

A Minor Research Project

On

**Participation of Adiwasi students in
North Maharashtra University level
competitions: a study for talent search.**

By

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CHAPTER 1

INTRODUCTION

North Maharashtra part of Maharashtra state comprises of three districts - Jalgaon, Dhule and Nandurbar. All these districts are closely connected with the ranges of Satpuda Mountain. Adiwasi community (Scheduled Tribes) is mostly found in these ranges of Satpuda Mountain. These districts have major Adiwasi population. Nandurbar district has majority of Adiwasi inhabitants. Most of the state assembly seats in these districts are reserved for scheduled tribes. There are four Maharashtra Assembly seats namely Akkalkuwa (ST), Shahada (ST), Nandurbar (ST), Nawapur (ST) in Nandurbar district all of them are reserved for Scheduled tribes. Sakri (ST) and Shirpur (ST) from Dhule district are too reserved for ST category. This is sufficient as evidence that North Maharashtra region of Maharashtra state in India has Adiwasi population in Majority.

Nandurbar District is well-known for Adiwasi inhabitants and for their unique life style. Adiwasi society is built on a foundation of equality with respect for all life forms including plants and trees. There is a deep recognition of mutual dependence in nature and human society. People are given respect and status according to their contribution to social needs. Adiwasi community even today, is non-acquisitive and all the products of society are equally shared. Although division of labor takes place, the work of society is performed on a cooperative and co-equal basis - without prejudice or disrespect

for any form of work. It is the simplicity, the love of nature, the absence of coveting the goods and wealth of others, and the social harmony of tribal society , the beauty of Adiwasi social practices, their culture of sharing and respect for all - their deep humility - and most of all - their deep devotion to social equality and civic harmony makes them special.

They are given special attention by the Central Government and State governments. It is assumed that they needs a special attention in every walk of life , may be economic aspect, regarding social status, political reservation, education facilities, reservation in jobs, or a kind of special protection. All Adiwasi districts receive special attention from the Central government in terms of investment in schools, research institutions, participatory forest management and preservation schemes, non-polluting industries, and opportunities for the Adiwasi communities to document and preserve their rich heritage.

Adiwasi must have special access to educational cultural and economic opportunities so as to reverse earlier injustices experienced by the Adiwasi communities. It is also a need of hour that through these institutions their skills should be realized, developed, and utilized for the betterment of the nation. Their physiology, Psychology, Sociology is demanding research. They are highly skilled and strong both mentally and physically.

The researcher intends is to search the talent among the Adiwasi students in the area of sports and to promote their skills through this research. Adiwasi students of the Nandurbar district are very talented and skilled. Students accomplishing higher education from Adiwasi community are dominating the grounds and indoor stadiums of the colleges in Nandurbar district. They are unparalleled in the rapidity, swiftness and speed. Their movements on the ground are rhythmic. Their postures and physical bodies are extraordinarily built up. This compelled to initiate this study on Adiwasi students on the ground and in the games.

STATEMENT OF THE PROBLEM

“Participation of Adiwasi students in North Maharashtra University level competitions: a study for talent search.”

ORIGIN OF THE RESEARCH PROBLEM

Adiwasi students are skillful, strong, and energetic. As they are skilled and energetic, they are highly emotional. Because of socio-cultural background, they seem less competitive and have inferiority complex and fear complex which hinders their success at upper level sports events. They are extraordinary in many aspects of the games but, at university level competitions those skilled students are found lingering behind. The reasons are not unknown for this failure. Even the concern students know that it is only because of lack of proper

guidance, insufficient information and knowledge as well as poor economical background.

Adiwasi students are extra ordinary at all levels e.g. Physical fitness , sensitivity about game and acquiring needed skills for the game, competitive spirit, potential to work hard, concentration, mutual understanding among the fellow participants, coordination among team mates and moral consciousness. It is always a debatable question among all the juries at the competitions that why with having strength and talent they fail in achieving the target goal? The observations of juries on this issue are very interesting and need to take form of words and sentences.

By considering all these circumstances, the research fellow is forced to think for the empowerment of the Adiwasi students in the field of sports like activities.

The study has inter-Interdisciplinary relevance. This is also a qualitative research, that is why, is related with sports Psychology, human behavior, knowledge industry and casteless society. It also relates with peaceful and harmonious social building.

SIGNIFICANCE OF THE STUDY

This research on “participation of adiwasi students in North Maharashtra University level competitions: a study for talent search” desires to focus Adiwasi Community (Scheduled Tribes) in North Maharashtra and particularly Adiwasi students pursuing higher education. The study is related with sports skills of the students. Adiwasi community as mentioned above is in majority in the

Nandurbar district. More than seventy percent inhabitants of the Nandurbar district belong to ST category. Higher education institutes in the Nandurbar district are inadequate and in most of them the proportion of Adiwasi students is dominating.

The students under observation in this study are talented, skillful and active in various games. The ground activities are incomplete without them. They represent the Nandurbar zone in majority of games in the North Maharashtra University level sports competition. It is appropriate to study these students and games and their performance because being special they need special attention. This is the first Adiwasi generation that is experiencing the Higher education and participating in recognized sports events. Playing and representing are two different things. This difference is noticed in the Adiwasi students' playing on the college ground or village ground and on official ground of the event.

FOCUS OF THE STUDY

The study aims to focus on the following issues.

- 1) The main objective of the research is to search the talent and to promote the hidden qualities of the Adiwasi students.
- 2) The study will concentrate at the qualities a sports persons needs and their existence among the target community students.
- 3) The study will also aim at the weak areas of North Maharashtra University level students and try to find out remedy for it.

4) It will also find out strong points of the participants and will bring that to their notice to boost their moral.

5) The study will bring some changes in the mind set of the physical directors of the region, in a sense they will realize their responsibility to bring good results.

6) This study will help Adiwasi community by focusing on their strength and weaknesses in sports.

CHAPTER :2

REVIEW OF THE RESEARCH

INTRODUCTION

The term Adiwasi has been used broadly to represent those classified as Scheduled Tribe under the Indian constitution. Roughly speaking, the term translates as aboriginal or native people. Districts with large Adiwasi populations are to be found almost throughout India, the majority of India's Adiwasis hail from Jharkhand, Chhatisgarh and Orissa. Tripura, Arunachal, Manipur, Meghalaya, Mizoram and Nagaland also have large Adiwasi populations. There are also districts in Assam, Madhya Pradesh, Rajasthan, Gujarat, Maharashtra, Andhra and Tamil Nadu with sizeable Adiwasi populations.

ADIWASI CULTURE AND CIVILIZATION

Adiwasi traditions and practices pervade all aspects of Indian culture and civilization, yet this awareness is often lacking in popular consciousness, and the extent and import of Adiwasi contributions to Indian philosophy, language and custom have often gone unrecognized, or been underrated by historians and social scientists. Although popular myths about Buddhism have obscured the original source and inspiration for its humanist doctrine, it is to India's ancient tribal (or Adiwasi) societies that Gautam Buddha looked for a model for the kind of society he wished to advocate. Repulsed by how

greed for private property was instrumental in causing poverty, social exploitation and unending warfare - he saw hope for human society in the tribal republics that had not yet come under the sway of authoritarian rule and caste discrimination. The early Buddhist Sanghas were modelled on the tribal pattern of social interaction that stressed gender equality, and respect for all members. Members of the Sanghas sought to emulate their egalitarian outlook and democratic functioning at that time, the tribal republics retained many aspects of social equality that can still be found in some Adiwasi societies that have somehow escaped the ill-effects of commercial plunder and exploitation. Adiwasi society was built on a foundation of equality with respect for all life forms including plants and trees. There was a deep recognition of mutual dependence in nature and human society.

People were given respect and status according to their contribution to social needs but only while they were performing that particular function. A priest could be treated with great respect during a religious ceremony or a doctor revered during a medical consultation, but once such duties had been performed, the priest or doctor became equal to everyone else. The possession of highly valued skills or knowledge did not lead to a permanent rise in status. This meant that no individual or small group could engage in over lordship of any kind, or enjoy hereditary rights. Such a value-system was sustainable as long as the Adiwasi community was non-acquisitive and all the products of society were shared. Although division of labor

did take place, the work of society was performed on a cooperative and co-equal basis - without prejudice or disrespect for any form of work.

QUALITIES OF ADIWASI PEOPLE

It was the simplicity, the love of nature, the absence of coveting the goods and wealth of others, and the social harmony of tribal society that attracted Gautam Buddha, and had a profound impact on the ethical core of his teachings.

To this day, sharing is a vital and integral part of the philosophy of the Bhil Adiwasi of Maharashtra. When the Bhil go hunting a share is given to every family in the village, even those who may be absent, sick or cannot participate for any other reason. An extra portion is added for any guest in the village and even non-tribal passersby will be offered a share. Nevertheless, tribal societies were under constant pressure as the money economy grew and made traditional forms of barter less difficult to sustain. In matters of trade, the Adiwasi followed a highly evolved system of honour. All agreements that they entered into were honored, often the entire tribe chipping in to honor an agreement made by an individual member of the tribe. Individual dishonesty or deceit was punished severely by the tribe. An individual who acted in a manner that violated the honor of the tribe faced potential banishment and family members lost the right to participate in community events during the period of punishment. But often, tribal integrity was undermined because the non-tribal's who traded

with the Adiwasi reneged on their promises and took advantage of the sincerity and honesty of most members of the tribe.

ADIWASI BELIEFS AND TRADITIONS

In the Adiwasi traditions, ancestor worship, worship of fertility gods and goddesses (as well as male and female fertility symbols), totemic worship - all played a role. And they all found their way into the practice of what is now considered Hinduism. The widespread Indian practice of keeping 'vratas', i.e. fasting for wish-fulfillment or moral cleansing also has Adiwasi origins. Mahashweta Devi has shown that both Shiva and Kali have tribal origins as do Krishna and Ganesh. In the 8th century, the tribal forest goddess or harvest goddess was absorbed and adapted as Siva's wife. Ganesh owes its origins to a powerful tribe of elephant trainers whose incorporation into Hindu society was achieved through the deification of their elephant totem. In his study of Brahmin lineages in Maharashtra, Kosambi points to how many Brahmin gotras (such as Kashyapa) arose from tribal totems such as Kachhapa (tortoise). In Rajasthan, Rajput rulers recognised the Adiwasi Bhil chiefs as allies and Bhils acquired a central role in some Rajput coronation ceremonies.

ADIWASI LANGUAGES

India's regional languages such as Oriya, Marathi or Bengali developed as a result of the fusion of tribal languages with Sanskrit or Pali and virtually all the Indian languages have incorporated words

from the vocabulary of Adivasi languages. Adivasi who developed an intimate knowledge of various plants and their medicinal uses played an invaluable role in the development of Ayurvedic medicines. In a recent study, the All India Coordinated Research Project credits Adivasi communities with the knowledge of 9000 plant species - 7500 used for human healing and veterinary health care. Dental care products like datun, roots and condiments like turmeric used in cooking and ointments are also Adivasi discoveries, as are many fruit trees and vines. Ayurvedic cures for arthritis and night blindness owe their origin to Adivasi knowledge.

ADIWASI AND AGRICULTURE, MUSIC AND THEIR KINGDOMS

Adivasis also played an important role in the development of agricultural practices - such as rotational cropping, fertility maintenance through alternating the cultivation of grains with leaving land fallow or using it for pasture. Adivasis of Orissa were instrumental in developing a variety of strains of rice.

Adivasi musical instruments such as the bansuri (flute) and dhol (drum), folk-tales, dances and seasonal celebrations also found their way into Indian traditions as did their art and metallurgical skills. In India's central belt, Adivasi communities rose to considerable prominence and developed their own ruling clans. The earliest Gond kingdom appears to date from the 10th C and the Gond Rajas were able to maintain a relatively independent existence until the 18th C.,

although they were compelled to offer nominal allegiance to the Mughal empire. The Garha-Mandla kingdom in the north extended control over most of the upper Narmada valley and the adjacent forest areas. The Deogarh-Nagpur kingdom dominated much of the upper Wainganga valley, while Chanda-Sirpur in the south consisted of territory around Wardha and the confluences of the Wainganga with the Penganga.

Jabalpur was one of the major centers of the Garha-Mandla kingdom and like other major dynastic capitals had a large fort and palace. Temples and palaces with extremely fine carvings and erotic sculptures came up throughout the Gond kingdoms. The Gond ruling clans enjoyed close ties with the Chandella ruling clans and both dynasties attempted to maintain their independence from Mughal rule through tactical alliances. Rani Durgavati of Jabalpur (of Chandella-Gond heritage) acquired a reputation of legendary proportions when she died in battle defending against Mughal incursions. The city of Nagpur was founded by a Gond Raja in the early 18th century.

ADIWASI AND SPORTS

Adiwasi community is always interested in games of their own. They have their special kind of dances and games. Tir kamtha, tree climbing, kabbadi, roller and viti, attapatya, kola koli, are some of the games that are played in the north Maharashtra area. Their specialty is that all the games are seasonal. As the season changes they do change their game pattern.

Adiwasi festivals and marriage ceremonies are arranged in such a way that games occupy the center position in them. During the marriage ceremony beating of drums takes and a competition of beating of drums along with dances is arranged. The life is a game for these people.

The extra ordinary characteristic feature of the adiwasi games and sports event is that they require full use of energy. Physical exertion is to the highest level in these games.

FUNDAMENTAL SKILLS, SPORTS SKILLS AND TALENT

Fundamental Skills

Physical literacy is the combination of mastering fundamental movement skills and fundamental sport skills. This allows all the people to see, understand and react to movements going on around them. Most skills require a series of developmental stages, which can be detrimental if missed. Once you have mastered fundamental movement skills and fundamental sport skills, you have achieved physical literacy!

For all of us either for recreation or competition, it is important to master movement skills before learning sport skills, and fundamental sport skills before specific techniques. Learning fundamental sport skills before mastering the related fundamental movement skills actually reduces performance ability later.

Running, jumping, catching, kicking, throwing, swinging and hitting are the basic fundamental sport skills. They allow all of us to play several sports with ease. Missing out on them can lead to a lifelong disconnect from recreation and sport.

Learning to throw a softball using a pitching motion – and aiming over home plate – represents the shift from learning a fundamental movement skill to learning a fundamental sport skill. Here is the difference between a trained player and a player. A talent needs to get furnish and polish.

Sports skills

A skill is the combined ability and knowledge which allow you to complete a task to a high standard. Skills are: Learnt or they are the Permanent changes in behavior. They aimed at achieving a goal. Learning of the skill is demonstrated by changes in the consistency of performance, making it more efficient and successful. As with abilities, skills can be perceptual, motor or psychomotor (a combination).

Skill classification systems are based on the view that motor skills are affected by three factors:

- how precise a movement is
- whether the movement has a definite beginning and end
- whether the environment affects the performance of the skill

The Gross and Fine Continuum (Davis 2000)[3]

This continuum is concerned with the precision of movement - gross and fine skills.

Gross skills: involve large muscle movements which are not very precise and include many fundamental movement patterns such as walking, running and jumping. The shot putt is an example of a primarily gross skill.

Fine skills: involve intricate precise movements using small muscle groups and generally involve high levels of hand-eye coordination. A snooker shot or playing the piano are examples of fine skills.

The Open and Closed Continuum (Galligan 2000)[2]

This continuum is concerned with the effects of the environment on skills (Knapp 1967)[1]

Open skills: sports such as Netball, Football, and Hockey involve open skills. The environment is constantly changing and so movements have to be continually adapted. Skills are predominantly perceptual and externally paced, for example a pass in football.

Closed skills. These skills take place in a stable, predictable environment and the performer knows exactly what to do and when. Skills are not affected by the environment and movements follow set patterns and have a clear beginning and end. The skills tend to be self-paced, for example a free throw in Basketball, and serving in

Squash or Tennis. Knapp (1967)[1] suggests that skills can fit on a continuum between open and closed.

