



PHYSICAL EDUCATION

A textbook for B.A. (General) 2nd year (Semester III & IV)

As per the syllabus issued by Panjab University, Chandigarh

- CHAUDHRY
- KANWAR
- HARPREET

Vishvas



B.A.-II





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As per the syllabus issued by Panjab University, Chandigarh

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PREFACE

The present attempt of writing this textbook for **B.A. (General) 2nd year semester III and IV as per the syllabus issued by Panjab University, Chandigarh** was motivated by the desire shared by some of the professionals to update and improve the quality of content. This edition has been introduced to include inspiration with a view to refine the existing content. It is hoped that this book will be found useful by the students.

We have tried to present this book in the simplest and easiest vocabulary that caters to the needs of all categories of students. Therefore, the entire book is compartmentalized into two semesters and each semester includes five units on the basis of latest syllabus. We have given quotations, pictorial representations to support and explain our views. This book would expose the readers not only to the basic concept of Physical Education but also impart further knowledge about related concepts.

In spite of great care some errors might have crept in, so we request all who have been engaged in different segments of the field to provide us valuable feedback and constructive criticism, so as to make further improvement in this effort by the authors.

Last but not the least, we want to express our sincere thanks to our teachers for extending their moral support and encouragement.

We are pleased to convey our deep sense of gratitude to Vishvas Publications Pvt. Ltd. for their untiring efforts to bring this book well in time.

Authors



Scan and view

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About the Authors

Harpreet Kaur

- Presented Research Papers in International and National Level Conferences and Seminars.
- Publications in International and National level journals.
- Co-author of textbooks in the area of Physical Education and Sports.
- Represented India as player in Softball Asian Championship held at Manila, Philippines.
- Represented GNDU three times in All India Inter-varsity & won Gold Medals in all the three editions.
- Six times Gold Medalist in Senior National Championships.



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Dr. Sonia Kanwar

- Presented Research Papers in International and National Level Conferences and Seminars.
- Publications in International and National level journals.
- Author and Co-author of textbooks in the area of Physical Education and Sports.
- AIBA qualified referee and judge (In boxing)
- Officiated during 3rd Asian Women Boxing Championship held at Kaohsiung (Taiwan)
- Officiated in Asian Women Boxing Championship held at Ulanbatar Mongolia.
- Represented India as player in International Judo Championship held at Almaty, Kazakhstan.
- Three times All India Inter-varsity Gold Medalists in Judo.



Dr. Sonia Kanwar

Ravinder Chaudhry

- Acted as Photo finish judge and technical official in 11 International Athletics Championship.
- Acted as Manager of Indian Athletics teams 9 times in various International Athletics Championship.
- Author and Co-author of textbooks in the area of Physical Education and Sports.
- Attended IAAF Congress held at Osaka (Japan) in 2007.
- Member of Delegation Team of Athletics Federation of India during the Beijing Olympics held in 2008.
- Represented India in 48th IAAF World congress held in Daegu (Korea) from 24th to 27th August, 2011.
- Member of Delegation Team of Athletics Federation of India during the London Olympics held in 2012.
- **Recent achievements :** Officiated in Asian Junior Athletics Championship held at Vietnam from 3rd to 7 June, 2016.



Ravinder Chaudhry with Sebastian Coe
Sebastian Coe is a holder of four Olympic medals and eight world records in middle-distance running. Presently he is President of IAAF.

We congratulate **Ravinder Chaudhry**, one of the author of this book for being elected as Vice President, Athletics Federation of India, Hony. Treasurer, South Asian Athletics Federation and member of Road Races and Marathon Committee, Asian Athletics Association.

