfort after an intense game, particularly in the days following rigorous play. Self-Myofascial Release (SMR) is an effective technique used to improve flexibility, reduce muscle soreness, enhance circulation, and prevent injuries.

**Objective:** This study aimed to investigate the potential impact of different doses and timing of SMR on the anaerobic performance of basketball players.

**Materials and Methods:** The study followed an experimental research design with a sample of 20 subjects selected through random sampling. Sample size estimation was conducted using G\*Power's A priori power analysis with  $\alpha = 0.05$ , Power = 0.8, and effect size = 0.25. Data analysis was performed using ANOVA: Repeated measures within factors.

**Results:** All the selected variables related to anaerobic performance showed significant improvements with SMR.

**Conclusion:** The analysis clearly indicates that SMR is effective in enhancing the anaerobic performance of basketball players. Therefore, it is recommended to incorporate SMR protocols into the training programs of basketball players to improve their game performance.

**Keywords:** *Fascia, Myofascial Release, Self-Myofascial Release, Anaerobic Performance, Basketball Players*

# Resistance Priming Induced Post Activation Potentiation in Shooting Performance: A Comparison among College Basketball Players

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## Abstract

**Introduction:** Post activation potentiation is a phenomenon where the force exerted by a muscle increases due to its previous contraction (Robbins). The use of resistance exercise before the activity to initiate the PAP effect is called resistance priming.

**Objective:** The study aimed to understand the impact of pre-competition resistance priming exercises on the shooting performance of college basketball players at various times of the day.

**Materials and Methods:** The study followed a pre-test and three post-test experimental design protocol with n=8 male collegiate basketball players selected as subjects randomly. The sample size was estimated using A priori power analysis for F-Test using G\*Power software. Repeated Measures ANOVA within-group design was used for statistical analysis, and data normality was confirmed through the Shapiro-Wilk test.

**Results:** The study observed a significant difference in the long-range shooting accuracy of basketball players.

**Conclusion:** Therefore, resistance priming can be employed to improve the shooting accuracy of basketball players in their training regimen.

**Keywords:** *Resistance training, Post activation potentiation, Resistance priming, shooting accuracy*

# Comparative Study of Motor Abilities among Manipuri Fencers

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## Abstract

**Background:** Manipur Fencing had a history of considerable success in fencing, securing numerous medals up to the 2007 National Games in Assam, where they won 12 gold medals. However, after that, the level of achievement gradually declined. Closing this performance gap and improving results necessitates an investigation into the physiology, psychology, and physical condition of the athletes. Modern sports demand a strong collaboration with scientifically-based training methods. This study aimed to assess the differences in motor ability between foil, epee, and saber fencers.

**Methods:** The study involved a total of 24 fencers, with 8 National Level Players selected for each of the three events: foil, epee, and saber. All participants fell within the age category of 14 to 16 years. Data was collected using the Zigzag Run Test to assess agility, the sit-up test for endurance, and the standing broad jump test to measure explosive strength.

**Data Analysis and Results:** Data analysis was conducted using one-way ANOVA with a significance level of 0.05. The results revealed no significant differences in agility and muscular endurance among the fencers ( $p > 0.05$ ). However, there were significant differences observed in explosive strength between foil players and saber players ( $p < 0.05$ ).

**Conclusions:** The study's findings highlight differences in explosive strength among fencers, emphasizing the need for varied training programs based on the specific weapon used and athlete selection criteria.



# A Comparative Analysis of Pre-Competitive Anxiety on Tribal and Non-Tribal Community Students

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## Abstract

In the emerging context of sports and physical education, the influence of precompetitive anxiety had a significant impact on the performance ability of the athletes. Athletes experienced precompetitive anxiety before competitions, which often reduced their performance in those events. The study focused on the comparative analysis of precompetitive anxiety in tribal and non-tribal community students. The study involved over 200 students, with 100 students from each group, tribal and non-tribal, ranging in age from 14 to 20 years. The variable examined in the study was pre-competitive anxiety. The primary goals of the study were to determine the anxiety levels of students in both groups before competitions and to find ways to enhance their performance by addressing anxiety levels. The test used a psychological questionnaire, specifically the Sports Competitive Anxiety Test (SCAT) developed by Martens in 1990. Data interpretation was conducted using the 't' test and the Statistical Package for Social Sciences (SPSS). The study's conclusion indicated a significant difference in the precompetitive anxiety levels between the two groups. Additionally, it revealed that tribal students had a higher psychological capability concerning precompetitive anxiety levels compared to non-tribal students.

**Keywords:** *anxiety, performance, competition, tribal community, psychology*

# Psychological Transition of Novice Track and Field Athletes: From Natural to Artificial Competition Surfaces

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## **Abstract**

Athletics, also known as track and field, is one of the most popular sports encompassing a variety of events such as running, walking, jumping, and throwing. High-standard competitions are often held on synthetic surfaces tailored to enhance athletic performance and improve the sport's attractiveness. However, many competitions are still held on natural surfaces such as mud, clay, and grass. **Aims and Objectives:** The aim of the study was to analyze the psychological states, including anxiety, confidence, and motivation, among novice athletes during their transition from natural surfaces to artificial surfaces. **Materials and Methods:** This study followed a cross-sectional observational research design. Sixty novice athletes (30 males and 30 females) were selected as the subjects based on predefined inclusion criteria, including age between 12 to 20 years and exposure to artificial surfaces. Data were collected using the Sports Anxiety Test Scale (SCAT), Sports Motivation Scale (SMS-28), and Trait Sport-Confidence Inventory (TSCI). Descriptive statistics were employed for data analysis. **Results and Conclusion:** The data analysis revealed that the selected variables had a deteriorating effect when compared to the norms. It can be concluded that novice athletes need orientation and exposure to new surfaces for better adaptation and improved psychological states.

## Athlete's Haematological Profile at Different Phases of the Menstrual Cycle During Pre and Post Covid-19

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### Abstract

Despite the abundant research on COVID-19, there has been insufficient examination of risk factors for COVID-19 infection and lifestyle changes in athletes, particularly regarding female athletes and menstrual cycle variations. This study aimed to analyze the hematological parameters during menstrual cycles in the pre-COVID and post-COVID phases, specifically focusing on the menstrual, follicular, ovarian, and luteal phases. A total of thirty female collegiate athletes were selected as research subjects. Blood samples were collected and analyzed for hematological variables, including red blood cells (RBC), white blood cells (WBC), hemoglobin (Hb), and platelets, during both pre-COVID and post-COVID phases. Among the athletes, 6.30% tested positive for COVID-19. The study revealed shifts in various hematological markers during the menstrual cycle, with slight changes observed between the pre- and post-COVID phases. Notably, during the post-COVID-19 phase, the follicular phase showed a significant increase in RBC and hemoglobin levels, while no changes were observed in the ovulation and luteal phases. WBC levels increased during the follicular phase but remained relatively stable during the ovulation phase, with a slight decrease in the luteal phase. Platelet counts followed a similar trend in post-COVID-19 assessments, with an increase during the follicular phase and a decrease in the luteal phase. In conclusion, this study demonstrated that changes in hematological parameters can be observed when comparing the pre- and post-COVID-19 phases.

**Keywords:** *COVID-19, menstrual, follicular, ovulation, luteal, haematological.*

# Comparative Effect Between Linear and Non-linear Periodized Resistance Training to Increase in Strength of the Soccer Players

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## Abstract

Determining the most effective and efficient method for strength development has long been a central focus of strength coaches. A primary concern has been the selection of the most suitable manipulation of volume and intensity over the training cycle, commonly referred to as periodization. The traditional linear periodization model, however, does not align with the characteristics of sports with extended competitive seasons. The purpose of this study was to compare the effects of linear and nonlinear periodized resistance training on the strength gains of soccer players. Thirty-six collegiate-level football players (age:  $20.14 \pm 1.73$  yrs, height:  $170.83 \pm 6.94$  cm, and weight:  $61.06 \pm 7.24$  kg) from the Kerala State Sports Council and Kovalam Football Club volunteered as subjects for the study. The subjects were randomly divided into two experimental groups: Experimental Group A, identified as the Linear Periodization Group (LP), and Experimental Group B, identified as the Undulated Periodization Group (UP). Additionally, there was one Control Group (CON), consisting of twelve subjects. Both the Linear and Undulated Periodization groups underwent weight and barbell training according to the planned program. The Control Group engaged in regular game activities. An analysis of variance (ANOVA) was conducted to compare the groups concerning average pre-test and post-test scores on selected variables. Furthermore, an analysis of covariance (ANCOVA) was performed to compare the groups in terms of average adjusted post-test scores on selected variables after eliminating the effect of initial pre-test scores. Additionally, a paired t-test was used to compare the mean differences between pre-test and post-test scores in selected variables within the non-experimental group. The research findings indicated that both linear and nonlinear periodization programs resulted in increased strength gains. Notably, the nonlinear periodization group demonstrated greater improvement in maximum strength, especially in squat exercises, and anaerobic power when compared to the linear periodization group.

# Effect of Neurocognitive Training on Reactive Stress Tolerance Among National Level Swimmers

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## Abstract

The present study aimed to investigate the effects of neurocognitive training on reactive stress tolerance among national-level swimmers. A total of 20 participants were included, with 10 in the Experimental group and 10 in the Control group, all aged between 18 and 25. Neurocognitive training involved using the NeuroTracker program developed by Castonguay and Faubert (2009), which is one of the most advanced neurocognitive training programs available. To assess reactive stress tolerance, the Determination test using the Vienna test system developed by Schuhfried was employed. The swimmers participated in 30 core training sessions over a span of 5 weeks (6 sessions per week). A pre-test and post-test design was utilized to evaluate the impact of neurocognitive training on reactive stress tolerance among the swimmers. Independent and paired t-tests were conducted to assess differences between the Experimental and Control groups, as well as changes before and after the training, respectively. Cohen's d was used to calculate the effect size. The study's results were discussed in the context of the theoretical background.