The External and Internal Paced Continuum (Galligan 2000)[2]

This continuum is concerned with the timing of movements (often used with the open-closed continuum) - internal and external paced skills.

Internally paced or self-paced skills: the performer controls the rate at which the skill is executed. These skills are usually closed skills. i.e. javelin throw, discus.

Externally paced skills: the environment, which may include opponents, controls the rate of performing the skill. The performer must pay attention to external events in order to control his/her rate of movement. These skills involve reaction, and are usually open skills. i.e. in ball games the performer must time his actions with the actions of other players and the ball.

The Discrete, Serial and Continuous Continuum (Galligan 2000)[2]

This continuum is concerned with how well defined the beginning and end of the skill are - discrete, serial and continuous skills.

Discrete skills are brief, well-defined actions that have a clear beginning and end. They are single, specific skills, which make up the actions involved in a variety of sports such as hitting and throwing. Hockey. i.e. a penalty flick in.

Serial Skills are a group of discrete skills strung together to make a new and complex movement. i.e. the sequence of skills for the triple jump.

Continuous skills have no obvious beginning or end. The end of one cycle of movements is the beginning of the next, and the skill is repeated like a cycle. These skills could be stopped at any moment during the performance of the skill. i.e. Swimming, Running, Cycling.

Individual, Coactive and Interactive skills (Davis 2000)[3]

Individual skills are those performed in isolation. e.g. high jump.

Coactive skills are those performed at the same time as others but without direct confrontation. e.g. swimming.

Interactive skills are those performed where other performers are directly involved. e.g. rugby, netball.

Simple and Complex skills (Galligan 2000)[2]

A simple skill is one that is straight forward, requires little concentration and cognitive ability.

A complex skill involves a large attention span because they are complicated and are practiced in training repeatedly to make it easier to perform in competition.

Low and High Organisation

A low organisation skill is very easy and uncomplicated like riding a bike. The phases that make up the skill are usually discrete and might be practiced separately to make your technique better.

A high organisation skill has a complex amount of phases involved which cannot be broken down and practiced separately as they are linked closely together. They require large amounts of attention.

Self and Externally paced skills

Self paced skills are those that are initiated by the performer and **externally paced skills** are those where the timing of the performance of the skill is not controlled by the performer, but by an outside influence.

Variable and Fixed Practice

A major factor influencing the development of a skill is practice of which there are two main types:

Variable - practicing a skill in a variety of different contexts and experiencing the full range of situations in which the technique or tactic might be used in competition. The skill is applied to a number of different environments in practice, allowing both the development of the skill and the ability to adapt the skill to a range of possible situations. This is vital for open and interactive skills

Fixed - a specific movement is practiced repeatedly, often referred to as a drill. This type of practice is ideal for skills that are always performed in the same way. Closed, interactive and coactive skills tend to require fixed practice to allow the motor sequence to be perfected

Massed and Distributed Practice

The organisation of a practice session will depend greatly on those involved and the activity being practiced. Depending on the amount of experience, the skill level and the performer's fitness, practice may be organised in two ways (Galligan 2000):

Massed - the skill is practiced until learnt without taking a break. These sessions are good for athletes with high level of fitness and experience and suited to fixed practice

Distributed - practice is interspersed with breaks that can either be rest or another skill. These sessions are good for athletes with lower levels of fitness and experience and suited to variable practice

Thus this research work is based on the above mentioned literature review.

CHAPTER 3: METHODOLOGY

This chapter gives account of the research methodology used in this study. It contains detail procedure of the study, including research design, research tools, selection and description of the contributors, setting of the study, instruments used for data collection, data analysis and credibility of the study.

3.1 RESEARCH DESIGN

The present study is equally qualitative and quantitative; naturally the methodology followed is mixed methodology. Data collection procedure is from both the methodologies and hence both types of data analysis procedures are also implemented. Both qualitative and quantitative data is given identical precedence. Use of both qualitative and quantitative data analysis procedure helps researchers to draw on all possibilities. It also provides a broader perspective to the study. Quantitative data gives authenticity to the qualitative data described and qualitative data describes the quantitative data in all aspects. A researcher believes that, “Using both forms of data allows researchers to simultaneously generalize results from a sample to a population and to gain a deeper understanding of the phenomenon of interest.”

Qualitative and quantitative data was collected following a practical and theoretical means. The different types of tests were conducted for collecting the data. The physical authorized tests are really authentic sources for collecting data regarding physical skills

and talent. The tests conducted are not only authentic but are trustworthy and used worldwide.

The present study, **“Participation of Adivasi students in North Maharashtra University level competitions: a study for talent search.”** suits to the mixed methodology. It helps to explain the survey questionnaire filled by the physical directors from colleges and participant students. The interviews taken are explained with the qualitative methodology and presented in quantitative way too. A core feature of mixed-method research methodology is the introduction of triangulation to authenticate data. This triangulation is supported by practical tests conducted during the event organized by a researcher. This serves to assure reliability in exposing research results. Triangulation is defined as “the collection and comparison of data from two or more separate observations or illustrations of the behaviors being studied”. This was the most important tool used in this study to gather data. Data were also collected through written survey questionnaires and interviews with the participants. The use of these two data collection tools facilitated to confirm both the answers in the questionnaires and interviews.

Along with questionnaire and interviews sports events were organized and students were closely monitored. They have been observed with different authentic tests. There photographs were taken. Video recording was done. These recordings were analysed. All the students participating in the event belonged to scheduled tribes.

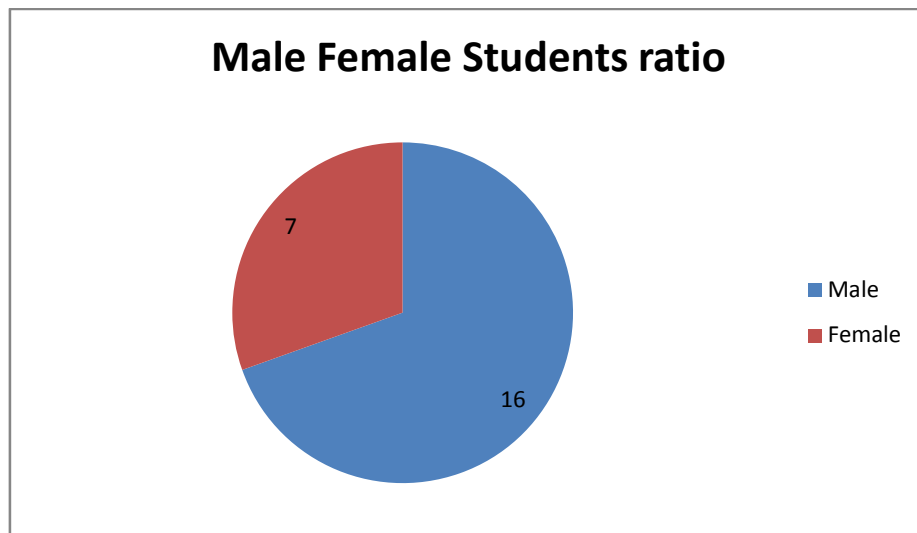
When the sport event was organized a meeting of the physical directors was also arranged. Physical directors enthusiastically participated in the meeting with their own experiences and opinions. These opinions are also a good source of information for development of the skills among ST students. The researcher does not find the data of the students of different social groups of the region to compare because there is no source available for such kind of data. It demands research. The data gathered about ST students is compared with the authentic values.

3.2 PARTICIPANTS

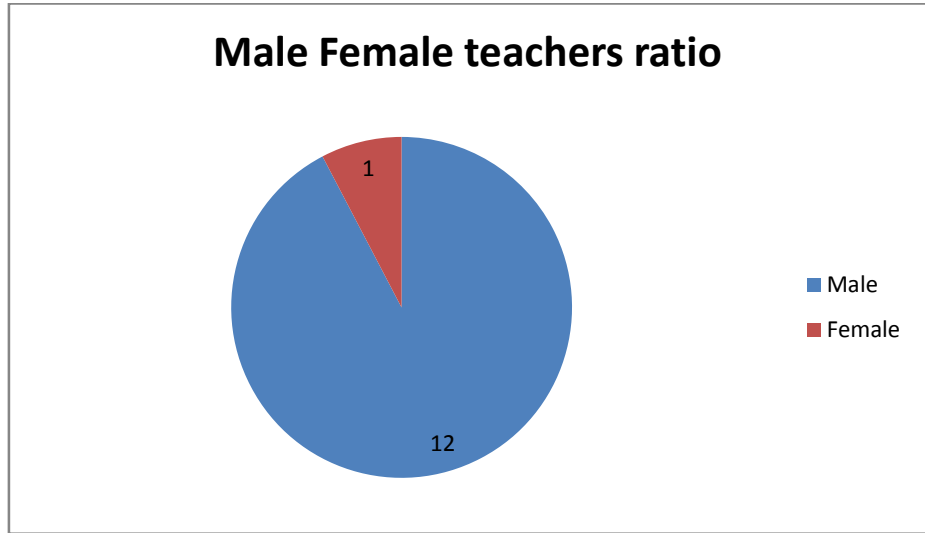
Participants in the study for data collection procedure were 13 Physical Directors from various colleges affiliated with North Maharashtra University. Student participants were thirty four from different colleges. All the students were given the questionnaires but only 23 of them returned them. All the Physical Directors filled the questionnaires. Semi structured interviews were organized and 20 students and 13 Physical Directors were interviewed. The participants for sampling were chosen from both urban and rural parts of North Maharashtra University jurisdiction. Most of the participant teachers are regular referees in the university level sports events.

The participants are of different age groups. As the study is limited to the University level sports events, naturally the student participants are limited to the same level. Most of the participants are contacted personally and were invited for the sports event. The

students were also contacted personally by the researcher. They have been asked to participate in the sports event organized at Bankheda T.T. for special observation of their skills. The invited students are selected from the University level competitions organized in the four zones of the North Maharashtra University. An attempt has been made to maintain the balance in the ratio of male and female students. But it was really hard for the research student to maintain the ratio because of certain socio-cultural factors. Adiwasi girls rarely study beyond the plus two levels. It made difficult to find the female students as university level sports persons. Regarding the Physical Directors the male female ratio is not maintained. The reason behind not maintaining the ratio lays in the appointment of ladies physical Directors. There are only two ladies Physical Directors in the University area. The survey participant female Physical Director is one and male participants are twelve.



Male Female teachers ratio



The Physical Directors participated in the research belongs to different age groups. A balance is maintained between the experienced and semi-experienced. Most of the directors are well experienced. It gives researcher a chance to study the whole generation of Physical Directors. The old aged and young directors chosen for sample survey represent different generations which together make a whole generation of directors. All the student participants are from graduation pursuing generation. Very few are from post graduate departments. Their age group is 19 to 24. The classification of their age is not done because they are treated as a group.

URBAN RURAL PERCENTAGE OF PARTICIPANTS

The participants are from rural area because there is no urban area associated with North Maharashtra University Jurisdiction. The major cities Jalgaon, Dhule, Nandurbar, Shahada, Bhusawal, Chalisgaon, Chopda, Sakri, Navapur are also semi-urban. Adiwasi students are found in rural part of this area. Even if they represent

urban colleges, they stay at villages or nearby the towns; hence it was futile to make distinction such as urban or rural.

3.3 RESEARCH TOOLS

In this study, mainly three research tools have been employed.

- 1) Survey questionnaire
- 2) Interviews.
- 3) Tests

These tools helped physical teachers and students to express themselves in a better way and their experience about adiwasi students in sports in their own terms. They were free to express their cultural, social, administrative, economical, political constrains. These research tools are known as tools of mixed method. Research methodology scholars think that “this is the most appropriate research methodology to be used for this type of study”. It was helpful to record the experience of the teachers and students regarding sports. It also helped to know post implementation result of sports and participation of adiwasi students in sports.

3.3.1 WRITTEN QUESTIONNAIRES

Questionnaire is a tool for accumulating large amount of data swiftly and reasonably. The researcher wanted to accumulate data from various places and persons which was suitable only through questionnaire. Also, the strength of questionnaire normally comprises precision, simplification and convenience. Although the

questionnaires more often than not founder in examining complex social relationships or complex patterns of interaction, its reliability and consistency are its real strengths. Its suitability of implementation in any situation is the most unique characteristic.

The study strengthened the data collected from questionnaires from the physical directors with formal interviews of the same physical directors. The questionnaire was specially designed for the physical directors and students. The university level competitions were targeted for collecting student's related data. North Maharashtra University level competitions are divided into four groups namely – Jalgaon, Dhule, Erandol and Nandurbar. Among these Nandurbar region is dominated by adiwasi students. There were open ended as well as close ended questions in the questionnaire.

The questions were divided into two parts. First part seeks the personal information of the participants. The second part was mainly for gathering information of students related to their age group, playing experience, socio-economic background, food habits, facilities available to them for practicing and playing and travelling etc. This questionnaire also searched for infrastructure facilities available for skill development of the students as well as other human resources available for personal skill development. The same section of the questionnaire finds information related to skill knowledge. What is the concept of skill in their minds and what efforts they are taking for developing their skills?

The questionnaire send to teachers was also divided into two parts. The first part contained personal information of the physical directors. It asked information related to their experience, specialty in game or games and other related information. Total strength of the students in college and participation of adiwasi students in sports activities, overall participation of the students in games, success in games and among them how many adiwasi students are successful are the issues tackled in this part. The second part concentrated on teacher's knowledge pertaining to skills and skill development. It also searched for initiatives taken by colleges and institutions for skill development. It was also asked that how can they define skill and skill development.

3.3.2 INTERVIEWS

Selected students and teachers were interviewed. Among the approached physical directors many were reluctant to answer the questions. It was carefully observed that from each region at least three physical teachers and five students were interviewed.

The interviews were neither formal, informal but were semi-structured interviews. Interview is a special way of collecting information. It allows interviewers to go beyond the slandered answers and can even challenge the question. The questions being open-ended they felt free to deviate from the stereotype answers. The interviews helped to understand the various opinions of the physical teachers on skills and skill development.

Twenty to thirty five minutes were given for every interview. Teachers and students were briefly explained the questions and time was given to them to contemplate on the question. This helped to make the interview more conversational. Some additional questions were also asked pertaining to their responses to questions which they answered without any hesitation. The aspirants were enthusiastic in sharing their personal views and experiences which they felt that are not included in the questionnaire. Very few participants felt uncomfortable about some questions. Those questions were not stressed. Partakers were at their ease to answer the questions.

All the questions were open ended and focusing on skill development and adiwasi student's related issues. Most of the questions were explained to students and physical teachers in Marathi. They were not capable of understanding the questions and hence there was no point in expecting answers in English. All interviews are recorded in Marathi.

3.3.3 TESTS

For collecting the main data of the research, to find out the skills among the adiwasi students a camp was organized at Bamkheda in the vacation. Adiwasi students were invited to participate in the camp. The students were selected from the lists of the university events. Those who have played at group level matches were initially selected but the no. was too small hence those who have participated below group level were also invited. The response to the camp was not

enthusiastic. 34 students and 13 teachers participated in the camp. They had nice experience. Most of them participated whole heartedly.

Five tests were chosen to find out the talents of the students. The tests that are chosen were discussed in detail in the forth chapter.

3.3.1 Home Step Test

This test is conducted for evaluating cardiovascular system. The objective of this test is to monitor the development of the player's cardiovascular system. This test helped us to understand the cardiovascular system of Adiwasi students.

Required properties for the test are

To undertake this test we require:

1. 12 inch high bench or step
2. Stop watch
3. Metronome or cadence tape
4. Heart rate monitor (optional)
5. Assistant.

Method for conducting the test

The home step test is conducted as follows:

- Step up and down, one foot at a time, onto the step or bench for 3 minutes
- Try to maintain a steady four beat cycle (approx. 22 to 24 steps/minute)
- Use a metronome or have someone to help you keep to the required pace

- On finishing the test count the number of heart beats for 15 seconds
- Multiply the number of beats in 15 seconds by 4
- Use this final value to assess your performance using the appropriate table below.