—Publisher

Semester—III

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4.3 Basics Of Tennis

- 4.3.1 History of the game.
- 4.3.2 Basic fundamentals.
- 4.3.3 Equipment and specifications.
- 4.3.4 Marking / layout of court.
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SYLLABUS PHYSICAL EDUCATION

B.A. (General) 2nd year (Semester III & IV)

(As per the latest syllabus issued by Panjab University, Chandigarh)

Max. Marks: 65

Theory Marks : 60

Internal Assessment Marks : 05

Semester—III

UNIT-I

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UNIT-II

Psychological Basis of Physical Education

- Meaning of Psychology and Sports Psychology.
- Psychological factors effecting physical performance.
- Meaning of Learning.
- Laws of Learning.
- Learning curve, its types, characteristics and implications in Physical Education and Sports.
- Psychological characteristics and problems of an adolescent.
- The role of Physical Education and Sports in solving the problems of an adolescent.

UNIT-III

Motivation

- Meaning, definitions, types and methods of motivation.
- Importance of motivation in Physical Education and Sports.

Transfer of Training

- Meaning, definitions, types and factors affecting transfer of training.

UNIT-IV

Personality

- Meaning, definitions, characteristics, dimensions and traits of personality.
- Factors affecting development of personality (Heredity and Environment).
- Role of physical activities in Personality Development.

Sports and Socialization

- Meaning and definitions of socialization, socialization through sports.

UNIT-V

Politics, Economy, Media and Sports Performance

- Role of politics and economy in the promotion of games and sports.
- Role of media in promotion of sports.
- Causes of deterioration and suggestions for the improvement of Sports Performance.

Softball

- History of the game.
- Basic fundamentals.
- Equipment and specifications.
- Marking/layout of field.
- Rules and regulations (number of players, number of officials required and general rules of play).
- Major tournaments of the game.

Semester–IV

UNIT-I

Entire syllabus given in the Units II to V will be covered to set six short answer type questions in first question/unit of the question paper which is compulsory.

UNIT-II

Respiratory System :

- Meaning of Respiration, types of Respiration, Organs of the Respiratory System.
- Functions of the Respiratory System. Vital capacity and its measurement.
- Mechanism and Neural Control of Respiration.

Digestive System :

- Meaning, Importance and Organs of Digestive System.
- Functions, processes, mechanism and nerve regulators of Digestive System.

UNIT-III

Circulatory System :

- Meaning of the circulatory system.
- Heart, its structure, functions and control of the heart rate.
- Various types of blood vessels and their functions.
- Cardiac Cycle.

Blood :

- Meaning, functions and composition of blood.
- Maintenance of blood supply.
- Blood groups and their importance.
- Blood Clotting.

UNIT-IV

Communicable Diseases :

Meaning of a communicable disease. Communicable diseases such as HIV/AIDS, Viral Hepatitis—A, B & C and Tetanus, their modes of transmission and methods of prevention.

Yoga:

- Meaning and aim of Yoga.
- Meaning, Principles and Importance of Asanas.
- Meditative poses (Padmasana, Vajrasana, and Sukhasana), their technique, precautions and effects/advantages.
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- Major tournaments and Arjuna Awardees of the game.

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- Common Sports Injuries, such as sprains, strains, fracture, dislocation, abrasions, contusion, bruise, tennis elbow. Their causes, preventive and remedial measures.
- Treatment and care (RICE) of sports injuries.

Disability and Rehabilitation :

- Meaning, types, causes and preventive measures of disability.
- Problems of the disabled. Physical Activity and health for disabled.
- Meaning and scope of Rehabilitation.

Practical Syllabus

Sem-III

Max. Marks	: 35
Practical	: 30
Internal Assessment	: 05
Time	: 3 Hrs.

ATHLETICS

- (a) History of athletics
- (b) List of track and field events
- (c) Marking of standard track, width of lanes and starting points for various races.

LONG JUMP

- (a) Approach run
- (b) Take off
- (c) Flight
- (d) Landing
- (e) Brief information of various styles and practice of any one style depending upon the facilities available
- (f) Rules and regulations of the long jump.

Sem-IV

Max. Marks	: 35
Theory	: 30
Internal Assessment	: 05
Time	: 3 Hrs.