**Keywords:** *Neurocognitive training, Neuro Tracker, reactive stress tolerance, VTS.*

# Analyzing Performance Indicators that Distinguish Qualifying, Mid-Table, and Relegated Men's Basketball Teams at the Tokyo Olympics 2020

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## Abstract

**Study Aim:** The primary aim of the study was to investigate the key performance indicators that most differentiate among the qualifying (top-four), mid-table (middle-four), and relegated (bottom-four) men's basketball teams according to their final rankings at the Tokyo Olympics 2020. **Method:** The study utilized data from all eighteen group-stage matches of the men's basketball tournament at the Tokyo Olympics 2020. The official score sheets available on the FIBA's official website were collected and analyzed. Sixteen different variables were examined to compare the top-four, middle-four, and bottom-four teams using the One-Way ANOVA statistical technique in IBM SPSS Version 23.0.0. Prior to conducting the analysis, the normality of the data was assessed and confirmed using the Shapiro-Wilk test.

**Results:** The analysis revealed significant differences among the top-four, middle-four, and bottom-four teams in terms of their 2-point field goal percentage, free throws made, defensive rebounds, total rebounds, and turnovers (all  $p < 0.05$ ). Additionally, the 3-point attempts, free throw percentage, and bench points also displayed significant differences (all  $p < 0.01$ ). Subsequent post-hoc analysis indicated that Qualifying teams exhibited superior performance compared to Relegated teams in terms of 2-point field goal percentage, free throws made, defensive rebounds, total rebounds, and turnovers ( $p < 0.05$ ). Additionally, Qualifying teams also outperformed Relegated teams in 3-point attempts, free throw percentage, and bench points ( $p < 0.01$ ). Moreover, it was observed that Mid-table teams demonstrated significantly higher free throw percentages compared to Relegated teams ( $p < 0.01$ ).

**Conclusion:** The teams that made it to the Qualifying stage had similar performance levels to the teams in the Mid-table. However, they excelled in specific areas compared to the Relegated teams. Therefore, it is suggested that coaches and trainers pay particular attention to these performance indicators when analyzing matches and creating training plans to optimize overall performance.

**Keywords:** Performance Indicators, Basketball, Tokyo Olympics, Performance Analysis

# Fit for Life: Empowering the Geriatric Population through Physical Activity

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## Abstract

“Fit for Life” is a program that addresses three main themes that arise in life: inactivity, mental health, and inequality. It serves as the sport-based flagship initiative of UNESCO, aiming to accelerate COVID-19 recovery, promote inclusive and integrated policy making, and enhance the well-being of youth around the world. The present study aims to analyze the physical and mental health of the geriatric population and how to empower them through physical activity. Aging in individuals signifies a decrease in physical and mental capacity, which translates to an increased risk of diseases and ultimately, mortality. Throughout this journey, they face various traumatic conditions and often lose the confidence to move forward. Aging is not merely a biological change; it is associated with retirement, stress, and the loss of partners and friends. Chronologically, old age is divided into three categories: Early old age or young old age (60-69), old age or advanced old age (70-79), and older age (from 80 and above). During this lifespan, the functioning capacity of their anatomical, physiological, and neurological systems appears to decline. Therefore, they require assistance and vital support to lead a quality life. Unfortunately, many elderly people live with neglect and a lack of assistance. Physical activity can work wonders in their lives, enabling them to live independently and be more productive. We strongly believe that physical activity can bring about tremendous changes in both their physical and mental well-being, making them “Fit for Life.”

# Incidence of Work Induced Stress Among Various Professional Groups: An Analysis

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## Abstract

The conceptualization of work stress is of crucial importance when developing interventions for the workplace. Work-related stress is defined as 'a harmful reaction that people have to undue pressures and demands placed on them at work.' The purpose of this study is to determine which of the following fields (Physical Education, Medicine, and Information Technology) experiences the highest levels of stress. In order to explore this subject, a questionnaire comprising 55 questions was crafted to assess stress levels within three specific fields: physical educators, IT professionals, and medical practitioners. This questionnaire was administered to a sample of 50 participants from each group, who provided their responses for analysis. The analysis revealed that stress levels among physical educators were comparatively low. This observation can be attributed to their regular practice of meditation, yoga, and physical activities as part of their daily routine. In summary, our analysis reveals that physical educators exhibit lower stress levels, largely due to their daily engagement in activities like meditation, yoga, and physical exercise. This underscores the significance of lifestyle choices and workplace environments in managing stress, emphasizing the importance of holistic well-being across professions.



## Estimation of Muscle Typologies with Non-Invasive Strategies: Is it Worth a Practical Application?

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### Abstract

**Background:** A large inter-individual variability in muscle fiber types exists, having important implications for talent identification, injury risk and training individualization in both individual and team sports. Determining muscle fiber types is not limited to talent identification, it also has implications for talent transfer in sports. However, its use in sports practice remains limited, because the current gold standard to measure muscle fiber type composition (MFTC) requires a muscle biopsy. Muscle biopsies are probably not ideal for elite athletes. Consequently, coaches resort to other methods to estimate the muscle typology. Therefore, the aim of this review was to determine the best (combination of) non-invasive method(s) by addressing these limitations.

**Methods:** A systematic and comprehensive approach was employed to analyze the available non-invasive methods for estimating muscle fiber types in humans. For this purpose, a combination of keywords, Boolean operators (AND, OR), and, where applicable, subject headings were used. Databases utilized for the search included PubMed, Scopus, Web of Science, and Google Scholar. Findings from the selected studies were synthesized and summarized, providing an overview of the current state of non-invasive methods for estimating muscle fiber types in humans. The synthesis aimed to highlight the strengths and limitations of each method, as well as potential gaps in the existing literature.

**Results:** Muscle biopsy is considered the 'gold standard' and includes a small part of the whole muscle (~ 0.01 %), and when multi-biopsy was analyzed for fiber typing it provided very large variability from 39.1 to 79.6 % (Van de Castele et al., 2023). For power, we found best estimator of maximal torque during 300°/s knee extensions, 15m sprint time and squat jump height (Dorel et al., 2005). The fatigue index during a Wingate also showed a significant correlation ( $p < 0.05$ ; Bex et al., 2015).

**Conclusion:** Several non-invasive estimators, each addressing different MFTC dimensions, were individually associated with MFTC. However, a multivariate approach yielded superior estimations at the individual level. Therefore, for more precise MFTC assessments in sports science research and practice, we should adopt a multidimensional combination of tests.

## Emotional Intelligence, Stoicism and Athletic Performance among Amateur Athletes: The Moderating Role of Gender

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### Abstract

Stoicism has shown ameliorating effects in the domain of health psychology. However, in the area of sports, athletes often take on Stoic attitudes while managing their emotions. These can be found in the aspiring athlete who confronts rejection by scouts, in the professional athlete who must learn to view past performances as outside of their control. However, the literature does not shed light on the role of gender as a moderator between stoicism and emotional intelligence with athletic performance. Therefore, in order to bridge this gap, the present research aims to study gender as a moderator between stoicism and emotional intelligence towards athletic performance on the sample of 453 athletes (Female=118, Male=335) from Delhi-NCR. Through Hayes Process module, significant moderation effect was analyzed which was further followed by Johnson-Neyman technique to probe interactions. The findings concluded that male athletes who are emotionally intelligent and stoic are likely to perform better than female athletes. Hence, future suggestions have given strong evidence on developing interventions and programs for improving emotional intelligence and stoicism.

**Keywords:** *Emotional intelligence, performance, stoicism, track and field athletes*

# The Role of the 'International Comparative Approach' in National Sport Policy Development

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## Abstract

This paper aims to provide an account of the development, policy transition, and implementation of Korean Sport, which benchmarked 'developed' countries' advanced sport policies in various aspects. Sport policy, in terms of ministerial approaches, is typically segmented into at least four or five groups in general. However, in Korea, it is divided into two major parts, with each part further categorized by three aspects. Interestingly, not only is the International Relational division of Sport Policy important, but also many domestically-focused policy planning and research efforts also require foreign cases as support for planned policies or projects. Nevertheless, the methodology for these 'case-specific investigations' is not yet widely acknowledged or respected as in broader Case Study methods. This tendency originated from the research environment of policy, which primarily focused on sociological quantitative approaches. There is an assumption that these methods are more accurate and appropriate for analyzing the reflection of social 'reality' and, therefore, can extract and suggest more accurate policy directions.

In this paper, I aim to present some cases of Korean Sport Policy Development and demonstrate how the researcher's International Comparative Perspective has influenced the policy development process. One case involves the adaptation of 'Sport Legacy' through the Olympics, during the preparation for the 2018 PyeongChang Olympics and beyond. Another case relates to research on the National Para Athletes' Development Policy, which spanned three years. The first year of research mainly focused on data collection from other countries such as Canada, Japan, the USA, the UK, and Australia—countries that the Korean Para Sport Committee (KPC) considered well-organized Para Sport development countries. Particularly, in terms of Para Sport Science, they were considered advanced based on the KPC leadership's evaluation and monitoring system. The second year of research aimed to investigate the policy agendas requested by local Para Sport Committees and National Federations (NFs) and how these policy requests could be operationalized as projects. The research method for this phase mainly involved interviews with local directors and managers and official meetings of KPC Task Force, which included the actual stakeholders in the policy planning and implementation process. The third year of research was focused on research consultations for the planning of actual policy projects, and we concluded the three years of research.