Analysis

Analysis of the result is by comparing it with the results of previous tests. It is expected that, with appropriate training between each test, the analysis would indicate an improvement.

Normative data for the home step test

Male athletes

Age	18-25	26-35	36-45	46-55	56-65	65+
Excellent	<79	<81	<83	<87	<86	<88
Good	79-89	81-89	83-96	87-97	86-97	88-96
Above Average	90-99	90-99	97-103	98-105	98-103	97-103
Average	100-105	100-107	104-112	106-116	104-112	104-113
Below Average	106-116	108-117	113-119	117-122	113-120	114-120
Poor	117-128	118-128	120-130	123-132	121-129	121-130
Very Poor	>128	>128	>130	>132	>129	>130

Female athletes

Age	18-25	26-35	36-45	46-55	56-65	65+
Excellent	<85	<88	<90	<94	<95	<90
Good	85-98	88-99	90-102	94-104	95-104	90-102
Above Average	99-108	100-111	103-110	105-115	105-112	103-115
Average	109-117	112-119	111-118	116-120	113-118	116-122
Below Average	118-126	120-126	119-128	121-129	119-128	123-128
Poor	127-140	127-138	129-140	130-135	129-139	129-134
Very Poor	>140	>138	>140	>135	>139	>134

Table reference: Canadian Public Health Association

Suitability of the Test

This test is suitable for active and sedentary players but not for individuals where the test may be contraindicated.

Reliability of the Test

Reliability of the test depends upon how strict the test is conducted and the individual's level of motivation to perform the test.

Validity of the Test

There are published tables to relate results to a potential level of fitness and the correlation is high.

There is an on-line calculator available for evaluation of the test.

Anybody can follow the following link to access the on-line calculator

www.home step test.htm

3.3.2 Zig-Zag Test

We have chosen this test for evaluating the swiftness and suppleness of the adiwasi students. The objective of the zig-zag test is to monitor the athlete's speed and agility. This is the easiest test that can bring fine results. Students very much liked this test. It helped me to study the skill of the target students. All the students participated in the camp participated in the test including the girls.

Necessary assets to conduct the test

We needed the following instruments to conduct the test.

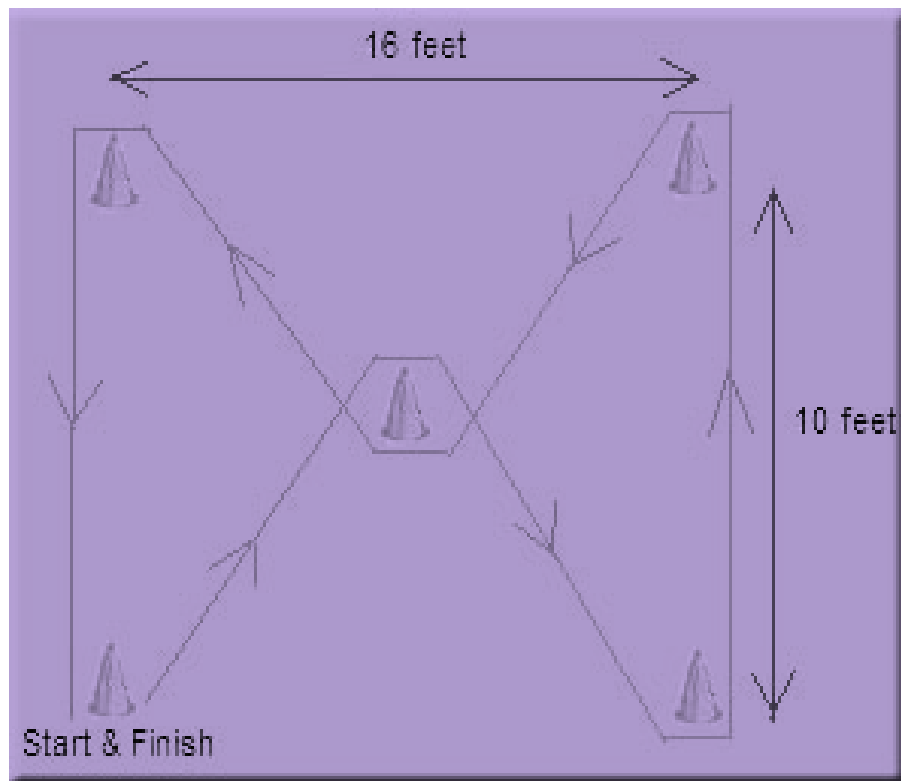
1. 5 cones
2. Non slip surface
3. Stop watch
4. Assistant.

How the test was conducted

The Zig-Zag Test is conducted as follows:

- The athlete warms up for 10 minutes
- Mark out the course with four cones placed on the corners of a rectangle 10 by 16 feet, with one more cone placed in the centre
- The athlete follows the grey route identified on the diagram
- The athlete completes one circuit of the course starting and finishing at the Start/Finish cone (see diagram)
- The assistance records the time for the athlete to complete the course.

Diagram



Analysis

Analysis of the result is by comparing it with the results of previous tests. It is expected that, with appropriate training between each test, the analysis would indicate an improvement in the athlete's agility. We have conducted the test thrice and the best results were taken.

Target group

This test is suitable for active players.

Reliability

Reliability of the test depends upon how strict the test is conducted and the individual's level of motivation to perform the test.

Validity

There are no published tables to relate results to potential performance in competition. Hence the test is measured on the internet. The website from which the data was measured is <http://www.brianmac.co.uk/zigzag.htm>.

3.3.3 Meter Speed Test

The third test that had been selected to evaluate the student was meant for speed assessment. The objective of the sprint speed test is to assess maximum running speed. It involves running a single maximum sprint over a set distance.

The test being simple all the participated students were involved. Every student player had given three chances to give their best performance. Players showed their enthusiasm while participating in the event.

Necessary resources for conducting the test

1. The test requires the following resources.
2. Measuring tape or marked track
3. Stop watch or timing gates
4. Markers
5. Assistant.

How the test was conducted:-

- a. The athlete undertakes a warm up
- b. A cone/marker is placed at 35m from the start line
- c. The athlete sprints the 35m from a sprint start

d. The assistance records the time the athlete takes to complete the 35m.

e. The best of 3 x 35m sprints is recorded.

Analysis

Analysis of the result is done by comparing it with the result of previous tests. It is expected that, with appropriate training between each test, the analysis would indicate an improvement.

Normative Data

The following table provides ratings for the 35m sprint test (Arkininstall et al. 2010)^[1]

Rating	Male	Female
Excellent	< 4.80	< 5.30
Good	4.80 - 5.09	5.30 - 5.59
Average	5.10 - 5.29	5.60 - 5.89
Fair	5.30 - 5.60	5.90 - 6.20
Poor	> 5.60	> 6.20

Target group

This test is suitable for sprinters. It is also suitable for evaluating student players to find out their talent in speed and running.

Reliability

Reliability would depend upon how strict the test is conducted and the individual's level of motivation to perform the test.

Validity

There are no published tables to relate results to potential performance in competition. But normative data is available as given above.

On-line calculator

There is an online calculator for evaluating the test. It is as following.

<http://www.brianmac.co.uk/speedtest.htm>.

3.3.4 Multi-Stage Fitness Test

The Multi- Stage Fitness Test is chosen to evaluate students' stamina. We wanted to know the overall fitness of the adiwasi students for which this test is found appropriate. Though the test is good for finding players for specific games, we utilized it for finding players' talent among adiwasi students. The objective of the Multi-Stage Fitness Test (MSFT) is to monitor the development of the player's maximum oxygen uptake (VO₂max).

This test is conducted only on selected 10 students.

Necessary resources for conducting the test

The requirement for conducting the test is as below-

1. Flat, non slippery surface at least 20 meters in length
2. 30 meter tape measure
3. Marking cones
4. Pre-recorded audio tape or CD
5. Tape recorder
6. Recording sheets
7. Assistant
8. Calculator.

Theory of Conducting the Test

The test is made up of 23 levels where each level lasts approx. one minute. Each level comprises of a series of 20m shuttles where the starting speed is 8.5km/hr and increases by 0.5km/hr at each level. On the tape/CD a single beep indicates the end of a shuttle and 3 beeps indicates the start of the next level.

Method of Conducting the Test:-

- a. Measure out a 20 meters section and mark each end with a marker cone.
- b. The athlete carries out a warm up program of jogging and stretching exercises.
- c. The test is conducted.
- d. The athlete must place one foot on or beyond the 20m marker at the end of each shuttle.
- e. If the athlete arrives at the end of a shuttle before the beep, the athlete must wait for the bleep and then resume running.

- f. The athlete keeps running for as long as possible until he/she can no longer keep up with the speed set by the tape at which point they should voluntarily withdraw.
- g. If the athlete fails to reach the end of the shuttle before the beep they should be allowed 2 or 3 further shuttles to attempt to regain the required pace before being withdrawn.
- h. Record the level and number of shuttles completed at that level by the athlete.
- i. At the end of the test the athletes conduct a warm down program, including stretching exercises.

Analysis

Analysis of the result is by comparing it with the results of previous tests. It is expected that, with appropriate training between each test, the analysis would indicate an improvement.

The algorithm below provides an estimate of VO₂max. Please note that, when compared to the MSF Table values, the calculator result can be in error by up to ± 0.3 mls/kg/min:

- $$\text{VO}_2\text{max} = 18.043461 + (0.3689295 \times \text{TS}) + (-0.000349 \times \text{TS} \times \text{TS})$$

Where TS is the total number of shuttles completed.

Example:

You finished at: Level 10 shuttle 5

From the table below determine the number of shuttles for the level you reached. In this example Level 10 is 95 shuttles.

Level 1 2 3 4 5 6 7 8 9 10 11

Shuttles 8 16 24 33 42 52 62 73 84 95 107

Level 12 13 14 15 16 17 18 19 20 21 22

Shuttles 119 132 145 158 172 186 201 216 232 248 264

Your total number of shuttles (TS) is $95 + 5 = 100$

You can then calculate your VO₂max as follows:

- $VO_{2max} = 18.043461 + (0.3689295 \times 100) + (-0.000349 \times 100 \times 100)$
- $VO_{2max} = 48.114 \text{ mls/kg/min } (\pm 0.3 \text{ mls/kg/min})$

Normative data for MSFT

Male

Age	Excellent	Above Average	Average	Below Average	Poor
14 - 16	L12 S7	L11 S2	L8 S9	L7 S1	< L6 S6
17 - 20	L12 S12	L11 S6	L9 S2	L7 S6	< L7 S3
21 - 30	L12 S12	L11 S7	L9 S3	L7 S8	< L7 S5
31 - 40	L11 S7	L10 S4	L6 S10	L6 S7	< L6 S4
41 - 50	L10 S4	L9 S4	L6 S9	L5 S9	< L5 S2

Female

Age	Excellent	Above Average	Average	Below Average	Poor
14 - 16	L10 S9	L9 S1	L6 S7	L5 S1	< L4 S7
17 - 20	L10 S11	L9 S3	L6 S8	L5 S2	< L4 S9
21 - 30	L10 S8	L9 S2	L6 S6	L5 S1	< L4 S9
31 - 40	L10 S4	L8 S7	L6 S3	L4 S6	< L4 S5
41 - 50	L9 S9	L7 S2	L5 S7	L4 S2	< L4 S1

The following tables are utilized to find out the results of the test conducted on the students. The data given below is also useful for the evaluation of any player hence it is copied and made available in this research article from the website- <http://www.brianmac.co.uk/msftable.htm>.

MSFT Vo2 max Tables

In the table below locate the Level and Shuttle you achieved in the test to find your VO₂ max value. For an assessment of your

Vo2 max, see the VO₂ max normative data tables.

Level	Shuttle	VO ₂ max		Level	Shuttle	VO ₂ max
4	2	26.8		5	2	30.2
4	4	27.6		5	4	31.0
4	6	28.3		5	6	31.8
4	9	29.5		5	9	32.9
Level	Shuttle	VO ₂ max		Level	Shuttle	VO ₂ max
6	2	33.6		7	2	37.1
6	4	34.3		7	4	37.8
6	6	35.0		7	6	38.5
6	8	35.7		7	8	39.2
6	10	36.4		7	10	39.9
Level	Shuttle	VO ₂ max		Level	Shuttle	VO ₂ max
8	2	40.5		9	2	43.9
8	4	41.1		9	4	44.5
8	6	41.8		9	6	45.2
8	8	42.4		9	8	45.8
8	11	43.3		9	11	46.8
Level	Shuttle	VO ₂ max		Level	Shuttle	VO ₂ max
10	2	47.4		11	2	50.8
10	4	48.0		11	4	51.4
10	6	48.7		11	6	51.9

10	8	49.3		11	8	52.5
10	11	50.2		11	10	53.1
				11	12	53.7
Level	Shuttle	VO₂ max		Level	Shuttle	VO₂ max
12	2	54.3		13	2	57.6
12	4	54.8		13	4	58.2
12	6	55.4		13	6	58.7
12	8	56.0		13	8	59.3
12	10	56.5		13	10	59.8
12	12	57.1		13	13	60.6
Level	Shuttle	VO₂ max		Level	Shuttle	VO₂ max
14	2	61.1		15	2	64.6
14	4	61.7		15	4	65.1
14	6	62.2		15	6	65.6
14	8	62.7		15	8	66.2
14	10	63.2		15	10	66.7
14	13	64.0		15	13	67.5
Level	Shuttle	VO₂ max		Level	Shuttle	VO₂ max
16	2	68.0		17	2	71.4
16	4	68.5		17	4	71.9
16	6	69.0		17	6	72.4

16	8	69.5		17	8	72.9
16	10	69.9		17	10	73.4
16	12	70.5		17	12	73.9
16	14	70.9		17	14	74.4
Level	Shuttle	VO₂ max		Level	Shuttle	VO₂ max
18	2	74.8		19	2	78.3
18	4	75.3		19	4	78.8
18	6	75.8		19	6	79.2
18	8	76.2		19	8	79.7
18	10	76.7		19	10	80.2
18	12	77.2		19	12	80.6
18	15	77.9		19	15	81.3
Level	Shuttle	VO₂ max		Level	Shuttle	VO₂ max
20	2	81.8		21	2	85.2
20	4	82.2		21	4	85.6
20	6	82.6		21	6	86.1
20	8	83.0		21	8	86.5
20	10	83.5		21	10	86.9
20	12	83.9		21	12	87.4
20	14	84.3		21	14	87.8
20	16	84.8		21	16	88.2

Target group

This test is suitable for endurance athletes and players of endurance sports (*eg* football, rugby) but not for individuals where the test would be contraindicated. A degree of caution is required in administering the test, in that you have to push yourself relatively hard to the point where you can no longer maintain the pace dictated by the tape. If you are suffering from any injury or illness, or if you have any reason to think you may not be in a good general state of health, you should consult a doctor before doing this test.

Reliability

Reliability would depend upon how strict the test is conducted and the individual's level of motivation to perform the test. As the audio-tapes may stretch over time, the tapes need to be calibrated which involves timing a one minute interval and making adjustment to the distance between markers. The recording is also available on compact disc, which does not require calibration.

Validity

There are published VO₂max tables (Appendix A) and the correlation to actual VO₂max is high.

On-line calculator

The following link may be used to access the on-line calculator for the test.

<http://www.brianmac.co.uk/msftable.htm>.

3.3.5 Sport Competition Anxiety Test (SCAT)

This test is for psychological analysis of the student players. Along with speed and agility and fitness, mental ability is also important and for that sake this test is chosen. Students were given 15 questions and their quick reply was noted and studied.

Process of the anxiety test;-

Read each statement below, decide if you "Rarely", "Sometimes" or "Often" feel this way when competing in your sport, and tick the appropriate box to indicate your response.