Games :

Basketball or Ball badminton and any other one game of the choice of the student.

Basketball

- (a) Measurements (Basketball ground).
- (b) Number of players and officials.
- (c) Rules and Regulations of the game.
- (d) Fundamental and basic skills.

Football

- (a) Measurements (Field & ball).
- (b) Number of players and officials.
- (c) Rules and Regulations of the game.
- (d) Fundamental Skills.

UNIT 1

SEMESTER-III

UNIT-I

Entire syllabus given in the Units II to V will be covered to set six short answer type questions in first question/unit of the question paper which is compulsory. The topics of Unit-II to V are as under :

UNIT-II

Psychological Basis of Physical Education

- Meaning of Psychology and Sports Psychology.
- Psychological factors effecting physical performance.
- Meaning of Learning.
- Laws of Learning.
- Learning curve, its types, characteristics and implications in Physical Education and Sports.
- Psychological characteristics and problems of an adolescent.
- The role of Physical Education and Sports in solving the problems of an adolescent.

UNIT-III

Motivation

- Meaning, definitions, types and methods of motivation.
- Importance of motivation in Physical Education and Sports.

Transfer of Training

- Meaning, definitions, types and factors affecting transfer of training.

UNIT-IV

Personality

- Meaning, definitions, characteristics, dimensions and traits of personality.
- Factors affecting development of personality (Heredity and Environment).
- Role of physical activities in Personality Development.

Sports and Socialization

- Meaning and definitions of socialization, socialization through sports.

UNIT-V

Politics, Economy, Media and Sports Performance

- Role of politics and economy in the promotion of games and sports.
- Role of media in promotion of sports.
- Causes of deterioration and suggestions for the improvement of Sports Performance.

Softball

- History of the game.
- Basic fundamentals.
- Equipment and specifications.
- Marking/layout of field.
- Rules and regulations (number of players, number of officials required and general rules of play).
- Major tournaments of the game.



UNIT 2

PSYCHOLOGICAL BASIS OF PHYSICAL EDUCATION

2.1 Psychological Basis of Physical Education

2.1.1 Meaning of Psychology and Sports Psychology

Psychology : To study human behavior, the knowledge of psychology is a must and where there is a behavior, there comes the psychology. In the olden times psychology was considered to be science of soul. The word psychology is derived from two words-**psyche** and **logus**. Here, **Psyche means "soul" and Logus means "to talk"**.

Earlier the meaning of psychology was "talking about the soul". Later, it was called the science of soul". Since, the evolution of nature and origin of soul was not known, this concept of psychology was discarded.

After that the old concept of psychology, as a "science of soul" changed to "science of mind". Again it was criticized because we cannot read the mind of others.

Later, psychology was defined as "science of consciousness" which was also discarded, because it could not explain the self-conscious and unconscious states of mind.

At last, psychology is accepted as a science of behavior. This whole concept was well explained by **Woodworth**, *"First psychology, lost its soul then it lost its mind, then it lost its consciousness, it still has behavior of sort."* Hence, it can be said that psychology is a study of inner behavior of an individual through outer expression.

According to Skinner C. E., *"Psychology deals with responses to any and every mankind of situation that life presents. By responses or behavior it is meant all forms of processes, adjustments, activities and expressions of the organism."*

According to Pillsbury, *"Psychology may be most satisfactorily defined as the science of human behavior."*

According to Mc. Dougall, *"Psychology is the positive science of conduct and behavior."*

According to Warren, *"Psychology is the science which deals with the mutual interrelation between an organism and environment."*

According to Munn N.L., *"Psychology is a positive science of experience and behavior interpreted in terms of experience."*

According to Crow and Crow, *“Psychology is the study of human behavior and human relationship.”*

According to Watson, *“Psychology is the positive science of behavior.”*

According to Bernard, *“It is the study of the organism's adjustment to its environments.”*

According to Drever, *“Behavior is regarded as an expression of that inner life of the thought and feeling which we call mental life.”*

Conclusion of Definitions: Psychology is defined as the science that studies the human organism as influenced by heredity and dynamic forces of experiences and environment. Psychology studies human behavior in terms of its growth and change, so that the behavior becomes meaningful and significant in the life of the individual and for the society in which he/she lives.