This provides evidence that 'reality' is not just there or something that can be simply created, but rather it is critically involved in the analysis from a qualitative perspective. The paper draws on a constructivist theoretical framework to identify the decision-making process of Sport Policy in Korea. The key findings from this series of research are as follows: First, Sport Policy in Korea has developed not merely by benchmarking foreign Sport Policies. Second, as a consequence, it is now challenging to change this tendency due to the dominant power structure of those who maintain that status quo. Third, the role of the researcher, as a pivot in this situation, cannot be neutral and is not free from the result of the consequences. The researcher functions as an observer, adviser, and engages in behavior within this social reality.

**Keywords:** *Sport Policy, Policy Comparison, International Sport Policy, Korean Sport, Policy Research*



# POSTER PRESENTATION

# Learning Strategies in the Teaching of Physical Education and Sport Professionals

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## Abstract

The objective of the study is to analyze the learning strategies in the training of physical education and sports professionals. A quasi-experimental, comparative, and correlational study is presented in which 132 Bachelor's degree students in Exercise Science with an average age of 19 participated, of which 61.4% are men and 38.6% are women. Respectively, 35 and 97 students participated in the experimental and comparison group. The test-retest of the CHAEA questionnaire was applied with four learning factors: active, reflective, theoretical, and pragmatic with 20 items for each and a response scale of 0 if it does not agree with the statement and 1 the opposite. As pedagogical strategies implemented in the field of research methodology were active learning and inverted classroom through searching and retrieving information in databases, writing documents using the APA standard for citations and references, spelling correction, and readings in English. Participation of Ph.D. students as older siblings in small groups. Use of computer, mobile phone, online activities, and programs such as Mentimeter and Kahoot. In addition to teaching material with interactive whiteboards, flip charts, sheets of paper, post-it, and markers for each team. Extra classroom visits were scheduled in sports clubs and schools to learn about the problems regarding sports facilities, programs, athletes, coaches, and training methodologies. The results show that the four learning styles are positively and significantly related ( $p < .01$ ). They present a Cronbach's Alpha greater than .80 in the test-retest with a higher score at the end of the semester without being meaningful ( $p .05$ ). It can be concluded that active learning and flipped classroom turned out to be a good strategy for its implementation in the field of research methodology in the area of Physical Education and Sports.

**Keywords:** *Learning strategies, active learning, inverted classroom, students, exercise science*

# An Assessment of Good Governance in the All-India Football Federation

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## Abstract

The aim of this research is to conduct a comprehensive evaluation of the level of good governance within the All-India Football Federation (AIFF). Using the National Sports Governance Observer (NSGO) tool, the study meticulously assesses AIFF's governance practices while identifying areas of strength and weakness. Notably, the dimensions of Democracy and Transparency emerge as commendable aspects, receiving positive scores in AIFF's governance framework; however, Internal Accountability and Societal Responsibility reveal room for improvement. The study's recommendations provide a foundational roadmap to enhance AIFF's governance. By shedding light on AIFF's governance landscape and offering a strategic pathway for improvement, this research underscores the vital significance of effective governance in sports organizations, contributing to the broader discourse on elevating governance standards within the domain of football administration.

**Keywords:** *Sports, Good Governance, Football, Sports Governance,*

# Comparison of the Selected Physical Fitness Variables Speed, Agility and Explosive Power among Kho Kho and Kabaddi Players

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## Abstract

The objective of the study was to analyze selected physical fitness variables between Kho Kho and kabaddi. Fifteen Kho Kho players (n=15) and fifteen kabaddi players (aged 17-25 years) from Aruligu Sri Subbiramani Subbiramani Swamy Arts and Science College, Thiruvallur, Tamil Nadu, participated in the study. Due to feasibility, test availability, and the relevance of the variables in this study, we selected the physical fitness variables of speed, agility, and explosive power. Standardized tests were used to collect data from the participants. Speed was measured using a 50-meter sprint test, agility was measured with a shuttle run test, and explosive power was assessed using the standing long jump test. The collected data were subjected to statistical analysis. Descriptive statistics were computed for all test variables using SPSS. An independent t-test was employed to identify differences between the khokho and kabaddi players. In all cases, a significance level of 0.05 was considered for testing the statistical significance.

**Keywords:** *Speed, Agility and Explosive power*

# A Systematic Review of Effect of Perceptual Motor Skill Training in sport

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## Abstract

When considering a player's development, perception and judgment are crucial components of motor performance in sports that should not be overlooked. Generally, as we age, our ability to comprehend information becomes more effective. The visual system undergoes maturation during childhood and typically functions at an adult level between the ages of 10 and 15. Children of the same age are capable of selecting relevant information from a variety of environmental sources. On the contrary, perceptual-motor abilities are task-specific, and it is believed that age is less significant in the development of task-specific skills compared to the proficiency gained through extensive task-specific practice. It's important to remember that the effectiveness of perceptual-motor skill training may vary depending on the type of training, duration, intensity, and individual differences. Perceptual-motor development integrates motor skills, such as fine motor skills and gross motor skills, with sensory skills like visual, auditory, tactile, and kinesthetic discrimination to help individuals coordinate bodily movements.

**Keywords:** *Perceptual, motor performance, skill, kinesthetic*



# Analysis of Elite Pole Vault Athletes Performance Parameters Using Video Analysis

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## Abstract

Pole vault is one of the vertical jumping events in track and field. The pole vault event mainly aims to verify and decide the highest vertical jumper with the help of the pole's repulsive force generated during the bending angle, which is gripped approximately an arm's length apart. The pole vault consists of six different phases that are: 1. Approach Run, 2. Plant, 3. Take Off, 4. Swing up, 5. Turn, and 6. Fly-away. All six phases must be completed and the athletes must land on the mat, which is dedicatedly provided for the safe landing of the athletes. Using the advanced techniques, the athletes are securing medals in this event, even though most of the athletes couldn't achieve the desired height in this event. Which leads us to a detailed analysis of the performance parameters of pole vault athletes. In this study, we use a method of video analysis to analyze and provide insight to pole vault athletes. To find the important parameters of the elite pole vault athletes who participated and won the top three places in the Tokyo 2020 Olympics, the video from YouTube is utilized for this work, which will be imported into Dartfish, and then the various parameters are analyzed with the help of various tools in Dartfish. The pictures and videos of the various movements that are carried out by the athletes are shared with the coaches and athletes via a cloud platform to have a comparative evaluation of the performance of young, developing pole vault athletes to achieve maximum height. Also, the statistical data visualization will give coaches and athletes clarity on various parameters of the elite, which they need to focus on in a comparative manner.

**Keywords:** *Elite Player Analysis, Dartfish, Pole Vault Analysis, Athlete Video Analysis*

## Impact of Vinyasa Surya Namaskar Practices on resting pulse rate among adolescence

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### Abstract

The purpose of the study was to find out the “Impact of Vinyasa Surya Namaskar practices on resting pulse rate among adolescence”. To achieve the purpose of the study, thirty adolescence from kanchipuram district, Tamil Nadu were selected as subjects at random and their ages ranged from 15 to 19 years. The subjects were further classified at random into two equal groups of 15 subjects each such as Experimental Group and Control Group. Experimental Group underwent Vinyasa Surya Namaskar A&B (AVSN) Practices for thrice in a week for 4 weeks. Control Group (CG) did not participate in any special training apart from the regular day programme. The selected variable such as resting pulse rate is measured by using radial pulse method. The collected data were analysed statistically through T test to find out the significant difference.

**Keywords:** *Vinyasa surya namaskar, Resting pulse rate.*

## Reforming the Traditional: NEP 2020 Innovating Sports for Life

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### Abstract

Perennial to every youth is the pertinent question. What do you aim to be? In an array of available professions, sport gets mired as a secondary option or is not an option at all. In classification of educational curriculum and professional choices the traditional approach towards physical education is looked upon as a recreational and a soft skill acquisition component. Conversely with global advancements, the sports industry stands at the forefront contributing in billions to economies cutting across cultures and generations. Perceptive of this need to overcome the traditional thought process towards sports and to strike a balance towards sustainability is NEP 2020. It aims at rewriting a contemporary outlook towards inclusivity of sports 'for life' and not just a minuscule 'part of life'. At the onset the article evaluates traditional sports and the inadequate role it plays in positive youth development. Subsequently it draws attention to the tremendous growth and opportunities contemporary sports industry offers. Offering these opportunities to the ultimate stake holder the youth, the author captures the multiple objectives NEP aims to accomplish through its intent, implementation and impact goals towards reforming sports education. The paper concludes through a detailed analysis of new avenues of sports as a core component of physical education and brings to spotlight the value chain actors of improved employability, entrepreneurial opportunities and life skills all aimed at innovating sports for life.