Rarely, some- times , Often

1. Competing against others is socially enjoyable.
2. Before I compete I feel uneasy.
3. Before I compete I worry about not performing well.
4. I am a good sportsman when I compete.
5. When I compete, I worry about making mistakes.
6. Before I compete I am calm.
7. Setting a goal is important when competing.
8. Before I compete I get a queasy feeling in my stomach.
9. Just before competing, I notice my heart beats faster than usual.
10. I like to compete in games that demand a lot of physical energy.
11. Before I compete I feel relaxed.
12. Before I compete I am nervous.
13. Team sports are more exciting than individual sports.
14. I get nervous wanting to start the game.
15. Before I compete I usually get uptight.

Athlete's Name**SCAT Score**

Less than 17 : You have a low level of anxiety

17 to 24 : You have an average level of anxiety

More than 24 : You have a high level of anxiety

Analysis

The score for the response to each question is detailed below. Enter the score for each question in the "Athlete's Score" column and then total the column up to provide a SCAT score.

Note that questions 1, 4, 7, 10 and 13 score zero regardless of the response.

Question No	Rarely	Sometimes	Often
1	0	0	0
2	1	2	3
3	1	2	3
4	0	0	0
5	1	2	3
6	3	2	1
7	0	0	0
8	1	2	3
9	1	2	3
10	0	0	0
11	3	2	1
12	1	2	3
13	0	0	0
14	1	2	3
15	1	2	3

Total**SCAT Score Analysis**

Less than 17 : You have a low level of anxiety

17 to 24 : You have an average level of anxiety

More than 24 : You have a high level of anxiety

On-line calculator

The following link may be utilized to access the on-line calculator
sportcompetitionanxietytest.htm.

3.4 DATA COLLECTION PROCEDURES

The data collection process commenced with developing list of colleges for sending invitation of sport event organized for adiwasi students as well as for sending questionnaire. A comprehensive list of the colleges and physical directors was prepared. A concept letter was sent to all the physical directors in different colleges. Theoretical study also began at the same time for searching sports skills and skill development. Most of the physical directors were requested through mobile call and email to participate in the sample survey. Those who gave their consent were sent a questionnaire through mail or email as per their willingness. A personal visit was arranged to explain them the nature of the study and to encourage them to participate in the study. The participants were informed that their participation in this study was strictly voluntary and any information obtained in connection with this study and that could be identified with them would remain confidential and would be disclosed only with their

permission. It was also made clear that there were no known physical, psychological, social, or legal risks in this study beyond those of ordinary life. Furthermore, it was highlighted that there was no cost to the participants for participation in this project.

The survey questionnaires were received from them in the course of six months time. Those who did not replied were contacted and requested again. Then a request letter was sent to colleges seeking permission for visit. While visiting these colleges semi structured interviews were taken. Some of them were recorded. Very few colleges allowed for the visit. Again an effort was taken for getting permission from the colleges. Some of the questionnaires were collected by visiting the colleges. This whole procedure was done with taking care of all ethical measures.

The main data of the research was collected from the camp organized and the tests arranged. Five tests arranged were minutely observed and recorded. Participant students in every tests were less but the less number allowed the researcher to record every minute detail of the student expected in the tests.

Tests conducted were a source of pleasure for the participants. It brought a large volume of information for detailed analysis.

3.5 DATA ANALYSIS

The information gathered was read carefully and in detail. The prepared notes on the questionnaire were also studied cautiously.

Participants' perceptions were understood and analysed. Through this a meaning was investigated, an attempt was made to structure the data collected and was put in order. Very minute details were observed while interpreting data. Questionnaire data analysis included the analysis of both closed-ended and open-ended questions. The closed-ended questions were analyzed with the help of the statistical tools. A help was taken of SPSS (Statistical Package for the Social Sciences). Charts were prepared. The descriptive data was analysed to bring the comprehensible picture. Patterns were identified. Content analysis technique was employed in analyzing the qualitative data. Content analysis enables researchers to shift through large volumes of data with relative ease in a systematic fashion. It also allows inferences to be made which then can be corroborated using other methods of data collection. Patterns were developed, themes were identified, comparison was made and the final results were prepared using interview responses.

Data collected from the tests was also carefully arranged. Flow charts were prepared.

CHAPTER 4

FINDINGS OF THE STUDY

The study was taken out to find out the skills among adiwasi students in north Maharashtra region. It was observed at different competitions of North Maharashtra University that adiwasi students are enthusiastic, energetic, powerful, calm, optimistic, and so on but they fail achieve success in the final phase of the competitions. This study is a meant for the academicians and sport department of the government and for adiwasi community in general to bring to notice the exact reasons behind their failure.

The study believes that adiwasi must have special access to educational cultural and economic opportunities so as to reverse earlier injustices experienced by the adiwasi communities. It is also a need of hour that through these institutions their skills should be realized, developed, and utilized for the betterment of the nation. Their physiology, Psychology, Sociology is demanding research. They are highly skilled and strong both mentally and physically.

For this study the methodology chosen is explained in the earlier chapter. The participants were carefully analysed and found that those who are training or selecting and maintaining the adiwasi students and the sports events are the physical directors in colleges. A study was conducted to what level they have played as a sports person. The fact is that there is no international player among the

physical teachers in North Maharashtra Jurisdiction. University are consisting of three districts have no international player for giving training or for motivating players. There are around 30% physical teachers who have national level experience followed by 23 % state level players. Others have university or inter university level experience.

The overall scenario is satisfactory.

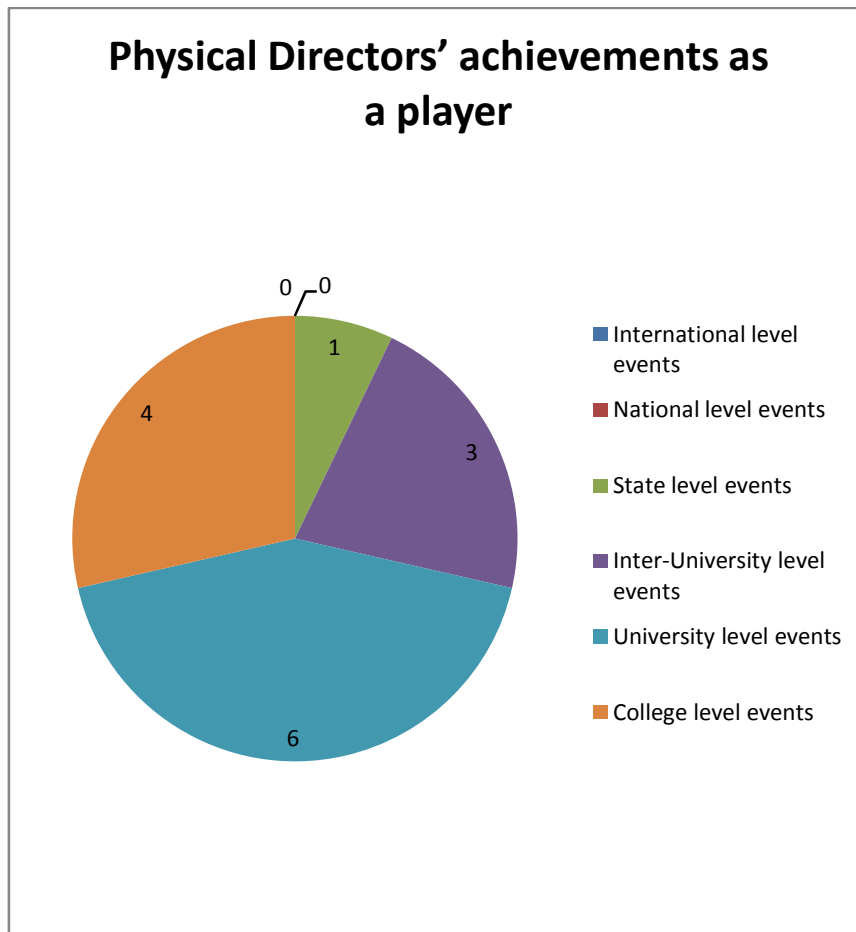


Figure 1

The study was conducted from the questionnaires given to teachers that what percentage of the students participates in sports activity from the enrollment of their respective colleges. The result is very shocking that only form 7% colleges more than 5 % and less than 10 % students participate in sports events. The chart below clarifies that among the interesting colleges only one college organises sports activities with more than 5% students.

It is a worth matter that most of the colleges have in last five years participated up to university level events and only less than 15% colleges fail to participate at inter- university level competitions. (See Figure 3) Most of the participating colleges in the event organised for this study were from rural area. Only fifteen percent colleges belonged to semi urban locations. (See Figure 4) The overall condition of the North Maharashtra region is the same. North Maharashtra consists of three districts but there are only two major cities, Jalgaon and Dhule. Even Nandurbar being a district place comes under a category of semi urban. The reasons may be economical and social but is a fact. It is satisfactory that major colleges are aware of their background.

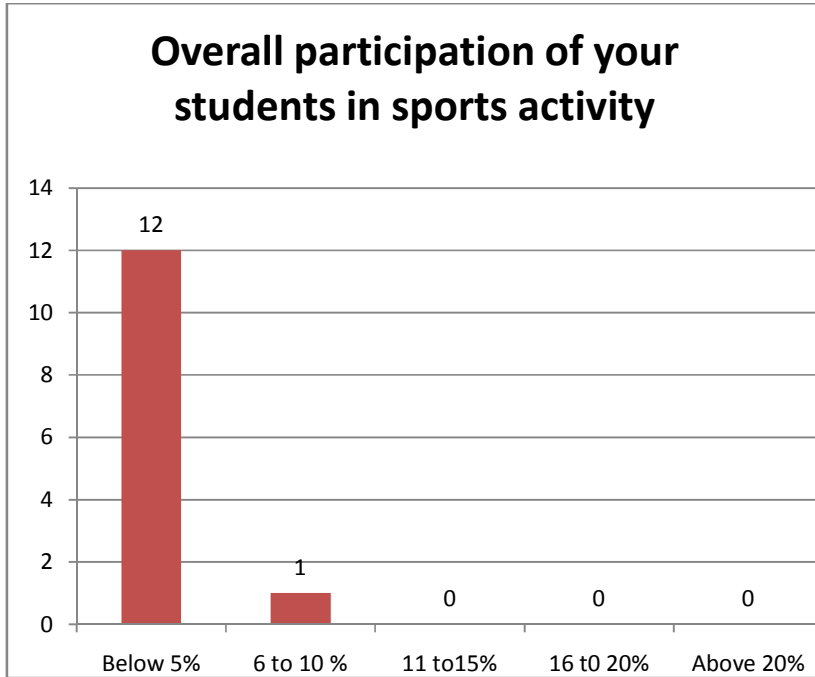


Figure 2

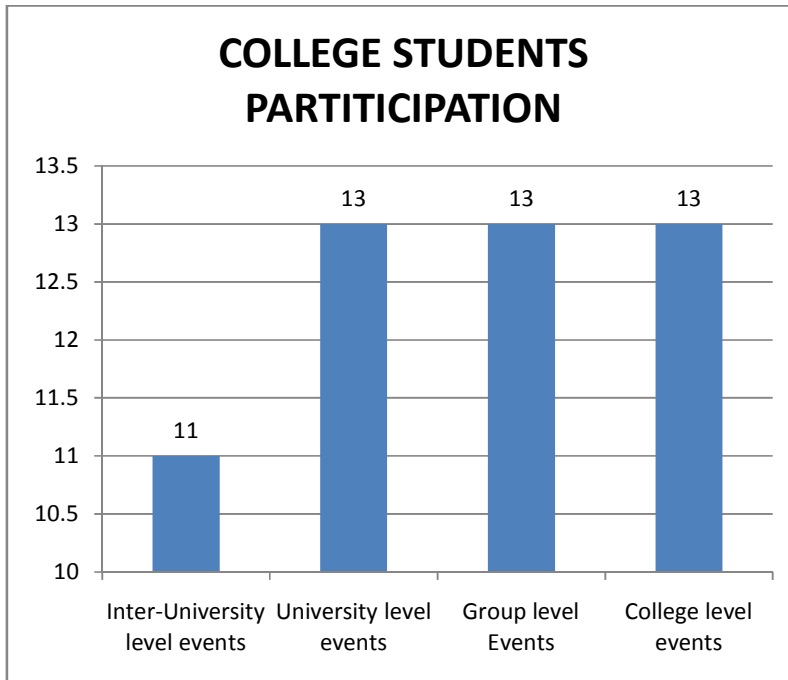


Figure 3

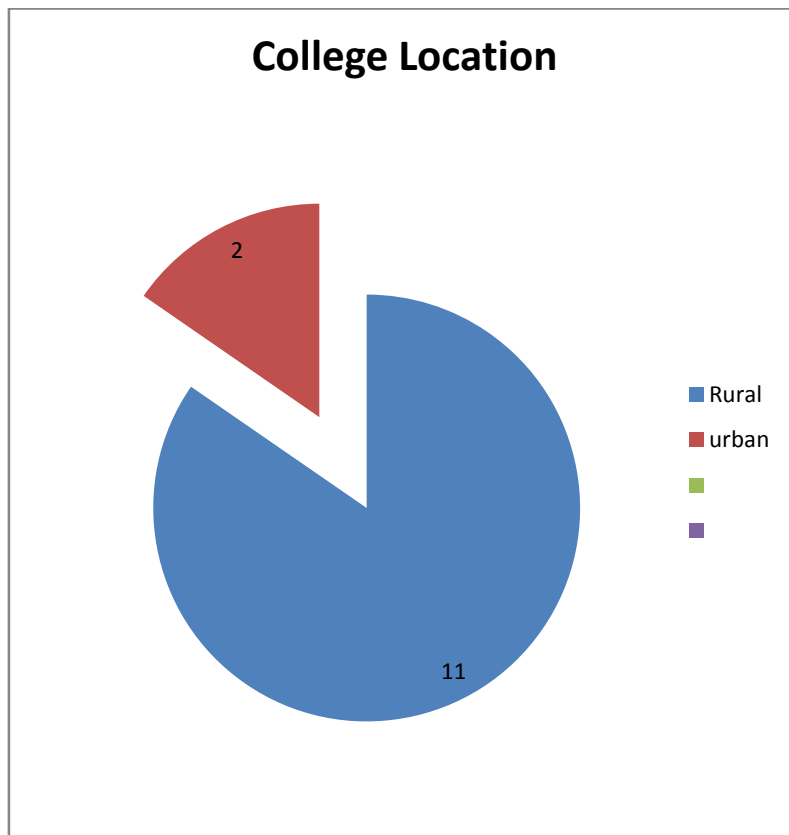


Figure 4

The figure no.5 explains that in all the colleges under observation less than 10 students participate in inter college or group level sports events while in 60% colleges more than 30 students participate in games. It is apparent that participation of adiwasi students in games is less than 30% in adiwasi districts also.

The ratio of participation at university level will obviously not better than this because the students selected for university level come from inter college and inter group level. Only less than 35% colleges participate with adiwasi students in university level games and the number of students is less than

10. (See Figure 6) This all shows that adiwasi students are thrown out at college level competitions only.