Meaning of Sports Psychology

Physical Education has various branches, and sports psychology is one of the most important branches of physical education. Many researchers have shown that performance in sports largely depends upon various psychological factors. Psychology of sports deals with various psychological theories which help individuals to achieve their optimal performance. **According to Rushall (1989),** *“Performance improvement are mainly due to the application of principles of the enhancement sport science (physiology, bio-mechanics and sports psychology). In practical situation it is difficult to determine whether improvement occur because of change in fitness level (a physiological contribution) or improved behavioral/appraisal factors (psychological contribution). Sports psychology deals with the human behavior, arousal, motivation, and aspiration in particular sports situations.”*

Today, sports is no more a pleasure sport, it is a competitive process, where every athlete tends to achieve success at any cost. This constant urge to earn success has made this process more complicated. It involves the scientific training of an athlete and his behavior inside and outside the playfield.

Moreover, in order to have optimal performance at the time of competition seek the involvement of behavior scientist i.e. sports psychologist. Hence, sports psychology is a behavioral science related to the experimentation and analysis of mental and emotional behavior of a sports person during competitive situation.

According to R. N. Singer, *“Sports psychology is encompassing scholarly educational and practical activities associated with the understanding and influencing of selected behaviors of people in athletics, physical education, vigorous recreational activity and exercise.”*

2.1.2 Psychological Factors Effecting Physical Performance

To excel in games and sports, an individual must be psychologically ready. Many psychological factors effect the performance in sports. A common example of cricket can easily clear this concept. A person doing batting near to his century becomes disturbed. Some of the factors are explained below:

- (a) Mental Capability:** Various people differ in mental capacities like concentration, thinking power, confidence, etc. Due to these differences, the performance level of athletes also differ. A person having better mental ability tend to perform better if all other factors are same. The enthusiasm and will-power also has great impact on the performance level.

- (b) **Aggression:** All the competitive sports need aggression to excel. Particularly games like boxing, wrestling, judo, fencing, etc. require optimal level of aggressive behavior to excel. So the low or even high level of aggression can also affect the performance in sports.
- (c) **Interest:** Different individuals have different levels of interest. Some are interested in sports whereas some avoid playing and enjoy the company of books. The less interest towards sports certainly affects the performance in games and sports.
- (d) **Motivation :** High level of motivation is required in every phase of learning and towards attainment of goal. Without motivation it is impossible or difficult to achieve the aim. So, motivation is required at every step of learning process whether a player is undergoing a training or participating in a competition. Lack of motivation definitely affects the performance in games and sports if all other factors are same.
- (e) **Social Nature :** Individuals differ from one another in respect of social nature. Some are introvert in nature and some are extrovert in their behavior. A person with introvert trait will feel difficulty in performing well in team games where the involvement as group participation is required more. So, it is also taken into consideration while selecting the sports for an individual with extrovert nature should preferably take part in team games.
- (f) **Attitude :** Prolonged interest becomes attitude of an activity. It leads to the mental setup of an individual towards the activity. Poor attitude towards sports in the family can affect the performance in sports. Even the lethargic attitude cannot give good results in sports. For example a person says, "I love to play basketball and other person feels he does not like playing basketball". This makes a difference in the performance.
- (g) **Confidence:** Psychological conditioning makes a person confident in a particular game. A player having faith in his training becomes more confident in achieving good results in sports. Lack of confidence yields poor results in games and sports.
- (h) **Competitive Spirit:** 'Will to Win' and 'Killing instinct' are important in winning. A person having strong will-power and desire to win the competition often exhibits good performance. Some players display good skills in practice however they fail to perform well during competition. The competitive spirit has great impact on the performance in sports.
- (i) **Tolerance:** In games and sports a player has to tackle with different individuals. A player who lacks in tolerance may lose his temperament which can adversely affect his performance in games and sports.
- (j) **Staleness:** Repeated performance of a particular activity may create boredom which can affect the performance in games and sports.