**Keywords:** *Positive Youth Development (PYD), NEP, Curriculum, Sports, Life Skills, Sustainability.*

## Exploring Peak Performance Ages of Male and Female Badminton Players in Elite Competitions (2000-2022)

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### Abstract

This study aims to unveil the peak performance ages for male and female badminton players in elite competitions. Data encompassing 22 years, from 2000 to 2022, was gathered from finalists and semi-finalists, along with their respective birthdates, in Men's Singles, Women's Singles, Men's Doubles, Women's Doubles, and Mixed Doubles events at the All England Badminton Championship, BWF World Championship, and Olympics. A total of 1,392 subjects were included, with an equal split of 696 male and 696 female players. The mean age for male players was  $26.6 \pm 3.7$  years, while for female players, it was  $24.9 \pm 3.1$  years. Interestingly, our findings indicate that female players tend to reach their peak performance age earlier than their male counterparts. During the period from 2011 to 2022, the percentage of finalists and semi-finalists aged above 30 years increased to 24.1% for men and 9.9% for women, compared to 2000-2010, where these percentages were 16.9% for men and 6.9% for women. This suggests a notable rise of 7.2% for men and 3% for women in the ability to sustain peak performance at older ages. In conclusion, this analysis reveals that the average peak performance age for male badminton players is  $26.6 \pm 3.7$  years, while for female players, it is  $24.9 \pm 3.1$  years. These findings shed light on the optimal performance windows for both genders in elite badminton.

**Keywords:** *Peak Performance, Average Age Range*

## Breath-Holding Capacity and Its Impact on the 3000 Meters Running Performance of Schoolgirls

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### Abstract

The purpose of this study was to determine the impact of breath-holding capacity on the 3000 meters running performance of schoolgirls. The study involved thirty female students between the ages of 16 and 17 from Kautala R.K. Ashram High School, South 24 Parganas, West Bengal. An exercise program involving positive breath-holding was prescribed for the students. Positive breath-holding, or kumbhaka, entails holding one's breath after deep, slow, and full inspiration. The treatment was administered six days a week over a period of six weeks. The mean difference between the pre- and post-treatment performance was assessed using a 't' ratio. The results indicate that the practice of pranayama with positive breath-holding enhances aerobic capacity.

**Keywords:** *Positive breath holding, kumbhak, pranayama, aerobic capacity*

# Effect of Suryanamaskar Kriyas and Meditation Practice on Selected Motor Fitness Variables of College Level Men Cricket Players

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## Abstract

The purpose of this study was to investigate the effects of Suryanamaskar and Meditation Practices on selected motor fitness variables in college-level male cricket players. The researcher selected 30 college-level male cricket players from Sri Krishna College of Physical Education and Gopala Krishna College of Physical Education in Nalgonda, Telangana, with ages ranging from 18 to 21 years. These subjects were divided into two groups: fifteen subjects in the control group received no training, while another fifteen subjects in the experimental group underwent Suryanamaskar and meditation practices. The dependent variables for this study were agility and flexibility, and the training period lasted for eight weeks. Data were analyzed using the dependent 't' test with a significance level of 0.05. The results showed significant improvements in the agility and flexibility of the selected subjects in the experimental group due to Suryanamaskar and meditation practices.

**Keywords:** *Agility, Flexibility, Suryanamaskar and Meditation*

## Effect of Swiss Ball Training and Aerobic Training on Selected Physiological Variables Among Schoolgirls

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### Abstract

The purpose of this study was to investigate the effects of Swiss ball training and aerobic training on selected physiological variables among schoolgirls. Ninety female students were randomly selected from various government schools in Mahbubnagar District, Telangana, India. Their ages ranged from 13 to 15 years. They were divided into three equal groups, each consisting of 30 subjects. Group-I underwent Swiss ball training, Group-II received aerobic training, and Group-III served as the control group. The selected criterion variables were resting pulse rate and Vo<sub>2</sub>max, which were measured using a digital blood pressure monitor and the step test. The data were analyzed using the F-ratio. The obtained 'F' ratio was tested for significance at the 0.05 level of confidence. The analysis of the data revealed a significant improvement in resting pulse rate and Vo<sub>2</sub>max through the application of Swiss ball training and aerobic training

**Keywords:** *Swiss ball training, Aerobic training, Resting Pulse Rate and Vo<sub>2</sub>max*

## Comparative Study of Mental Toughness between School- and College-Level Volleyball Players in Kerala

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### Abstract

The purpose of the study was to compare the mental toughness of school- and college-level volleyball players in Kerala. Only male volleyball players were randomly selected from different schools (n = 24) and colleges (n = 24) in Kerala who had participated in state-level volleyball championships. The players' ages ranged from 14 to 23 years. Mental toughness served as the variable of interest. To assess the mental toughness level of the school- and college-level volleyball players, the sports mental toughness questionnaire developed by Sheard et al. (2009) was administered. Subject responses to each question were recorded as their scores and subsequently tabulated for statistical analysis. An independent T-test was employed to determine any differences. The findings of the present study revealed a significant difference in mental toughness between school- and college-level volleyball players. It was found that school-level volleyball players exhibited higher levels of mental toughness compared to their college-level counterparts. Consequently, it can be concluded that there exists a notable difference in psychological variables, specifically mental toughness, between school- and college-level volleyball players.



# Libraries as Catalysts for the Promotion of Sports and Physical Literacy

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## Abstract

Libraries, once regarded as hushed sanctuaries of knowledge, underwent a remarkable transformation in recent years. This research article investigated the evolving role of libraries as facilitators of sport promotion and community engagement, serving as catalysts for promoting sport. By examining historical examples and current initiatives, we explored how libraries have transitioned from traditional knowledge repositories to dynamic centers of interactivity that extend beyond the realms of information and books. The paper discussed the crucial role of libraries as sources for promoting sport and physical literacy, particularly in an era marked by declining availability of parks and sports fields and the growing need for more inclusive community spaces.

**Keywords:** *Libraries, Sports Promotion, Physical Literacy, Cultural Centres*

# Evolving Trends and Challenges in Physical Education: Shaping the Future of Individual Health

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## **Abstract**

The purpose of the study was to identify recent trends and challenges in physical education and its future prospects in relation to individuals' health. Physical education played a key role in the development of students' lives. It helped in developing students' competence and confidence, enabling them to take part in a wide range of physical activities crucial to their lives, both in and out of school. The importance of physical education programs was to help students develop a wide range of skills and provide them with the ability to use tactics, strategies, and innovative ideas to perform successfully at home and in school. Health and Physical Education had to be a compulsory subject from primary to higher education levels. However, it needed to be given equal status with other subjects, a status that was not being given at the time. To effectively implement the curriculum, it was essential to ensure that schools and colleges had the minimum necessary physical space, trained teachers, and equipment. All educational institutions were expected to take necessary steps to introduce various physical activities for their students, thereby helping to control hypo-kinetic diseases like type II diabetes, hypertension, back pain, knee pain, spondylolysis, etc. The study presented a snapshot of the then-current state of physical and health education policies from an international perspective, as well as future avenues for change. It also made recommendations for using audio and video recording, YouTube, mobile learning, etc., to improve student learning in physical education.

## Analyzing the Impact of Landscape on Athlete Performance

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### Abstract

This research paper investigates the influence of landscapes and geographical conditions on athletes' performance, with a specific focus on three distinct types of landscapes: wet areas, mountainous regions, and plain areas. Geographical factors play a crucial role in shaping athletes' training routines and influencing their overall performance. The study involved 100 athletes from various sports who had represented the state of Kerala, ranging in age from 15 to 30 years. The selected variables for the study included geographical locations, access to facilities, environmental factors, types of sports popular in different areas, educational opportunities, government policies, and the presence of role models and heroes. Descriptive statistical procedures were employed to analyze the selected variables. Ultimately, the study aims to promote sports participation and excellence across diverse geographical and landscape contexts. This research seeks to empower athletes and sporting communities to reach their full potential, thereby fostering a more inclusive and vibrant sports culture worldwide. The results of the study reveal that geographical conditions and landscapes significantly influence athlete performance through various variables. This research underscores the relevance of landscapes in athlete performance, highlighting the substantial impact of geographical factors.

**Keywords:** *Landscape, Mountain, government policies, Fostering, Performance, Geographical condition.*

## A comparative study of selected strength parameters of university and national level male wrestlers and judokas

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### Abstract

This study aimed to investigate the differences in selected strength parameters, such as grip strength, shoulder strength, back strength, core strength, and leg strength, between university-level and national-level male wrestlers and judokas. To achieve this goal, a total of 30 male participants, including 15 wrestlers and 15 judokas, were selected from Kerala. Various strength variables, including grip strength, shoulder strength, core strength, leg strength, and back strength, were measured using a hand-grip strength dynamometer, pull-up test, back-leg strength dynamometer, and sit-up test, respectively. Independent t-tests were performed to compare these variables, with a significance level set at 0.05%. The results of this study indicated a significant difference in grip strength, shoulder strength, core strength, and leg strength between university-level and national-level male wrestlers and judokas. However, there was no significant difference in back strength between these groups.

**Keywords:** *Wrestlers, judokas, strength parameters*

# Impact of National Education Policy 2020 on Sports Performance: A Futuristic Perspective

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## Abstract

The National Education Policy (NEP) 2020 in India is a transformative document that emphasizes the symbiotic relationship between education and sports. It provides a roadmap for enhancing sports performance by addressing key facets such as infrastructure, early talent identification, curriculum integration, incentives, and community engagement. The NEP 2020 aims to create a future where India's athletes are physically fit and well-rounded individuals capable of competing on the global stage. It emphasizes the holistic development of athletes, including physical fitness and mental well-being, early identification and training, infrastructure development, sports curriculum integration, incentives for athletes, coaching and sports science, international exposure, sports as a viable career option, community engagement, and gender equity in education and sports. The policy aims to create a future where athletes are physically fit and well-rounded individuals capable of competing on the global stage. In conclusion, the National Education Policy 2020 in India has the potential to positively impact sports performance by creating a conducive environment for the holistic development of students, improving sports infrastructure, and fostering a culture of sports and physical fitness within the education system.