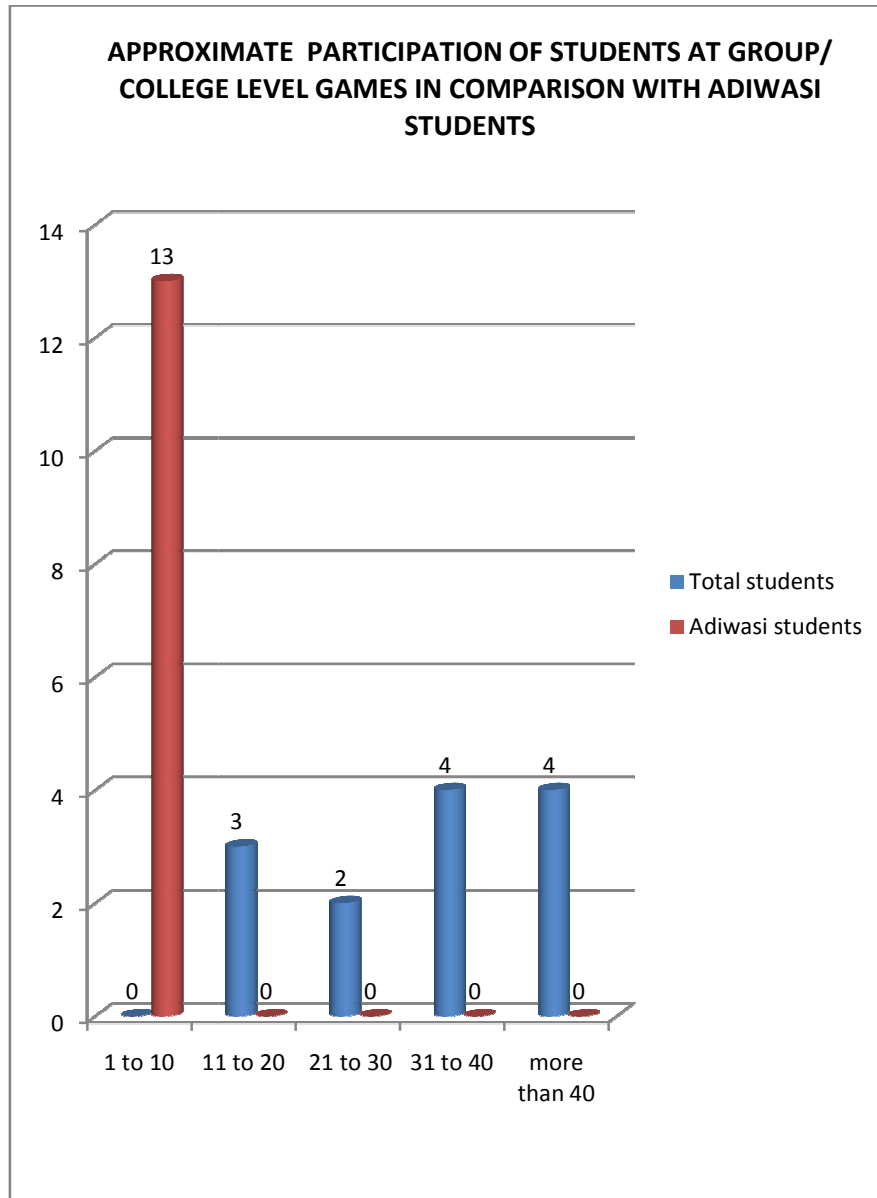


Figure 5

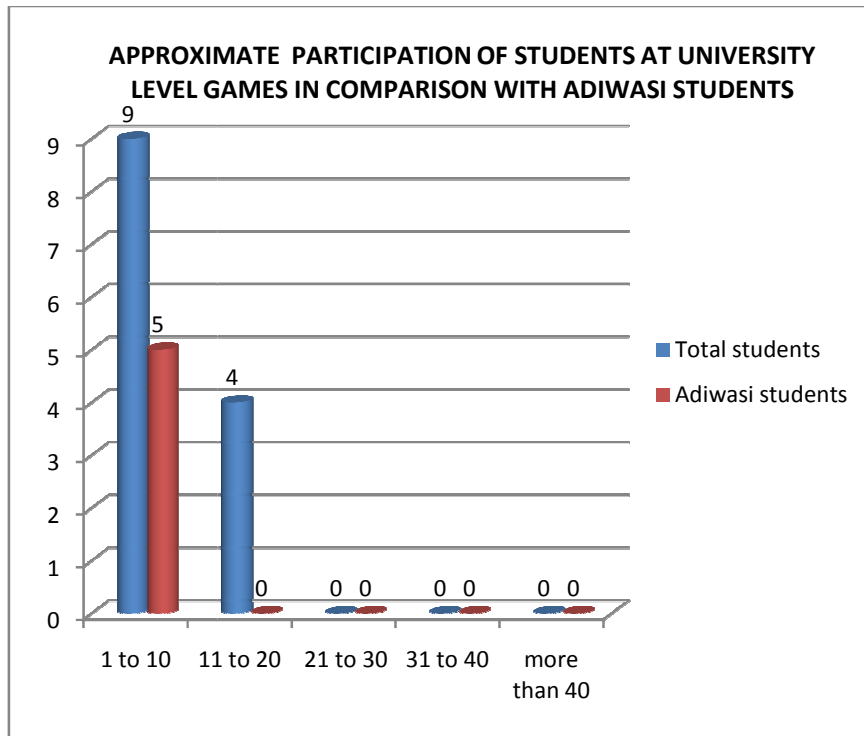


Figure 6

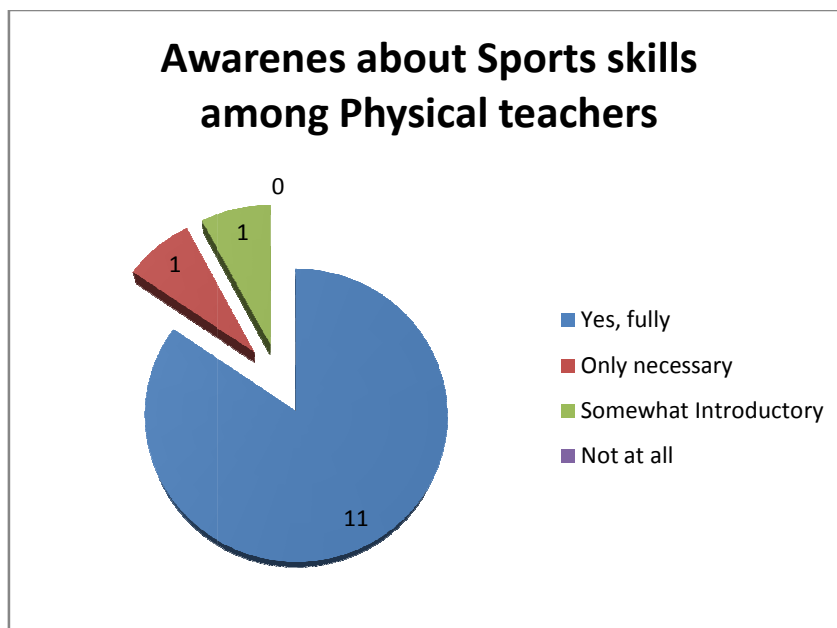


Figure 7

The above figure no.7 is describing one of the key issues of this study. Skill and talent go hand in hand in this study. The word skill is used for talent as it is clarified in the introductory chapter. The study desired to find out how many sports teachers are aware of skills and skill development process. The physical teachers have mentioned in their respective returned questionnaires that they are well aware of the sports skills and the same was found in the interviews. As a part of the post graduate study they have studied sports skills and their importance.

Figure no. 8 describes that more than 76 % physical directors are of the opinion that skill development is possible. Skill acquisition is the major part of the sports training. Sportsperson should be ready to learn minor and major skills of the game they play.

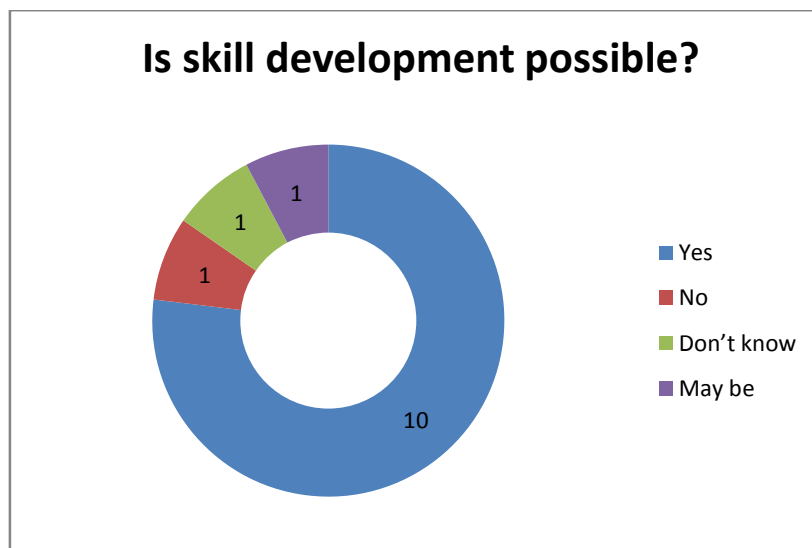


Figure 8

All the sports teachers agree on the issue of the need of the development of skills but very few of them organize skill development camps or programmes. Actually an interesting observation was recorded while interviewing that teachers are not ready to separate between practice camps and skill development camp. They equate both the camps as skill development. Skill development demands specialist training while practice camps are for hard work and coordination.

The following figure no.9 shows the confusion in the minds of the physical teachers. 38% physical teachers say they don't, while 27 % say they are not aware about skill development programmes. Around 17 % are organizing and remained 17% are organizing rarely. This data confuses the research student.

The topic of employing specialist coach for students for training has negative answers from all the students. As compared to the private sports clubs the colleges are far behind in producing excellent players. The main reason for this lagging behind lies in the need of the specialist coach. Eighty five percent colleges do not employ specialist coaches adds to worsen the college sports scenario.

Do you organize skill development programmes for talent search

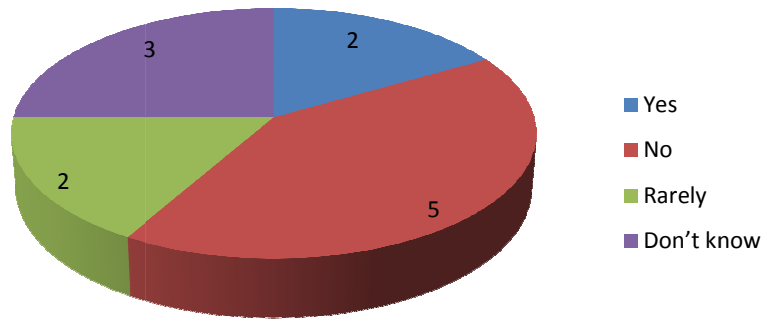


Figure 9

Employ specialised trainers for college students

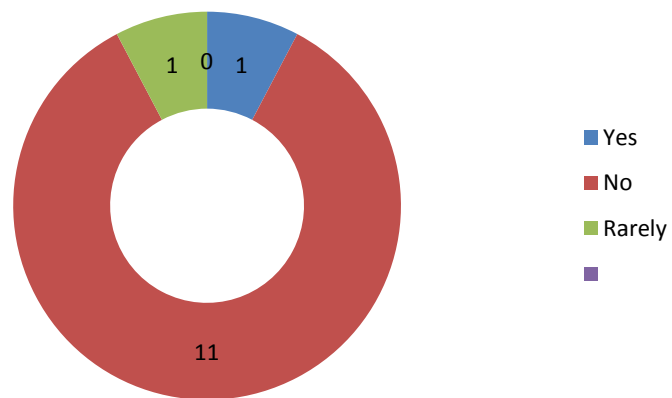


Figure 10

Emply specialised Psychiatrist for college students

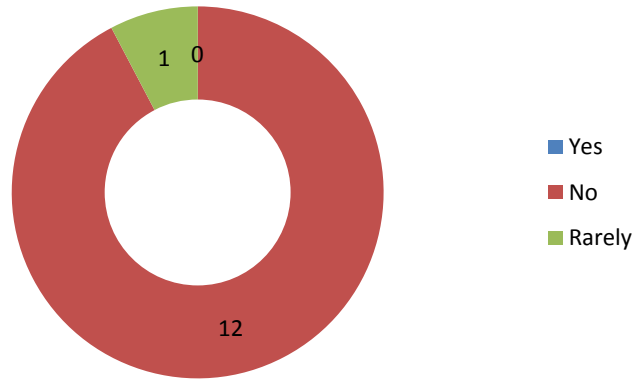


Figure 11

Emply specialised Dietician for college students

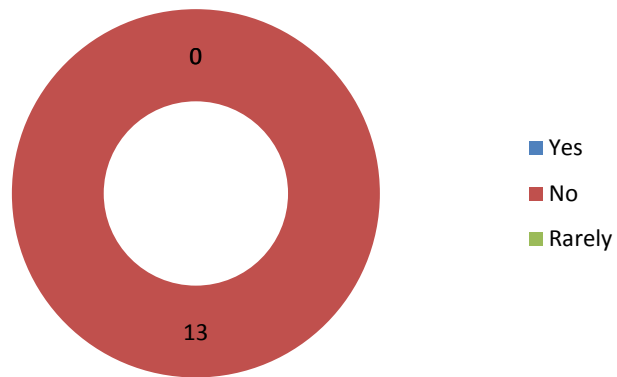


Figure 12

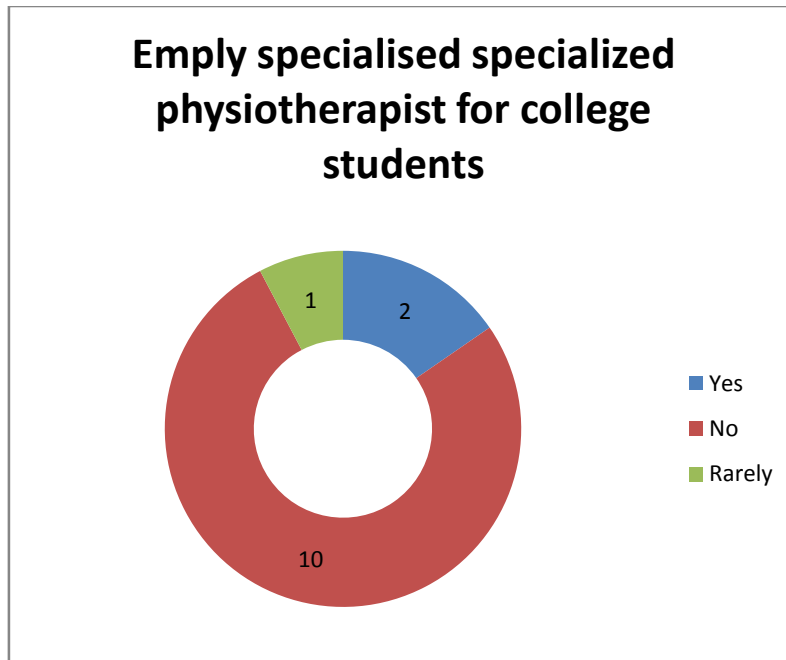


Figure 13

Figure nos. 11, 12, 13 are bringing forth the fact regarding the seriousness of the games and players. From these figures it is clear that none of the college under observation is interested in total development of the student player. None of them has ever employed dietician, psychologist, or physiotherapist for consultation to the students. A question arises that how can we compete with the developed nations which are arranging and spending lacks of rupees on the skill development and sports development and as such overall development of sports talent.

Managements of the institutions and the college heads are playing major role in the development of the sports facilities in colleges. Sports teachers are mere order followers. All the teachers in

private complained about this that their management and management heads are always reluctant to spend money on the sports section because it is unproductive and does not give any returns. Sports section is not unproductive, actually it brings dignity and fame to the colleges and it helps to the real development of the national personality.

This is pathetic that more than 50% colleges do not support to the initiatives taken out for talented students. If a student is going to bring name and fame to the college, he needs to be trained properly but they are not. Colleges are empowered by government and universities to collect special fees for the development of the sports facilities. Even universities are collecting money from every student for organizing sport events but the facility is not provided.