**Keywords:** *NEP, 2020, Sports, Performance, Education.*

# From Data to Victory: Exploring Artificial Intelligence in Sports Performance

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## Abstract

The convergence of artificial intelligence (AI) and sports performance marks a transformative phase in athletic preparation, competition, and success. Through an examination of the diverse effects, this review study explores how artificial intelligence can impact in-game simulations, dissect performance analytics, forecast injuries, and optimize sports training. The primary aim of this study is to integrate existing knowledge, assess evolving patterns, and deliver an all-encompassing perspective on how artificial intelligence can potentially reshape the arena of athletic prowess. The aim is to identify key findings and themes emerging from the literature. A systematic methodology was deployed to compile, examine, and derive meaning from applicable literature, peer-reviewed investigations, and demonstrable findings. This review adhered to specific inclusion criteria and a structured search strategy, ensuring a comprehensive and unbiased analysis. Scope and Inclusion Criteria: This review covers a wide spectrum of AI applications in sports performance, ranging from injury prediction to performance analytics. Inclusion criteria were applied to select studies that provide valuable insights into AI's transformative role. Key Findings: The analysis reveals significant trends, including AI's pivotal role in personalizing athlete training regimens, optimizing performance analytics, and enhancing injury prediction. Real-world examples highlight the critical impact of AI in sports analytics and the well-being of athletes. Conclusion and Implications: This study highlights the transformative potential of AI in sports performance, creating a foundation for future research. The integration of AI into sports is redefining sporting excellence and competition. Future work should explore ethical considerations, further advances, and the evolving relationship between AI and sports performance.

**Keywords:** *Artificial Intelligence, Sports Performance, Review Study, Performance Analytics, Injury Prevention, Athlete Training, Game Simulation, Systematic Review.*

## Impact of Differentiated Instruction on Student Engagement, a Route to Classroom Success and Beyond

Dileep C.N, & Aadya.N.S

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### Abstract

Differentiated instruction (DI) in education signifies a transformative shift in teaching methodologies, holding the potential to engage a diverse student spectrum and elevate overall classroom outcomes. At its core, DI offers individualized instruction, providing students with autonomy in choosing their learning paths while aligning with common educational objectives. Secondly, it allows the use of personalized teaching methods that account for varying difficulty levels and learning styles. Effective teaching transcends knowledge dissemination, involving the instillation of belief, touching hearts, and opening minds to shape future leaders. Moreover, DI acknowledges that each student requires a unique level of support, whether through independent work, collaboration, or one-on-one engagement. This holistic approach extends beyond academic content, understanding, and respecting individual circumstances and preferences. In the domain of physical education, establishing a positive and inclusive environment is paramount. Coaches must cultivate mutual respect for all abilities, recognizing and supporting each player's unique strengths and weaknesses. Sensitivity is crucial, especially when addressing body image or self-esteem concerns. While DI has gained traction in general education, its application in physical education remains underexplored, often limited to meeting the needs of students with disabilities in inclusive settings. There is a need to abolish the concept of 'one size fits all' since factors that contribute to learning abilities and classroom success are complex under diverse cultural and social settings. Visual, aural, and kinesthetic approaches cater to different learning preferences, emphasizing inclusivity across gender, community diversity, and cultural backgrounds. The goal is to create a supportive and inclusive atmosphere where each student feels valued, capable, and contributes to the collective growth of the group. The review will pave the path toward understanding caveats, developing tools to categorize learners, and using these tools appropriately to provide personalized training in the area of sports to achieve a common goal.

## Olympic: History and Modernization

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### Abstract

The Olympics have been closely tied to the concept of modernization. They have served as both a product and a catalyst of modernization, shaping and reflecting the changing values and priorities of societies over time. This study analyzes the recent changes that have occurred in the realm of the Olympics and how it has evolved over the years – from its inception ages ago (its 'historical perspective') to its development and the new changes implemented every year regarding rules and regulations. With references to various written materials and graphical data, this paper also examines the significant changes that occur in the Olympics each year, its 'social perspective,' the values they represent, and the approach of each Olympic nation, including their preparations for an Olympic year and their treatment of their athletes during that time. This paper discusses the growth of the Olympics with each successive event and also delves into the significant changes we can expect to see in the future years to come.



# Role and Involvement of Technologies in Sports and Physical Education

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## Abstract

In the rapidly evolving landscape of education technology has emerged as a transformative force redefining how people learn and engage in physical activities technology facilities virtual instructions providing a platform for educators to conduct classes demonstrate techniques and engage people in hybrid learning environment technology has the potential to enhance Learning improve performance and provide valuable insights in the recent years the involvement of technology in sports changed a lot how people engage, learn, train in physical activities technology has enabled virtual Classes and sports. Virtual reality and augmented reality are utilised to create changes in sports training and educations before the pandemic technology was already being used in sports to enhance teaching and learning the pandemic has accelerated the use of technology in sports. The technology has been used in various ways to enhance the performance of athletes and improve quality of sports events Technology plays a Crucial role in sports to receive quality education and training online learning platforms video analysis VR&AR wearable technologies online coaching data analytics used in for the physical education and sports technologies are advancements and breakthroughs in the field of physical education and sports As technology continues to evolve, its role in sports and physical education will likely expand, fostering a new era of athletic excellence, safety, and inclusivity However, it's crucial to balance the benefits of technology with ethical considerations, ensuring fair play and preserving the human element in sports and physical education.

## Sports Economics: Concepts and Peculiarities

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### Abstract

The present research aims to identify the peculiarities of sports economics and the factors leading to them. Professional sports organizations have always been considered to operate within a cartel system from the outset. Sports is the only industry that has been granted an exception from anti-trust laws and allowed to function as a monopoly. One of the main peculiarities of sports economics is the high degree of uncertainty and competition that exists within the sports industry. In this research, we analyze the reasons behind this unique nature of sports and also explore how different sports organizations operate within a cartel system to promote sports and foster a high degree of competition among competing teams worldwide. To comprehend the entire concept of a cartel system and how it contributes to the uncertainty of outcomes in sports, we have examined the business models of three of the world's most valued sports leagues: the Indian Premier League (IPL), the English Premier League (EPL), and the National Basketball Association (NBA).

# Technological Interventions: An Exploratory Study on Enhancing Communication Skills of PE Students

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## **Abstract**

Effective communication is an integral part of physical education (PE). This paper explores the potential of technological interventions to enhance the communication skills of PE students. Over the years, the primary focus of the PE curriculum has been on physical activities, leaving limited room for the development of communication skills. However, the advent of technology offers a promising avenue to bridge this gap. Leveraging the potential of technology, several strategies have been implemented to foster communication skills in PE classrooms. Self-assessment, peer feedback, real-time communication practice, and personalized learning are among the highlights, demonstrating how technology can enhance the learning experience. Providing precise instructions is a fundamental aspect of PE, but it often poses a significant challenge. This study aims to explore the effective use of AI tools in improving communication skills, which, in turn, enhances the delivery of instructions.

## Boredom Proneness and Self-control as a Cause of Loneliness and Smart Phone Addiction: An Analysis

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### Abstract

Smartphone addiction among youth is a global concern that has garnered significant attention from researchers, healthcare professionals, educators, and parents. Numerous studies have been conducted to better understand the extent, causes, and consequences of this phenomenon, with the aim of shedding light on various aspects of Smartphone addiction among young university students. This study aims to explore how boredom proneness and self-control mediate the relationship between loneliness and Smartphone addiction. We collected self-reported data on loneliness (UCLA, Russell 1978), boredom proneness, self-control (SCS Tangney, Baumeister, Boone 2004), and Smartphone addiction from 141 college students at the university. The study's results were based on literature, and it was hypothesized that loneliness directly and positively influences Smartphone addiction. Moreover, loneliness also has an indirect impact on Smartphone addiction through two sequential mediators: boredom proneness and self-control. In other words, loneliness is associated with increased boredom proneness, which in turn affects self-control, ultimately leading to Smartphone addiction. Based on these findings, we conclude that loneliness is indeed linked to Smartphone addiction, and boredom proneness and self-control play vital roles as mediators in this connection. Therefore, efforts to enhance self-control and alleviate boredom could be effective strategies for preventing Smartphone addiction among university students dealing with loneliness.

**Keywords:** *Smartphone Addiction, Loneliness, Boredom Proneness, Self-Control*

# Virtual Fitness Training: Exploring Experiences and Adherence – A Comprehensive Survey Analysis

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## Abstract

This study provides a thorough investigation into adherence and experiences with virtual fitness training. It is based on responses from 50 participants who had prior experience with online fitness training, gathered through a Google Forms survey. Given the rapid global adoption of virtual fitness platforms, understanding user experiences and factors affecting commitment is of paramount importance. Our diverse participant pool comprised individuals with varying levels of fitness, age groups, and histories of virtual fitness engagement. Participants in virtual fitness programs shared their perspectives on motivations, preferences, and challenges.

The majority of respondents found virtual exercise to be beneficial and convenient due to its flexibility in scheduling and the accessibility it provides for fitness training at home. Notably, during challenges such as the COVID-19 pandemic, it allowed people to maintain their workout routines. Adherence was hindered by technical issues, lack of equipment, and motivational challenges. Strategies to address these issues include providing technical support, tailoring exercise programs, and fostering a sense of community. This survey analysis's conclusion underscores the dynamic nature of virtual fitness, emphasizing practicality while acknowledging adherence challenges. These findings offer insights to fitness instructors, platform developers, and healthcare professionals for promoting healthier and more active digital-age societies.