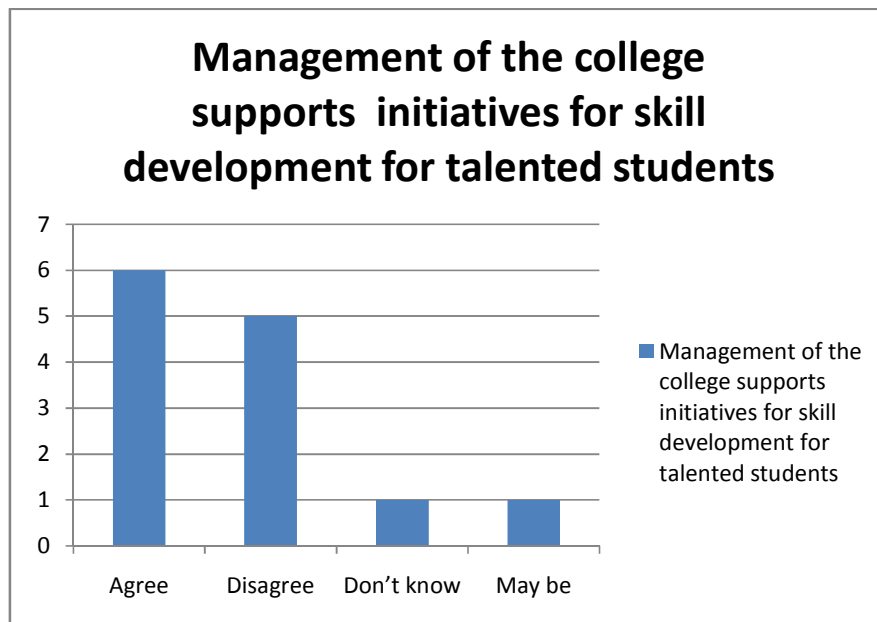


Figure 14

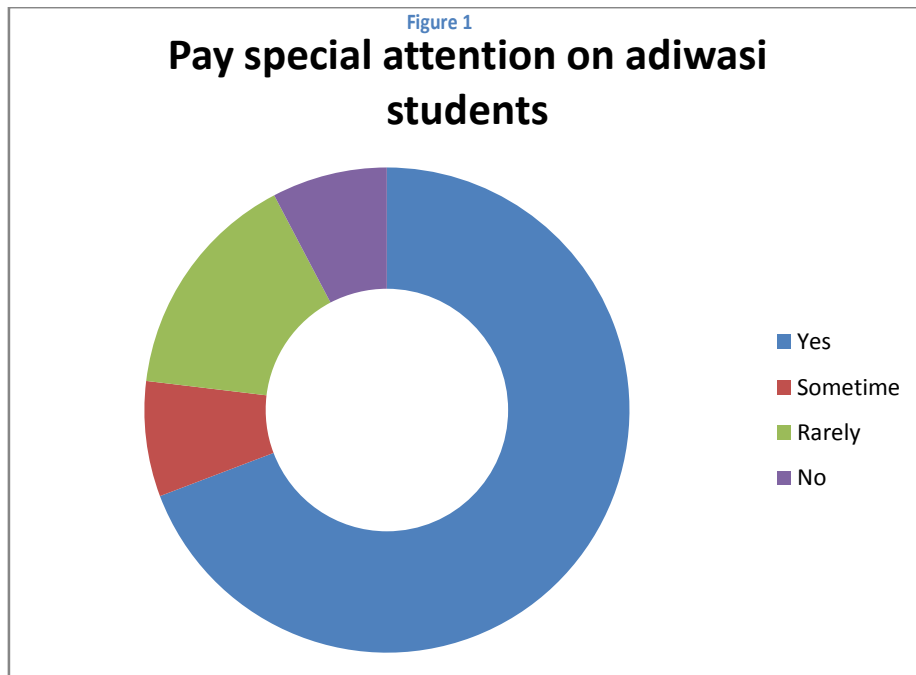


Figure 15

The focal issue of this study is associated with adiwasi students. Adiwasi students are center of attraction for all the colleges and physical directors. They are so because they have some special qualities which are not found in other students. A survey was taken out to find out the qualities of the adiwasi students among the physical directors of the colleges and it is found that honesty, sincerity, physical fitness, obedient nature, tendency to take risk are the top most qualities found among them. These qualities are supported with reliability, flexibility, loyalty, hard working capacity and commitment and team. All this made them popular among the college sports persons.

Adiwasi community is inborn build up with a strong physical fitness. At the entry level physical fitness and to be ready to take risk are the qualities that every physical teacher preferred. Adiwasi students are close associates of the nature and have experienced most of the natural dangerous hence they have also the quality of aggression needed by a sport person. Aggression as nature may not be quality but for certain games it is not only needed but is necessary. The initial serve shows that adiwasi students can be excellent sport players.

A chart given below will explain that how sports teachers found the different qualities needed for sport person are present among the adiwasi students. It also shows that to which level they found those qualities among them. The participants in the survey were asked to tick the chart given below as per their preference. If they find the quality present among the most of the students they were free to give 9 points and all the points were calculated to analyse the qualities.

From the same mentioned chart it also becomes comprehensible that some of the essential qualities in a successful sports person are absent among the target group. Confidence, mental fitness and patience need certainly to be cultivated among these students to prepare them for upper level sports events. They lack confidence at any level which is the most fundamental quality a sport person should have. Mental fitness is also crucial. It is interesting to find out the reasons behind these deficiencies.

Sr. no.	Quality	9	8	7	6	5	4	3	2	1
1	Confidence	0	0	0	0	2	3	5	2	1
2	Reliability	3	6	1	2	1	0	0	0	0
3	Honesty	7	5	0	1	0	00	0	0	0
4	Flexibility	0	00	1	5	0	00	2	5	0
5	Loyalty	5	1	1	5	1	0	0	0	0
6	Enthusiasm	1	2	2	6	2	0	0	0	00
7	Sincerity	6	4	1	1	1	0	0	00	0
8	Hard working nature	4	4	1	3	1	0	0	0	0
9	Ready to take risk	6	3	1	1	1	0	1	0	0
10	Patient	1	1	2	1	1	2	2	2	1
11	Grasping Power	0	3	2	2	1	2	2	1	0
12	Obedient	9	4	0	0	0	0	0	0	0
13	Strong (physically)	6	3	1	2	1	0	0	0	0
14	Strong (Mentally)	0	0	3	2	1	2	2	2	1
15	Alertness	2	2	1	1	2	2	2	1	0
16	Active	1	2	2	2	3	3	0	0	0
17	Self conscious	1	2	2	3	2	3	0	0	0
18	Pleasant	0	2	2	4	1	1	2	1	0
19	Commitment	5	4	3	0	1	0	0	0	0
20	Team work	5	2	2	2	2	0	0	0	0

Sr. no.	Drawback	9	8	7	6	5	4	3	2	1
1	Shyness	6	2	2	2	1	0	0	0	0
2	Submissive	5	2	2	2	2	0	0	0	0
3	Shameful	1	1	1	1	1	4	3	1	0
4	Isolated	6	1	2	2	2	0	0	0	0
5	Hesitant	3	2	1	2	2	0	2	1	0
6	Timid	2	0	0	0	1	3	3	3	1
7	Suffer from Inferiority	6	2	2	2	0	1	0	0	0
8	Unwilling to share	5	2	2	2	2	0	0	0	0
9	Reserved	3	5	2	1	2	0	0	0	0
10	Lack of sensitivity	1	1	1	1	1	2	5	1	0
11	Pursue personal goals	1	2	1	1	0	5	2	1	0
12	Blame others	2	2	2	2	2	2	0	1	0
13	Pessimistic	5	2	1	2	1	2	0	0	0
14	Poor hygiene	6	4	1	0	0	0	0	2	0
15	Less social	1	1	1	1	2	1	1	2	3

Negative capability of the students is also studied by the same way as positive qualities. Shyness, submissive nature, unwilling to share, suffering from inferiority complex are some of the major distortions found by the physical teachers. The foremost drawback of the students is that they have poor hygiene which leads them to poor health. Hygiene related issues need to attend with priority is the demand of all physical teachers.

Pessimistic approach in life is the main barrier in the course of success. Most of the physical teachers believe that most of the students suffer from pessimistic outlook. They are also reserved. All this is a result of their suppression by upper casts for years together. Why are they unwilling to share their problems and listen whatever is told to them? Why are they so submissive? Why do they not mingle with other students? These questions have answer in the social system. But it is a fact that in spite of having talent they are suffering from achieving what they deserved.

Timid nature, pursuing personal goals, lack of sensitivity and non cooperation are some of the hurdles in the way of success in sports. Which more than 85% teachers accept that does not exist among the adiwasi students. They are highly cooperative to each other; they never think about their personal achievements escorts them to good team players. They have nice mutual coordination among themselves but are reluctant to participate with other students

from other casts. The inferiority complex found among them need to be eradicated.

The adiwasi students are extremely sensitive. This quality helps to develop among them a fine player. They easily learn new moves and tactics. They are very much responsive to the new situations and new places which are essential for player. Every physical director readily accepts that they had very good experience of the adiwasi students. Around 69 % teachers have positive opinion on the experience issue. 27 % teachers have not made their mind on the issue. The figure no 16 explains in details the teacher's views.

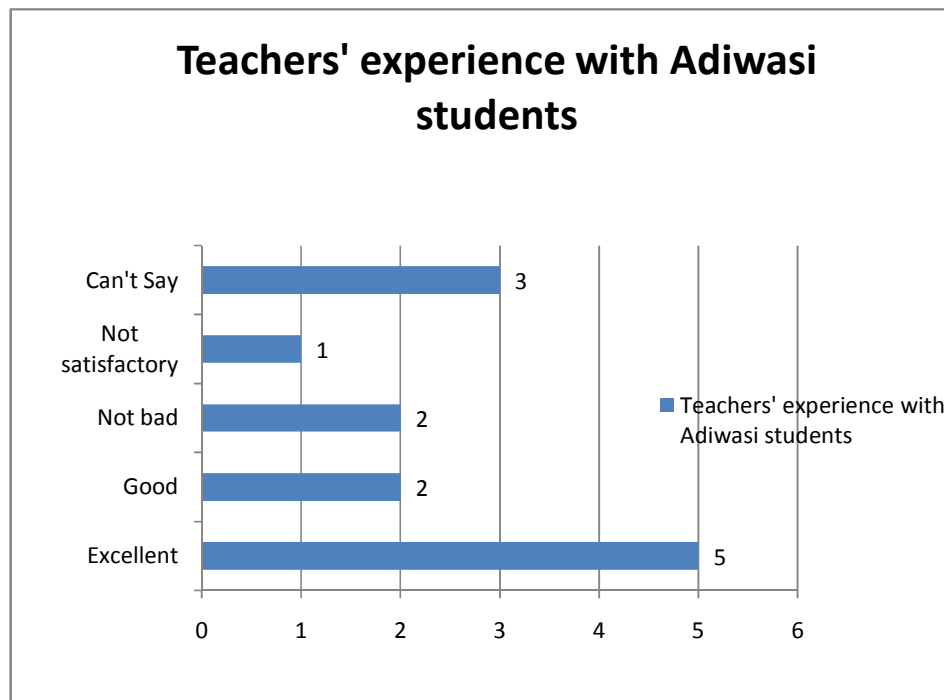


Figure 166

Does the students have access to the Human resources

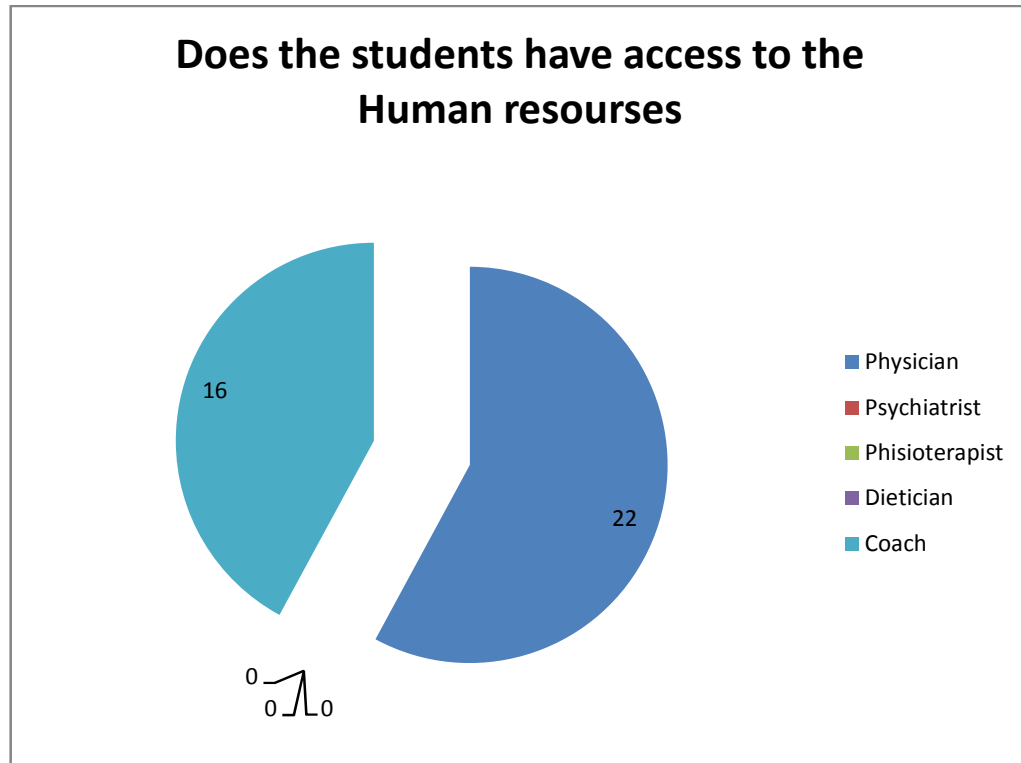


Figure 177

The issue of having qualities and deformities is related with social problems. It is also rooted in the situation provided, hence this study has tried to find out what human resource do the adiwasi students have in colleges and institutions. The question was again asked to the students and the result was shocking. Students only have access to physician and coach as per their recording. Most of the physical teachers have refused that they employ any coach but students have agreed that they have a guidance of a coach. To verify the matter students were questioned in interview and the truth came out that physical directors are taken as coach by the students. They have no idea regarding the special coach.

ANALYSIS OF THE TESTS CONDUCTED

Home Step Test

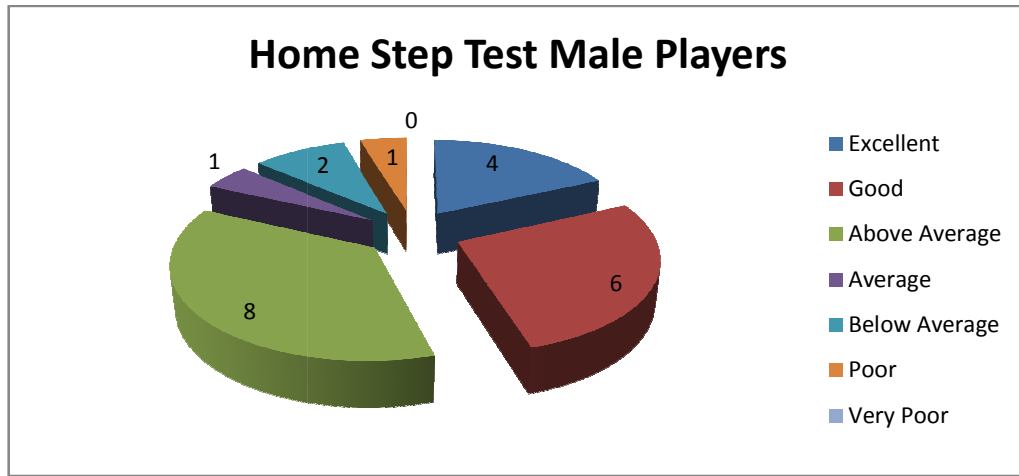


Figure 18

Male athletes

Age	18-25	Total/player
Excellent	<79	276/4
Good	79-89	510/6
Above Average	90-99	765/8
Average	100-105	102/1
Below Average	106-116	121/2
Poor	117-128	119/1
Very Poor	>128	0

Figure 19

Female athletes

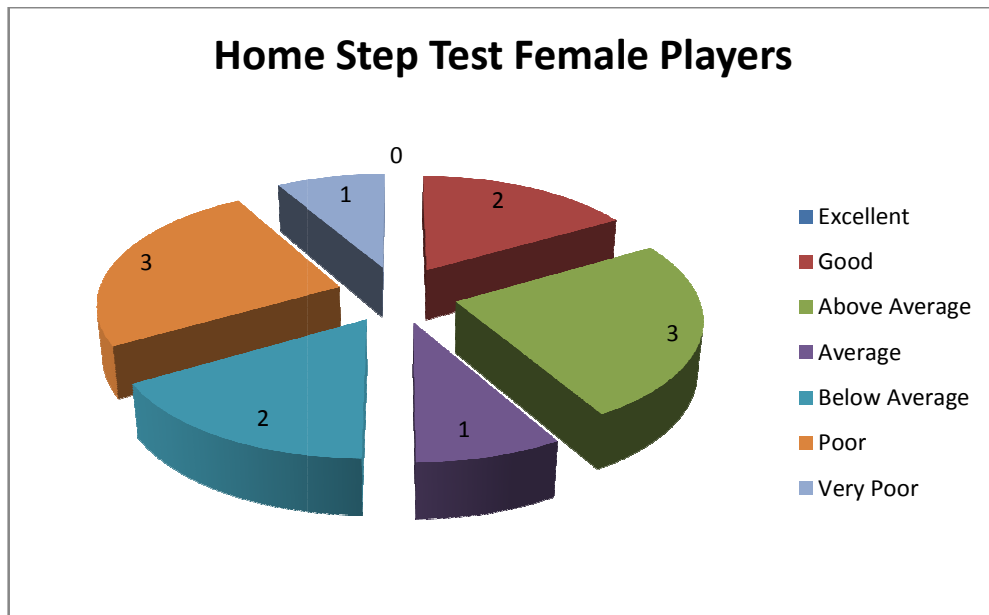


Figure 20

Age	18-25	
Excellent	<85	0
Good	85-98	123/2
Above Average	99-108	316/3
Average	109-117	114/1
Below Average	118-126	245/2
Poor	127-140	407/3
Very Poor	>140	156/1

Figure 21

Home step test was conducted to test the cardiovascular system. The objective of this test is to monitor the development of the player's cardiovascular system. This test helped us to understand the cardiovascular system of Adiwasi students. The normative data for evaluating the test was taken from http://www.brianmac.co.uk/home_steptest.htm. The results of the tests are far better than our expectations. More than 52 % male students are found in the groups of above average, good and excellent figure no. 19 shows in detail how many points they have achieved and figure no.18 shows the evaluation of the students in a form of chart. Slightly above 4 % male students fall in the category of poor.