**Keywords:** *Virtual Fitness Training, Adherence, Experience, COVID-19 Pandemic*

## Exploring Body Symmetry: An Anthropometric Analysis of Badminton Players at National Sports University, Manipur

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### Abstract

This study aims to investigate the anthropometric analysis of body symmetry among badminton players at National Sports University, Manipur, India. The research included a sample of twenty (N=20) male right-handed badminton players, aged between 20 and 25 years, randomly selected from National Sports University, Manipur. Anthropometric data were collected from each participant, focusing on two length measurements and two girth measurements on both the dominant and non-dominant sides. Length measurements included full arm length (from the acromion process to the tip of the middle finger) and full leg length (from the ilium to the lateral malleolus). Girth measurements included wrist girth (radio carpal joint) for both hands and ankle girth (talocrural ankle joint) for both legs, measured using AnthroFlex Diameter Tape (6mm × 2m NA305). Independent t-tests were employed to determine the mean differences between the variables. The results of the study revealed that there were no significant differences in these anthropometric measurements among the right-handed badminton players at National Sports University, Manipur.

# PRE-CONFERENCE WORKSHOP ON YOGA

SCHEDULE FOR THE PRE-CONFERENCE WORKSHOP ON YOGA FOR HEALTH AND WELLNESS  
(OCTOBER 31, 2023)

Time (IST)	Workshops Theme	Speakers
09.30 - 11.00	Introduction to Classical Yoga Practices for Health & Wellness	Sh Vinay Kumar Bharati, Yoga Therapist, MDNIY, New Delhi
11.00 - 11.30	Tea Break	
11.30 - 13.00	Yoga for Stress Management & Resilience	Prof. Rajeev Chaudhary, Professor, Pt Ravishankar Shukla University, Raipur
13.00 - 14.00	Lunch	
14.00 - 15.30	The mind-body connection in Yoga practices with special reference to Pranayama & Dhyana (Meditation)	Ms Madhu Khurana Yoga Therapist, MDNIY, New Delhi
15.30 - 16.00	Tea Break	
16.00 - 17.30	Role of Yoga for Sports Personnel	Dr I.N. Acharya, Programme Officer- Yoga Therapy, MDNIY, New Delhi



# PROGRAM SCHEDULE

(01-03 NOVEMBER 2023)



# 01<sup>ST</sup> NOVEMBER 2023 (WEDNESDAY)

ALL THE TIMINGS MENTIONED IN THE PROGRAM BASED ON IST (INDIAN STANDARD TIME)

08:30-10:00	<b>Registration</b>	
10:00-11:00	<p><b>Keynote -1: Revitalizing Physical Education: Adapting to the Pandemic and Shaping the Future in India.</b></p> <p><b>Dr. G Kishore</b> Principal and Regional Head, Sports Authority of India, Lakshmibai National College of Physical Education, India</p> <p><b>Chairperson: Rosa Lopez De Amico</b> <b>Co-Chairperson: Usha S Nair</b></p>	
11:00-11:30	Coffee break	
<b>Oral Presentation (Session 1)</b>		
11:30 – 12:15	<p><b>Hall-1</b></p> <p><b>Chairperson: Walter King Yan Ho</b> <b>Co-Chairperson: Sanjeev S Patil</b></p>	<p><b>Hall-2</b></p> <p><b>Chairperson: Naoki Suzuki</b> <b>Co-Chairperson: Sanjay Kumar Prajapati</b></p>
11:30-11:45	<p><b>Author:</b> María-Dolores González-Rivera &amp; Antonio Campos-Izquierdo</p> <p><b>Title:</b> Training PE Teachers Code: 001</p>	<p><b>Author:</b> Ivan Ling Qin</p> <p><b>Title:</b> Developing Quality Physical Education Indicator Model in China: A Grounded Theory Study Code: 003</p>
11:45-12:00	<p><b>Author:</b> Ahsan UIHaq, Sandhya Tiwari &amp; Sandeep Tiwari</p> <p><b>Title:</b> Effect of 12-week Walking Football on Resting Blood Pressure among Hypertensive Senior Citizens of Kashmir Code: 001</p>	<p><b>Author:</b> S. Muralitharan &amp; K. Rajeshkumar</p> <p><b>Title:</b> COVID-19 and Mental Health: An Analysis of Psychological Impacts and Coping Strategies Code: 002</p>
12:00-12:15	<p><b>Authors:</b> Pradip Dutta &amp; Clinton. c</p> <p><b>Title:</b> Comparative effect between linear and nonlinear periodized resistance training to increase in strength of the soccer players Code: 045</p>	<p><b>Author:</b> Mohamed Prince &amp; Lilly Pushpam</p> <p><b>Title:</b> Engaging and Promoting Students Through E-sport for K12 Education in School Level Physical Education Curriculum Code: 007</p>
<b>Oral Presentation (Session 2)</b>		
12:15-01:00	<p><b>Hall-1</b></p> <p><b>Chairperson: Branislav Antala</b> <b>Co-Chairperson: Sudheesh C S</b></p>	<p><b>Hall-2</b></p> <p><b>Chairperson: Jose James</b> <b>Co-Chairperson: Ashutosh Acharya</b></p>
12:15-12:30	<p><b>Authors:</b> Fatima El Faqir-Daoida</p> <p><b>Title:</b> Digital Technology: Towards New Practices in Physical Education and Physical Activities Code: 004</p>	<p><b>Authors:</b> Rui Gao &amp; Walter Ho</p> <p><b>Title:</b> Perspectives of Female Physical Education Professionals on Quality Physical Education Development in China Code: 005</p>

# 01<sup>ST</sup> NOVEMBER 2023 (WEDNESDAY)

ALL THE TIMINGS MENTIONED IN THE PROGRAM BASED ON IST (INDIAN STANDARD TIME)

12:30-12:45	<p><b>Author:</b> Suresh Jha</p> <p><b>Title:</b> Sport love from Indian fans' perspectives Code: 009</p>	<p><b>Author:</b> Loitongbam Baby Sujata Devi, TakhellambamInaobi Singh, H. Priyadarshini &amp; H. Anapiya</p> <p><b>Title:</b> Time related changes of force vital capacity on Yogic training in sedentary women of Manipur Code: 012</p>
12:45-13:30	<p><b>Keynote -2. Conceptual Framework for the Function of ISCPES in the world of sport. snort Education and sport Science</b> <b>Prof. Dr. Dr. H. Haag, M.S.,</b> University Kiel, Kiel; Germany</p>	
13:30- 14:30	Lunch	
14:30- 15:30	<p><b>Keynote -3. Active Living and Social Development: The Strategies Development &amp; Practice in Korea</b> <b>Prof. Youn Shin Nam</b> Professor, Sports Science Department, Duksung Women's University, South Korea <b>Chairperson: Sanjay Kumar Prajapati</b> <b>Co-Chairperson: Antonio Campos Izquierdo</b></p>	
15:30-16:00	Coffee Break	
<b>Oral Presentation (Session 3)</b>		
16:00- 16:45	<p><b>Hall-1</b> <b>Chairperson: Heidi Renee Bohler</b> <b>Co-Chairperson:: Sadanandan C S</b></p>	<p><b>Hall-2</b> <b>Chairperson: Karen Pagnano Richardson</b> <b>Co-Chairperson: Lamlun Buhri</b></p>
16: 00-16:15	<p><b>Authors:</b> Francisco Serrano Romero</p> <p><b>Title:</b> Management Teams Throughout New Zealand Rugby Apply a Learning Organization Model to Drive Performance Code: 006</p>	<p><b>Authors:</b> Purity Kagwiria Mureithi</p> <p><b>Title:</b> Impact of the COVID-19 Pandemic on Grassroots Sports: An Examination of Athlete Engagement and Club Membership Sustainability Code: 007</p>
16:15-16:30	<p><b>Authors:</b> Usha Nair and AbirGuha</p> <p><b>Title:</b> Empowering Elderly Women: A Physical Activity Intervention for Enhanced Physical Fitness and Cognitive Vitality Code: 013</p>	<p><b>Authors:</b> Dileep C.N, &amp;Aadya.N.S</p> <p><b>Title:</b> Impact of differentiated instruction on student engagement, a route to classroom success and beyond Code: 050</p>
16:30-16:45		<p><b>Authors:</b> Prof. Eid M. KANAAN</p> <p><b>Title:</b> Initiatives to Enhance Student Life during and after the Covid Pandemic: University of Sharjah's Model Code: 016</p>

# 01<sup>ST</sup> NOVEMBER 2023 (WEDNESDAY)

ALL THE TIMINGS MENTIONED IN THE PROGRAM BASED ON IST (INDIAN STANDARD TIME)

Oral Presentation (Session 4)		
16:45-17:30	<b>Hall-1</b> <b>Chairperson: Antonio Campos Izquierdo</b> <b>Co-Chairperson: Sanjay Kumar Prajapati</b>	<b>Hall-2</b> <b>Chairperson: George Mathew</b> <b>Co-Chairperson: Frano Giakoni Ramirez</b>
16:45-17:00	<b>Authors:</b> Jatin Punetha, Mark Cooke <b>Title:</b> Validity and Reliability of Stance Beam Cricket Bat Sensor for Remote Coaching and Field-Based Testing Code: 008	<b>Authors:</b> Jennie Yang YangXie <b>Title:</b> Exploring the Relationships between Group Cohesion, Teamwork, and Self-efficacy in a Team-based Golf Event of Children and Adolescents in China Code: 009
17:00-17:15	<b>Authors:</b> Yadav, Pooja <b>Title:</b> Players' superstitious rituals and sports performance: an analysis Code: 022	<b>Authors:</b> Lalmuan Khup Zou <b>Title:</b> Comparative study of the Big Five Personality Traits and mental toughness among national abled-bodied and paralympic swimmers Code: 023
17:15-17:30	<b>Authors:</b> Shalini Menon, Mamta Kumari, & Ajay Kumar Pandey <b>Title:</b> Assessment of physical fitness profiling of university ranked badminton players Code: 024	
17:30-18:30	Open Forum/ Pannel Discussion Chair: Prof. Branislav Antala Presenter: Prof. Rosa Lopez de D'Amico, Prof. Usha Nair, Prof. Walter Ho	

## END OF DAY 1

# 02<sup>ND</sup> NOVEMBER 2023 (THURSDAY)

ALL THE TIMINGS MENTIONED IN THE PROGRAM BASED ON IST (INDIAN STANDARD TIME)

08:00-09:00	<b>Registration</b>	
09:00-10:00	Opening Ceremony	
10:00-11:00	Keynote -4 - Researching Physical Education and Sports: Cosmopolitan Mindset Prof. Richard Peter Bailey Deputy Dean, Head of Research & Full Professor Faculty of Social Sciences and Liberal Arts UCSI University, Malaysia Chairperson: Usha S Nair Co-Chairperson: Oswaldo Ceballos Gurrola	
11: 00- 11: 30	Coffee break	
<b>Oral Presentation (Session 1)</b>		
11: 30 – 12:15	<b>Hall-1</b> <b>Chairperson: Oswaldo Ceballos Gurrola</b> <b>Co-Chairperson: Sanjeev S Patil</b>	<b>Hall-2</b> <b>Chairperson: Pradip Dutta</b> <b>Co-Chairperson: Jenni Xie</b>
11:30-11:45	<b>Authors:</b> Walter Ho <b>Title:</b> Co-curricular Programs and Learning in Physical Activities <b>Code:</b> 010	<b>Authors:</b> González-Rivera, M.D., Gutiérrez-Conejo, M. & Campos-Izquierdo <b>Title:</b> Analysis of the job perception of physical activity and sport professionals working with people with disabilities in Spain <b>Code:</b> 011
11:45-12:00	<b>Authors:</b> Mohammed H Bilal, P A Pranavu & T. Tigin <b>Title:</b> Incidence of work induced stress among various professional groups: An analysis <b>Code:</b> 056	<b>Authors:</b> Midhunkrishna K.M., Sanjay Kumar Prajapati, Jais De Sanu, & Ravi Kanth Singh <b>Title:</b> A comparative study of hand grip strength among cricket and hockey players <b>Code:</b> 027
12:00-12:15	<b>Authors:</b> Renjith Rajan & Sudheesh Chakkummolel Sudhakaran <b>Title:</b> Self-myofascial release and anaerobic performance among basketball players <b>Code:</b> 031	
<b>Oral Presentation (Session 2)</b>		
12:15- 01:00	<b>Hall-1</b> <b>Chairperson: Cho</b> <b>Co-Chairperson: Lovey Debora Cruz</b>	<b>Hall-2</b> <b>Chairperson: Sadanandan C S</b> <b>Co-Chairperson: Piyush Kumar U K</b>
12:15-12:30	<b>Authors:</b> Frano Giakoni Ramirez. <b>Title:</b> Professional Esports Players are not Obese: Analysis of Body Composition Based on Years of Experience, Motivation and Physical Activity Levels <b>Code:</b> 012	<b>Authors:</b> Oswaldo Ceballos Gurrola <b>Title:</b> Factors associated with physical Education during the COVID-19 lockdown <b>Code:</b> 013

## 02<sup>ND</sup> NOVEMBER 2023 (THURSDAY)

ALL THE TIMINGS MENTIONED IN THE PROGRAM BASED ON IST (INDIAN STANDARD TIME)

12:30-12:45	<b>Authors:</b> Tanu Shree Yadav, & Sanjay Kumar Prajapati <b>Title:</b> Athlete's Haematological Profile at Different Phases of the Menstrual Cycle During Pre and Post Covid-19 Code: 044	<b>Authors:</b> Reshma Babu K., & Sanjeev Patil <b>Title:</b> Effect of physical activity program on lipid profiling variables on active males Code: 029
12:45-13:00	<b>Authors:</b> Usha Nair, & Rajat Tiwari <b>Title:</b> Enhancing Health and Cognitive Fitness: The Impact of Taekwondo Training on School-Level Athletes Code:028	
13:00- 13:30	<b>Keynote - 5:</b> <b>Navigating the Changing Tides: From Sports Values to Economic Supremacy</b> <b>Pedro Ferreira Guedes De Carvalho</b> <i>Former President ISCPES</i>	
13:30- 14:30	Lunch	
14:30- 15:30	<b>Keynote - 6: Dr. Oliver Hooper</b> <b>Permanent Lecturer School of Sport, Exercise and Health Sciences Loughborough University, United Kingdom</b> <b>Chairperson: Walter Ho</b> <i>Co-Chairperson: M N Sawant</i>	
15:30-16:00	Coffee Break	
<b>Oral Presentation (Session 3)</b>		
16:00- 16:45	<b>Hall-1</b> <b>Chairperson: Lamlun Buhri</b> <b>Co-Chairperson: Selina Khoo</b>	<b>Hall-2</b> <b>Chairperson: Jayaraj David</b> <b>Co-Chairperson: Lovey Debora Cruz</b>
16: 00-16:15	<b>Authors:</b> Rosa López de D'Amico & Gladys Guerrero <b>Title:</b> Teacher Training Program in Physical Education – A National Experience Code: 015	<b>Authors:</b> Luisa F. Vélez, Reynaldo Soler y Gabriel Bracero Bayona, María Guevara Rivera, Milton Marrero Cruz, & Oscar E. Morales Rivera <b>Title:</b> Assessment of services aimed at Chronic Diseases and the benefits of physical activity for reducing the health risk Code: 014
16:15-16:30	<b>Authors:</b> H. Priyadarshini, & L. Baby Sujata Devi <b>Title:</b> Comparative study of motor abilities among Manipuri fencers Code: 035	<b>Authors:</b> Shafeeq SN, Aswathy PK & Sanjay Kumar Prajapati <b>Title:</b> A comparative analysis of pre-competitive anxiety on tribal and non-tribal community students Code: 037

## 02<sup>ND</sup> NOVEMBER 2023 (THURSDAY)

ALL THE TIMINGS MENTIONED IN THE PROGRAM BASED ON IST (INDIAN STANDARD TIME)

Oral Presentation (Session 4)		
16:45-17:30	<b>Hall-1</b> <b>Chairperson: Lovey Debora Cruz</b> <b>Co-Chairperson: Tanu Shree Yadav</b>	<b>Hall-2</b> <b>Chairperson: Ashutosh Acharya</b> <b>Co-Chairperson: Aiswarya. R</b>
16:45-17:00	<b>Authors:</b> Muhammed Ishaq &Kalaivani. N <b>Title:</b> Role and involvement of technologies in sports and physical education Code:052	<b>Authors:</b> Dhanseelan Palanisamy <b>Title:</b> The Psychological State of novice track and field athletes during Their Transition from the natural to artificial competition Surface Code: 042
17:00-17:15	<b>Authors:</b> Muhammed Shafi & Sudheesh Chakkummolel Sudhakaran <b>Title:</b> Resistance priming induced post activation potentiation in shooting performance: a comparison among college basketball players Code: 034	<b>Authors:</b> Atisha Mandal, <b>Title:</b> The Impact of Surya Namaskar on Flexibility, Strength, lean body mass and Fat Percentage in Bachelor Degree Physical Education Students of Different Sports discipline Code: 030
17:15-17:30	<b>Authors:</b> Paukhankhup, Midhunkrishna K.M., Swathy K. K., &Arjunan S. <b>Title:</b> A comparative study of personality traits of physical education students and other professional course students Code: 025	
17:30-18:30	<b>Open Forum/ Pannel Discussion</b> <b>Chair:</b> Prof. Walter HO <b>Presenters:</b> Prof. Selina Khoo, Dr. Dilsad Ahmed, Dr. Klaudia Rafael, Ms. Jennie Xie, Mr. Ivan Qin	
18:30-19:30	ISCPES General Assembly	
19:30-20:30	Cultural Evening	

## END OF DAY 2

# 03<sup>RD</sup> NOVEMBER 2023 (FRIDAY)

ALL THE TIMINGS MENTIONED IN THE PROGRAM BASED ON IST (INDIAN STANDARD TIME)