Female students are also found far better than the overall female students of our country. 50 % female students belong to the average and above average group. None of the female student raised up to excellent level still the performance of them was too excellent. Achieving 50% target is worth accomplishment for Indian females. The details can be studied from figure no. 20 and 21.

It brings to the conclusion that adiwasi students have a very fine cardiovascular system in the age group of 18 to 24. But the devastating fact is that the average age of the adiwasi in north Maharashtra region is not more than 55 yrs. They suffer from cardiovascular serious problems. Because of smoking most of them are suffering is a general observation. The sports players from colleges are rarely found addicts of smoking hence the results of the test are positive.

Zig-Zag Test

Seconds taken by students	Feet per second	Miles per Second	Miles per hour	K.M. Per hour
6	9.62	2.93	6.56	10.55
6.2	9.31	2.84	6.35	1.21
6.84	8.44	2.57	5.75	9.26
7.16	8.06	2.46	5.50	8.84
8	7.21	2.20	4.92	7.91
8.47	6.81	2.08	4.62	7.48

Figure 22

The zig-zag test is chosen with an aim to evaluate the swiftness and suppleness of the adiwasi students. The objective of the zig-zag test is to monitor the athlete's speed and agility. This is the easiest test that can bring fine results. Students very much liked this test. They were to run between the cones in a zigzag way which was preferred by the students. It helped me to study the skill of the target students. All the students participated in the camp participated in the test including the girls.

There are no slandered charts to find out to what level the students are. It was searched on the internet and in books but no

standard measurement of the test is found. A comparative chart to covert the data in to mile and kilometers is given. The chart below shows that more than fifty five percent male as well as female students have completed the distance in the zigzag test in less than seven seconds. There speed was nine to ten kilometers per hour which seems to be good in hurdle races.

According to <http://www.humankinetics.com/excerpts/excerpts/zigzag-run-test-for-power-speed-quickness-and-body-control>. the normative data is as below

- Normal values (mean time \pm SD) = 6.86 ± 0.53 (athletes; intertester testing) (n = 25) (Ortiz et al. 2005).
- Normal values (mean time \pm SD) = 7.67 ± 0.66 (nonathletes; intertester testing) (n = 25).
- Normal values (mean time \pm SD) = 6.97 ± 0.51 (athletes; intratester testing).
- Normal values (mean time \pm SD) = 7.70 ± 0.61 (nonathletes; intertester testing).

As per the above mentioned data the performance of the students under observation is to the merit. It is as superior as to the data of an athlete. If proper care is taken of the adiwasi students and exact guidance is given to them the results will be extra ordinary. It is in favour of the sports policy of our government.

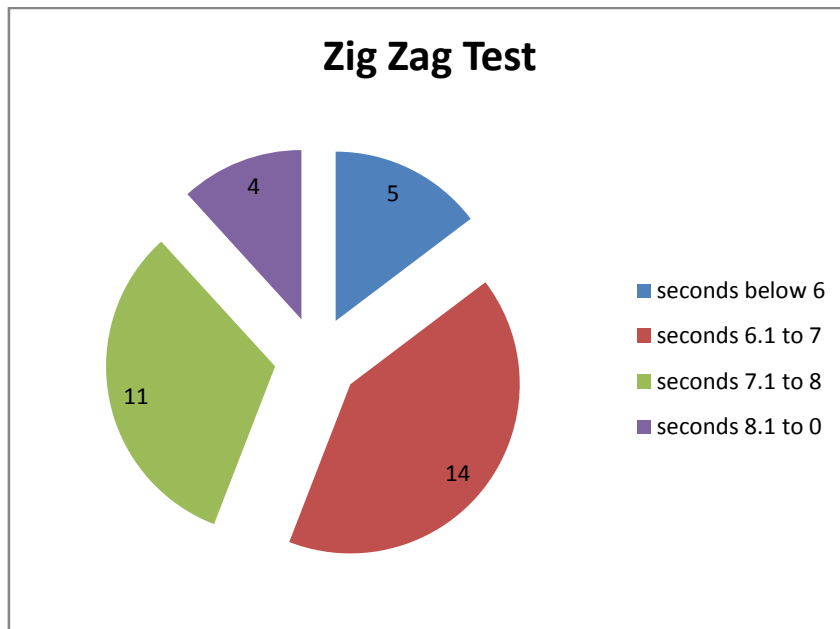


Figure 23

Meter Speed Test

Rating	Male	Out of 22 players
Excellent	< 4.80	0
Good	4.80 - 5.09	6
Average	5.10 - 5.29	12
Fair	5.30 - 5.60	2
Poor	> 5.60	2

Figure 24

Rating	Female	Out of 12 players
Excellent	< 5.30	0
Good	5.30 - 5.59	2
Average	5.60 - 5.89	7
Fair	5.90 - 6.20	1
Poor	> 6.20	2

Figure 25

The meter speed test has been selected to evaluate the student's speed. The objective of the sprint meter speed test is to assess maximum running speed. It involves running a single maximum sprint over a set distance.

The test being simple all the participated students were involved. Every student player had given three chances to give their best performance. Players showed their enthusiasm while participating in the event.

The result of the test is obviously excellent as the results of the zig zag test were. More than 80 percent male students and more than 75 % female adiwasi students belonged to average or good level as per

the standard data given by <http://www.brianmac.co.uk/home/steptest.htm>. The figures no. 24 and 25 describe the data in details.

Multi-Stage Fitness Test

The Multi- Stage Fitness Test is chosen to evaluate students' stamina. We wanted to know the overall fitness of the adiwasi students for which this test is found appropriate. Though the test is good for finding players for specific games, we utilized it for finding adiwasi players' talent. The objective of the Multi-Stage Fitness Test (MSFT) is to monitor the development of the player's maximum oxygen uptake (VO₂max).

The test is slightly difficult to conduct on all students hence only interested and selected 10 students have been selected for the test. The figure below is explaining in specifically the data collected from the test.

Student No.	Level	Shuttle	VO ₂ max
1	9	4	44.5
2	9	4	44.5
3	9	4	44.5
4	7	8	39.2
5	7	6	38.5
6	7	6	38.5
7	7	6	38.5
8	7	4	37.8
9	7	4	37.8
10	7	2	37.1

Figure 26

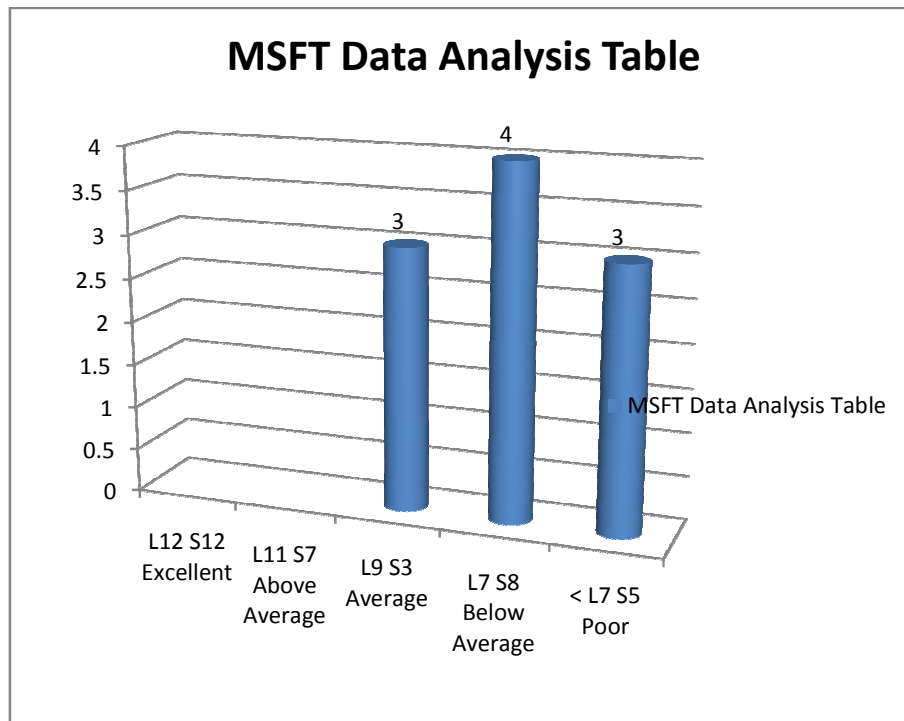


Figure 27

The data collected through the test is compared with the help of online calculator and charts given on the following website. <http://www.brianmac.co.uk/msftable.htm>. The results are not to the level of excellent or above average. Very few percentages, namely 30 % students fall in the category of average and all remaining were below average or poor.

The reason behind failure in the test of the adiwasi sports students was tried to search by the research fellow but it was not found. Even the discussion formal and informal proved to be futile. But the reason may be stressed in the malnutrition at the early stage and the diet of the students.

Sport Competition Anxiety Test

Sports competition anxiety test is for psychological analysis of the players. Along with speed and agility and fitness, mental ability is also important and for that sake this test was conducted. Students were given 15 questions and their quick reply was noted and studied.

The results of the study were explained in the figure no. 28 given below. It was verified that what all physical teachers have opined through their questionnaire that adiwasi students are less stressed and always found relaxed. This was proved by the test.

The anxiety level of the adiwasi sports students is less than 17 found among around 40 % students and around 35% have around 24. Less than 25 % have the anxiety level above 24. The data is useful for analyzing the mental power of the adiwasi students.

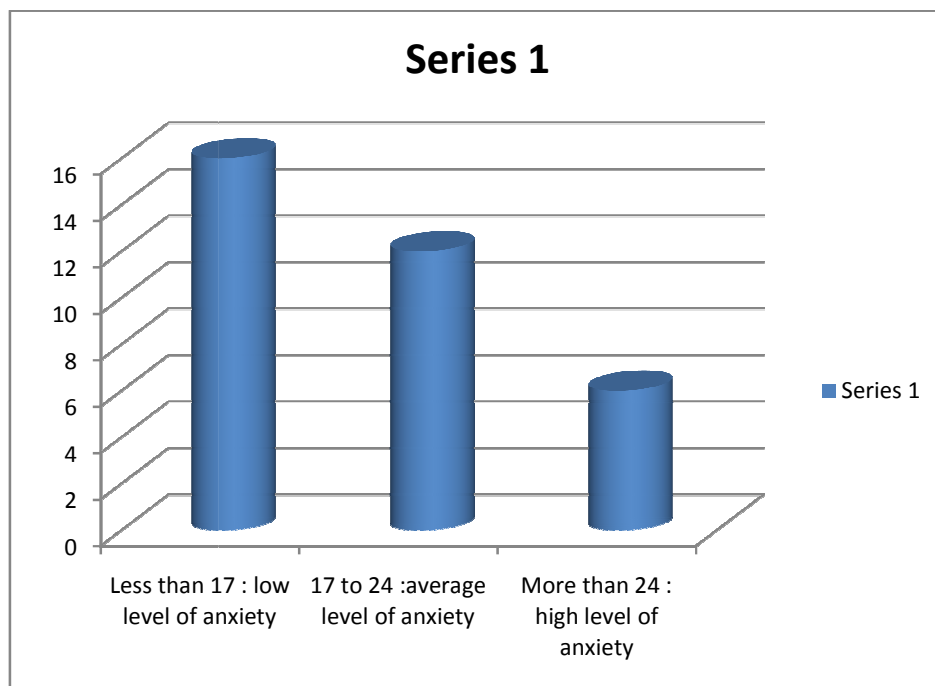


Figure 28

CHAPTER 5: CONCLUSION

5.1 Introduction

North Maharashtra part of Maharashtra state comprises of three districts - Jalgaon, Dhule and Nandurbar. All these districts are closely connected with the ranges of Satpuda Mountain. Adiwasi community (Scheduled Tribes) is mostly found in these ranges of Satpuda Mountain. These districts have major Adiwasi population. Nandurbar district has majority of Adiwasi inhabitants. Most of the state assembly seats in these districts are reserved for scheduled tribes. There are four Maharashtra Assembly seats namely Akkalkuwa (ST), Shahada (ST), Nandurbar (ST), Nawapur (ST) in Nandurbar district all of them are reserved for Scheduled tribes. Sakri (ST) and Shirpur (ST) from Dhule district are too reserved for ST category. This is sufficient as evidence that North Maharashtra region of Maharashtra state in India has Adiwasi population in Majority.

Nandurbar District is well-known for Adiwasi inhabitants and for their unique life style. Adiwasi society is built on a foundation of equality with respect for all life forms including plants and trees. There is a deep recognition of mutual dependence in nature and human society. People are given respect and status according to their contribution to social needs. Adiwasi community even today, is non-acquisitive and all the products of society are equally shared.

Although division of labor takes place, the work of society is performed on a cooperative and co-equal basis - without prejudice or disrespect for any form of work. It is the simplicity, the love of nature, the absence of coveting the goods and wealth of others, and the social harmony of tribal society , the beauty of Adiwasi social practices, their culture of sharing and respect for all - their deep humility - and most of all - their deep devotion to social equality and civic harmony makes them special.

They are given special attention by the Central Government and State governments. It was assumed that they needs a special attention in every walk of life , may be economic aspect, regarding social status, political reservation, education facilities, reservation in jobs, or a kind of special protection. All Adiwasi districts receive special attention from the Central government in terms of investment in schools, research institutions, participatory forest management and preservation schemes, non-polluting industries, and opportunities for the Adiwasi communities to document and preserve their rich heritage.

Adiwasi must have special access to educational cultural and economic opportunities so as to reverse earlier injustices experienced by the Adiwasi communities. It is also a need of hour that through these institutions their skills should be realized, developed, and utilized for the betterment of the nation. Their physiology, Psychology,

Sociology is demanding research. They are highly skilled and strong both mentally and physically.