09:00-09:30	<p><b>Keynote - 7 Fit for Life</b>  <b>Eunsong Kim</b>  <i>Programme Specialist and Chief of Sector Social and Human Sciences, India</i>  <b>Chairperson: G Kishore</b>  <b>Co-Chairperson: Branislav Antala</b></p>	
09:30-10:00	<p><b>Keynote –8 Sports for Development and Peace: Paradigm of opportunities for India</b>  <b>Akash Jha</b>  <i>Chairman, Commonwealth Youth for Sports Development and Peace (India)</i>  <b>Chairperson: Usha S Nair</b>  <b>Co-Chairperson: Sanjay Kumar Prajapati</b></p>	
10:00-11:00	<p><b>Keynote -9. The Global Action Plan on Physical Activity 2018-2030</b>  <b>Dr. Rachita Gupta</b>  <i>National Professional Officer, WHO Representative, India</i>  <b>Chairperson: Oswaldo Ceballos</b>  <b>Co-Chairperson: Pradip Dutta</b></p>	
11: 00- 11: 30	Coffee break	
<b>Oral Presentation (Session 1)</b>		
11: 30 – 12:15	<p><b>Hall-1</b>  <b>Chairperson: Sanjeev S Patil</b>  <b>Co-Chairperson: Francisco Serrano Romero</b></p>	<p><b>Hall-2</b>  <b>Chairperson: Sanjay Kumar Prajapati</b>  <b>Co-Chairperson: Frano Giakoni Ramirez</b></p>
11:30-11:45	<p><b>Authors:</b> Bindu. M, &amp; Hari Priya. H. K  <b>Title:</b> Fit for Life; Empowering geriatric population through physical activity  <b>Code:</b> 049</p>	<p><b>Authors:</b> Arun Jyothi S, Arif Khan L, &amp; Haritha S Kurup  <b>Title:</b> Promoting Global Physical Literacy in the Post-Millennium Era: A Path to Holistic Well-being and Sustainable Development  <b>Code:</b> 018</p>
11:45-12:00	<p><b>Authors:</b> Yogamaya Panda  <b>Title:</b> Emotional Maturity among Rural and Urban Female College Athletes  <b>Code:</b> 021</p>	<p><b>Authors:</b> Kashish Pandey &amp; Khusboo K  <b>Title:</b> Emotional intelligence, stoicism and athletic performance among amateur athletes: The moderating role of gender  <b>Code:</b> 060</p>
12:00-12:15	<p><b>Author:</b> Aishwarya. R 1 and Dr Mini Joseph 2  <b>Title:</b> Nutritional practices and levels of anxiety among young sportspersons in Kerala  <b>Code:</b> 061</p>	

# 03<sup>RD</sup> NOVEMBER 2023 (FRIDAY)

ALL THE TIMINGS MENTIONED IN THE PROGRAM BASED ON IST (INDIAN STANDARD TIME)

Oral Presentation (Session 2)		
12:15- 01:00	<b>Hall-1</b> <b>Chairperson: Sudheesh C S</b> <b>Co-Chairperson: Antonio Campos Izquierdo</b>	<b>Hall-2</b> <b>Chairperson: M N Sawant</b> <b>Co-Chairperson: Frano Giakoni Ramirez</b>
12:15-12:30	<b>Author:</b> Yuva Raj <b>Title:</b> Influence of Mindfulness Meditation on the Anxiety of Football Players Code: 006	<b>Author:</b> Aswathy PK, Shafeeq SN & Sanjay Kumar Prajapati <b>Title:</b> Analysis of Landscape's Impact on An Athlete's Performance Code: 038
12:30-12:45	<b>Author:</b> GROVER, V. K. <b>Title:</b> Estimation of muscle typologies with non-invasive strategies: is it worth a practical application? Code: 059	<b>Author:</b> Aswin Prasad, Lovey Debora Cruz, Mary Mohare, Nupur Gandhe Harshe and U V Sankar <b>Title:</b> A Comparative Study of Selected Strength Parameters of University And National Level Male Wrestlers And Judokas Code: 040
13:30- 14:30	Lunch	
14:30- 15:30	<b>Open Forum/ Panel Discussion II</b> <b>Chair:</b> Prof. Naoki Suzuki <b>Presenters:</b> Prof. Karen Richardson, Prof. Heidi Bohler, Dr. Yogesh Chander	
15:30-16:00	Coffee Break	



# 03<sup>RD</sup> NOVEMBER 2023 (FRIDAY)

ALL THE TIMINGS MENTIONED IN THE PROGRAM BASED ON IST (INDIAN STANDARD TIME)

Poster Presentation		
16:00- 17:30	<b>Hall No. 1</b> <b>Chairperson: Walter King Yan Ho &amp; Usha S Nair</b> <b>Co-Chairperson: Sanjeev S Patil &amp; Sudheesh C S</b>	<b>Hall No. 2</b> <b>Chairperson: Oswaldo Ceballos Gurrola &amp; Selina Khoo</b> <b>Co-Chairperson: Ashutosh Acharya &amp; Sanjay Kumar Prajapati</b>
	<b>Presenter:</b> Oswaldo Ceballos Gurrola <b>Title:</b> Learning strategies in the teaching of physical education and sport professionals <b>Code:</b> 002	<b>Presenter:</b> Deiphibari Lyngdoh & V. Ramesh Kumar, <b>Title:</b> An Assessment of Good Governance in the All-India Football Federation <b>Code:</b> 003
	<b>Presenter:</b> Deepak Siby & Jesus Raj Kumar <b>Title:</b> Comparison of the Selected Physical Fitness Variables Speed, Agility and Explosive Power Among Kho Kho and Kabaddi Players <b>Code:</b> 004	<b>Presenter:</b> V.V. Prasanth& G. Nallavan <b>Title:</b> Analysis of Elite Pole Vault Athletes Performance Parameters Using Video Analysis <b>Code:</b> 008
	<b>Presenter:</b> T.K. Das Jithin, K.V. Sooryajith& S. Albert <b>Title:</b> Impact of Vinyasa Surya Namaskar Practices on Resting Pulse Rate among Adolescence <b>Code:</b> 010	<b>Presenter:</b> Sam Joseph Braganza <b>Title:</b> Reforming the Traditional: NEP 2020 Innovating Sports for Life <b>Code:</b> 014
	<b>Presenter:</b> Punshiba Yengkhom & Keisham Ravi Shankar <b>Title:</b> Exploring Peak Performance Ages of Male and Female Badminton Players in Elite Competitions (2000-2022) <b>Code:</b> 015	<b>Presenter:</b> Tiyasa Hoom <b>Title:</b> Effect of Breath holding capacity on 3000 meters running performance of school going girls <b>Code:</b> 016
	<b>Presenter:</b> L.B. Laxmikanth Rathod& Y. Srinivasulu <b>Title:</b> Effect of Suryanamaskra Kriyas and meditation practice on selected motor fitness variables of college level men cricket players <b>Code:</b> 019	<b>Presenter:</b> Binu Albert <b>Title:</b> A comparative study of mental toughness between school and college level volleyball players in Kerala <b>Code:</b> 026
	<b>Presenter:</b> Amal, C. H., & Bipin, G <b>Title:</b> Libraries as catalysts for the promotion of sports and physical literacy <b>Code:</b> 032	<b>Presenter:</b> Agibet Mathews <b>Title:</b> Recent Trends and Challenges in Physical Education and Its Future Prospects in Relation To Individual's Health <b>Code:</b> 036

## 03<sup>RD</sup> NOVEMBER 2023 (FRIDAY)

ALL THE TIMINGS MENTIONED IN THE PROGRAM BASED ON IST (INDIAN STANDARD TIME)

Poster Presentation		
16:00- 17:30	<b>Presenter:</b> Joseph Kurian, Nidhi M. B, &Jiji Kurian <b>Title:</b> From Data to Victory: Exploring Artificial Intelligence in Sports Performance Code: 047	<b>Presenter:</b> Akash Joby John & Vishnu K Suresh <b>Title:</b> Olympic: history and modernization Code: 051
	<b>Presenter:</b> Ajay Gopal & Nihal Manoj, <b>Title:</b> Sports Economics: Concepts and Peculiarities Code: 053	<b>Presenter:</b> Sonia Sunny <b>Title:</b> Technological Interventions: An exploratory study on enhancing Communication skills of PE students Code: 054
	<b>Presenter:</b> A J Jestin, P Mohammed Fazil& Mohammed Salman <b>Title:</b> Boredom Proneness and Self Control as A Cause of Loneliness and Smart Phone Addiction: An Analysis Code: 055	<b>Presenter:</b> Suresh Anugrah, James Alan, & Halyi Nani <b>Title:</b> Virtual fitness training exploring experiences and adherence: a comprehensive survey analysis Code: 057
	<b>Presenter:</b> Siddhant Yadava & A. Yuvraj <b>Title:</b> Exploring Body Symmetry: An Anthropometric Analysis of Badminton Players at National Sports University, Manipur Code: 058	<b>Presenter:</b> L. B. Laxmikanth Rathod, R. Sarada Bai & D. Sudha Rani <b>Title:</b> Effect of Swiss Ball training and aerobic training on selected physiological variables among school girls Code: 020
	<b>Presenter:</b> Mohit Bhisht & Man Singh <b>Title:</b> A Systematic Review on Effects of Perceptual Motor Skills Training in Sports Code: 005	
17:30-18:30	<b>Conference Summary/Awards/Closing Ceremony</b>	

## END OF DAY 3

# TECHNICAL SUPPORT: SCIENTIFIC COMMITTEE

## Chair

1. G. Kishore – SAI, LNCPE, India
2. Rosa Lopez de D'Amico – Universidad Pedagógica Experimental
3. Libertador, Venezuela

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13. Arathi P- Assistant Director, SAI, LNCPE, India
14. Tanushree Yadav, Guest Lecturer, SAI, LNCPE, India
15. Midhunkrishna, Guest Lecturer, SAI, LNCPE, India
16. Paukhanhup, Part-time teacher, SAI, LNCPE, India
17. Sunny Saini, Part-time teacher, SAI, LNCPE, India
18. Bharathi, Part-time teacher, SAI, LNCPE, India

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