The researcher intended to search the talent among the Adiwasi students in the area of sports and to promote their skills through this research. Adiwasi students of the Nandurbar district are very talented and skilled. Students accomplishing higher education from Adiwasi community are dominating the grounds and indoor stadiums of the colleges in Nandurbar district. They are unparalleled in the rapidity, swiftness and speed. They are found mentally and physically strong. Their movements on the ground are rhythmic. Their postures and physical bodies are extraordinarily built up. This compelled to initiate this study on Adiwasi students on the ground and in the games.

5.2 Discussion on the Study

Adiwasi students are skillful, strong, and energetic. As they are skilled and energetic, they are highly emotional. Because of socio-cultural background, they seem less competitive and have inferiority complex and fear complex which hinders their success at upper level sports events. They are extraordinary in many aspects of the games but, at university level competitions those skilled students are found lingering behind. The reasons are not unknown for this failure. Even the concern students know that it is only because of lack of proper guidance, insufficient information and knowledge as well as poor economical background.

Adiwasi students are extra ordinary at all levels e.g. Physical fitness , sensitivity about game and acquiring needed skills for the game, competitive spirit, potential to work hard, concentration, mutual understanding among the fellow participants, coordination among team mates and moral consciousness. It is always a debatable question among all the juries at the competitions that why with having strength and talent they fail in achieving the target goal? The observations of juries on this issue are very interesting and need to take form of words and sentences. The research was conducted on three levels

1. Physical Directors
2. Adiwasi sports students
3. Tests for measuring the talent.

the results of the questionnaire and interviews along with tests are discussed in details in the chapter four on findings.

The study has inter-Interdisciplinary relevance. This is also a qualitative research, that is why, is related with sports Psychology, human behavior, knowledge industry and casteless society. It also relates with peaceful and harmonious social building.

This research on “participation of adiwasi students in North Maharashtra University level competitions: a study for talent search” desires to focus Adiwasi Community (Scheduled Tribes) in North Maharashtra and particularly Adiwasi students pursuing higher education. The study is related with sports skills of the students. Adiwasi community as mentioned above is in majority in the

Nandurbar district. More than seventy percent inhabitants of the Nandurbar district belong to ST category. Higher education institutes in the Nandurbar district are inadequate and in most of them the proportion of Adiwasi students is dominating.

The students under observation in this study are talented, skillful and active in various games. The ground activities are incomplete without them. They represent the Nandurbar zone in majority of games in the North Maharashtra University level sports competition. It is appropriate to study these students and games and their performance because being special they need special attention. This is the first Adiwasi generation that is experiencing the Higher education and participating in recognized sports events. Playing and playing for representing are two different things.

5.2 Suggestions from the Study

The following suggestions are noticed by the study for the further development of the adiwasi sports students.

1. Adiwasi students are talented in sports especially they are good in team events and ground events. They need to be cared.
2. A special efforts need to be taken to increase the participation of adiwasi students in the college level sports event which will result into better university students in the due course of time.

3. The efforts to increase the participation in the sports event should include awareness programme for the community as a whole so that the parents of the participants should realize the importance of the game.
4. A kind of monetary benefits should be given to college level sport persons especially adiwasi students. The reason behind this suggestion is the finding that most of the parents are ignorant about the importance of game.
5. Skill development is a major part in the maturity of a sports person which is found neglected by even most of the sports teachers. Skill development for sports persons need to be included in the curriculum of the colleges.
6. Special skill development camps should be organized for all the sports students.
7. Skill awareness should be created among sport teachers through refresher course.
8. It is observed that none of the colleges in the north Maharashtra region is engaging physiotherapist, psychiatrist, dietician or specialist coach. The researcher wants to suggest that without this employment may be on temporary basis or timely basis no college will be able to produce national international level player. The sports clubs are performing better than the college sports sections because they are continuously engaging these experts.

9. College managements, Principals and physical directors should be directed to take special care of the adiwasi students.
10. The foremost drawback of the adiwasi students is that they have poor hygiene which leads them to poor health. Hygiene related issues need to attend with priority.
11. Pessimistic approach in life is the main barrier in the course of success. Most of the physical teachers believe that most of the students suffer from pessimistic outlook. They are also reserved. All this is a result of their suppression by upper casts for years together. Why are they unwilling to share their problems and listen whatever is told to them? Why are they so submissive? Why do they not mingle with other students? These questions have answer in the social system. But it is a fact that in spite of having talent they are suffering from achieving what they deserved. For this a special cell in the colleges should be established and an effort should be taken to bring them to the main stream of the society.
12. Almost all the tests conducted on the adiwasi students have positive results. The home step test conducted to test their cardiovascular system proved that these students are al powerful. Agility and speed tests also show that they are up to the merit. Only suggestion in

this regard is that they should be trained specifically, keeping in mind the games and objectives.

13. Sports person anxiety test also brought admirable results. More than 50 % students are tested below anxiety level. A suggestion in this regard is that students should be kept in a homely situation as they are sensitive and sentimental.

In this way these are some of the suggestions form the research work carried out.

5.3 Limitations of the Study

There are many limitations of the study. The study actually intended to observe the student participants at university level but for the two subsequent years the number was too small. Finally it was decided with consultation to the experts in the research that a special camp must be organized. As such a camp was organized and students from 124 colleges were invited but only 13 colleges participated. This limited the study to a very small size of sample population. If the size of the sample population is not appropriate the results may not be proper but a care has been taken and different tests were conducted to come to exact result.

Other limitations of the study are as following.

1. The amount sanction for the research was not sufficient as compared to the work done

2. The study was only limited to the north Maharashtra region.
3. The study is only limited to adiwasi students
4. The study has no scope of comparison with other students as it was only limited to adiwasi students.
5. Some more tests need to be conducted to find out special qualities.

5.5 Suggestions for Future Research

The future research may be conducted on comparative study of the adiwasi and other sports students. The same tests may be conducted and the data gathered should be compared in the study. The data need to be collected from state level communities or national level adiwasi communities.

A research may be conducted with different sports tests to find out other talents of the students. There are more than one hundred tests for searching the talents in the field of sports. All the tests are available on internet and their evaluation is possible on the internet itself.

A separate study may be conducted to find out talent among adiwasi students staying outside the higher education system. The number of the students who are not pursuing higher education in adiwasi community is very large. These students can be targeted for

development of national and inter national players keeping apart the politics in the sports.

A special study may be carried out to find out other talents and qualities among the adiwasi people in benefit of the nation. Qualities that are beneficial for nation building should be searched out from adiwasi people because they are still very close to the nature and are sensitive to changes.

Thus these are the few areas in which further research could be carried out.

APPENDIX A: SAMPLE SERVEY QUESTIONNAIRE FOR PHYSICAL DIRECTORS

Hon. Sir /madam,

The research intends to find out participation of Adiwasi students in North Maharashtra University level competitions for searching talent among them. It is to search different hidden talents in a form of sports skills among adiwasi students in North Maharashtra region. The Questionnaire is for physical directors.

I thank you for your help.

1. Your Age is

Below 30 years

30-35 years

36-40 years

41-50 years

Above 50 years.

2. Your experience as a physical directors is

0-5 years 6-10 years

11-15 years 16 and above years.

3. Your college strength is

Around 300 300 to 500

501 to 1000 1001 to 2000 More than 2000

4. Your college is

Private Government

5. The name of your college is

6. You are

Male

Female

7. Your Qualification is

Post –Graduation Post –Graduation with NET /SLET

Doctorate D. Lit

8. Your specialty is in the game

9. You as a player participated in –

International level events

National level events

State level events

Inter-University level events

University level events

College level events

10. Overall participation of your students in sports activity is

Below 5%

6 to 10%

11 to 15 %

16 to 20 %

Above 20%

11. Your per week ground work is -

Nearby 12 hours

13-20 hours

21-30 hours

Above 30 hours

12. Your college location is

Rural Urban

13. Do you have 400 meter track in your college?

No Yes

14. Your College students participate in -

Inter-University level events

University level events

Group level Events

College level events

15. Approximately How many students participate every year in college /group level activities-

1 to 10

11 to 20

21 to 30

31 to 40

More than 41

Among them how many are Adiwasi students

1 to 5

6 to 10

11 to 15

16 to 20

More than 20

16. Approximately How many students participate every year in university level activities-

- 1 to 10 11 to 20
21 to 30 31 to 40
More than 41

Among them how many are Adiwasi students

- 1 to 5 6 to 10
11 to 15 16 to 20 More than 20

17. Approximately How many students participate every year in Inter university level activities-

- 1 to 10 11 to 20
21 to 30 31 to 40
More than 41

Among them how many are Adiwasi students

- 1 to 5 6 to 10
11 to 15 16 to 20 More than 20

18. Approximately in how many games do your college students participate at University, group or college level activities?

- 1 to 5 6 to 10
11 to 20 more than 20

19. Approximately in how many games adiwasi students of your college participate at University, group or college level activities?

1 to 5 6 to 10
11 to 20 more than 20

20. Do you think skills are necessary for playing games?

Absolutely

Some what

Not to satisfaction

Not at all

21. Are you aware of the different Sports skills?

Yes, fully

Only necessary

Somewhat Introductory

Not at all

22. Are you aware of the motor skills?

Yes, fully

Only necessary

Somewhat Introductory

Not at all

23. Are you aware of the psychological skills?

Yes, fully

Only necessary

Somewhat Introductory

Not at all

24. Are you aware of the inter personal skills?

Yes, fully

Only necessary

Somewhat Introductory

Not at all

25. Do you think skill development is possible?

Yes

No

Don't know

May be

26. Do you organize skill development programmes for talent search

Yes

No

Rarely

Don't know

27. Do you obtain help from specialized trainers for your college students?

Yes No

Rarely

28. Do you obtain help from specialized sports psychiatrists for your college students?

Yes No

Rarely

29. Do you obtain help from specialized dietician for your college students?

Yes No
Rarely

30. Do you obtain help from specialized physiotherapist for your college students?

Yes No
Rarely

31. Does your college possess necessary instruments for measuring the skills?

Yes No
Very Few

32. Your management of the college supports your initiatives for skill development for talented students?

Agree
Disagree
Don't know
May be

33. Do you pay any special attention on adiwasi students?

Yes , fully No, Not at all
Sometimes Rarely

34. Which Qualities do you find in adiwasi students (Please give 1 to 9 no. as per your preference . (9 for completely finding 1 for less finding)

Sr. no.	Quality	9	8	7	6	5	4	3	2	1
1	Confidence									
2	Reliability									
3	Honesty									
4	Flexibility									
5	Loyalty									
6	Enthusiasm									
7	Sincerity									
8	Hard working nature									
9	Ready to take risk									
10	Patient									
11	Grasping Power									
12	Obedient									
13	Strong (physically)									
14	Strong (Mentally)									
15	Alertness									
16	Active									
17	Self conscious									
18	Pleasant									
19	Commitment									
20	Team work									

35. Which drawbacks do you find among adiwasi sports students? (9 for completely finding 1 for less finding)

Sr. no.	Drawback	9	8	7	6	5	4	3	2	1
1	Shyness									
2	Submissive									
3	Shameful									
4	Isolated									
5	Hesitant									
6	Timid									
7	Suffer from Inferiority									
8	Unwilling to share									
9	Reserved									
10	Lack of sensitivity									
11	Pursue personal goals									
12	Blame others									
13	Pessimistic									
14	Poor hygiene									
15	Less social									

36. Your experience with Adiwasi students is

Excellent

Good

Not bad

Not satisfactory

Can't say

37. How much do you think skill development plays role in success in games?

Major

As usual

Not much

Can't say

38. Skill development is the key to success.

Completely Some what

No Don't know

Can't say

39. Is the infrastructure provided by college or institution sufficient for developing sports skills?

Completely Some what

No Don't know

Can't say

40. Are you satisfied with the physical facilities provided to you for skill development of your students?

Completely Some what

No Don't know

Can't say

41. What is your definition of Sports skills ?

42. What kinds of problems do you face while developing skills among talented students?

43. Write your experience in few words of talent in adiwasi students.

44. What changes have you noticed in the students after introduction of skills?

45. Is it difficult to implement skill development programme for adiwasi students?

46. Your surname

Thank you for your help with this survey. I would like to assure you that this survey will be used for research purpose only and no name will be disclosed. After the work is finished the papers will be disposed immediately.

Thanks a lot.

Yours honestly,

Patel Pramod Jadhav
Arts College, Bamkheda

APPENDIX B: SAMPLE SERVEY QUESTIONNAIRE FOR STUDENTS

1. Name:-
2. College:-
3. Class :-
4. Course:-
5. Gender:- male female
6. Location:- Rural Urban Semi Urban
7. Age group:- 19 21 24
8. Weight:- below 50 51 to 56 57 to 65 above 65
9. Height:-
10. Your annual family income is-
11. Is there any employed in your family-
12. Do you have access to play ground everyday-
13. Do you have access to –
Physician Coach
Psychiatrist Dietician
Physiotherapist
14. Do you handle sports equipments daily -
Yes No
15. Are there sufficient instruments in your college for
Playing?
Yes No

Sr. no.		Strongly Agree	Agree	Disagree	Strongly disagree
1	Our college has sufficient sports equipments.				
2	We are free to handle the equipments				
3	Our physical director is always present with us while we practice.				
4	We have training camps.				
5	We get allowances for travelling when we go outstation for playing.				
6	We get dearness allowances when we go outstation for playing.				
7	Our college regularly orders the needed equipments.				
8	Our physical teacher engages us in different activities.				
9	Our teacher allows us to commit mistakes.				
10	We have a health check-up camp regularly.				
11	We have Indoor sports facility.				
12	We undergo different training programmes.				
13	We are exposed to sports skills.				
14	We are informed about skill development.				
15	I am aware of different sports skills				
16	Sports skills develop sports talent				

16. Will you please specify the sports skills that you know?

17. Please explain the benefits of the skill development programme if you have undergone any.

18. Does your family Know and support you sports activity

- a. They don't know about it
- b. They know about my game but can't help
- c. They know and help me
- d. They know and want to help but due to financial problems can't help.

19. Your daily food consists of

Sr.no	Type of food	Regularly	Many times	Occasionally	Rarely	Never
1	Dal					
2	Rice					
3	Chapatti					
4	Jwari					
5	Green vegetable					
6	Sweet					
7	Milk					
8	Dry fruits					
9	Salad					
10	Meat					

Dear student friends, I thank you for your help and support to me.

Thanks a lot.

Yours truly,
Patel Pramod Jadhav
Arts College, Bamkheda

APPENDIX C: SAMPLE INTERVIEW QUESTIONS FOR TEACHERS

1. What is your opinion about skill development for talent search?
2. What is your opinion about skills and talent in adiwasi students?
3. Do you think skill development will bring changes in adiwasi students?
4. Is it difficult to change the habits of the students?
5. What are the results of skill development?
6. Will you please tell me about positive qualities of adiwasi students in comparison with general students?
7. What kind of problems are you facing while handling skill development programmes?
8. Will you please define skill development in your words?
9. Which are the main skills on which a physical director should concentrate?
10. What changes have you noticed among the students after introduction of skills and informing about necessity of skill development?
11. Do you think skill development will bring out the talent of the students?
12. What is your opinion on conducting the special event like this for introduction of skills and measuring the skills of special class students?

APPENDIX D: SAMPLE INTERVIEW QUESTIONS FOR STUDENTS

1. Do you find necessity of a coach on the ground?
2. Do you participate in the activities and interactions that take place on the ground and with your college physical director?
3. Does your physical teacher arrange activities for skill development and special coaching for developing skills?
4. Which are essential skills for playing?
5. Are you satisfied with the guidance you get in your college?
6. Do you find club students are better trained than college students?
7. Which type of facility a college should provide you for acquiring expertise?
8. Does your family support you in your efforts to be a player?
9. Do you scarcity of food ever in your training?
10. Do you find any strength of your being Adiwasi?
11. Do you find any weakness of your being Adiwasi?
12. Do you find any opportunity of your being Adiwasi?
13. Do you find any threats of your being Adiwasi?

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