2.1.3 Meaning of Learning

Learning is the fundamental and social process of human life. Everybody in this world is learning from birth to death. The learning process continues for the entire span of life. It begins in cradle ends in coffin. Learning is considered to be the modification of behavior to experiences. Learning is a process of acquiring new, or modifying the existing knowledge.

According to Pressey, Robinson and Horrocks, *“Learning is an episode in which a motivated individual attempts to adapt his behavior so as to succeed in a situation which he perceives as requiring action to attain a goal.”*

According to Henry P. Smith, *“Learning is the acquisition of new behavior or the strengthening or weakening of old behavior as the result of experience.”*

According to Woodworth, *“Any activity can be called learning so far as it develops the individual and makes him alter behavior and experiences different from what they would otherwise have been.”*

According to Kingsley and Garry, *“Learning is the process by which behavior is originated or changed through practice or training.”*

According to Crow and Crow, *“Learning is the acquisition of habits, knowledge and attitudes. It involves new way of doing things, and it operates on individual's attempt to overcome obstacles or to adjust to new situations. It represents progressive changes in behavior.”*

According to Gates, *“Learning is the modification of behavior through experience and training.”*

According to B. F. Skinner, *“Learning is a process of progressive behavior adaptation.”*

According to Brook, *“Learning is a process of acquiring the ability to do things which the learner never did before.”*

Conclusion of Definitions

Learning is finally considered as modification of behavior of an individual. On the whole learning is acquisition of habits, knowledge, attitude and retention. The process of learning is not always positive it can be on either way.

2.1.4 Laws of Learning

In early 1900's Edward L. Thorndike world renowned Psychologist from America put forward the three laws of learning. He formulated these laws on the basis of experiments conducted on animal learning.

The following are the Primary laws of learning

(A) Law of Readiness

The Law of Readiness depicts that a person can learn only when he is physically and mentally ready to learn. It is found that a person learns best when he is ready to learn a particular activity. The learning takes place effectively when a person is curious and ready to learn. So, motivation before any kind of learning is very important aspect. When trainee pays attention, feels interested and becomes curious to learn, better learning takes place. For example you can take a horse to a pond, but cannot make him drink, if he is not thirsty. Similarly if a person is not interested to learn particular sports then he will not learn at any cost.

According to Thorndike, *“When any conduction unit is ready to conduct, for it to do so is satisfying. When any conduction unit is not in readiness to conduct, for it to conduct is annoying, when any conduction unit is in readiness to conduct, for it not to do so is annoying.”*



(B) Law of Effect

This law is also known as law of pleasure and pain. It involves the emotional reaction of the learner. When learner faces satisfaction and joy in learning process he always learns effectively. Learning is strengthened when it is accompanied by a pleasant or satisfying feeling. On the other side learning is weakened when it is associated with an unpleasant experience.

According to Thorndike, *"When a modifiable connection between stimulus and response is made and is accompanied or followed by a satisfying state of affairs, that connection's strength is increased. When made and accompanied or followed by an annoying state of affairs, its strength is decreased".*

(C) Law of Exercise

The Law of Exercise states that constant repetition of any activity leads to the development of adequate responses. On the other side if a single exposure is given the chances of learning and retention are rare. This law is further divided into following two parts:

(a) Law of use: This law is supported by a well known proverb '*Practice makes a man perfect*'. The more practice of the activity strengthens the learning.

(b) Law of disuse: This explains that if a learned concept is not revised the chances of retention are very less. So the need of repetition of learnt things is important.

According to Thorndike, The law of use, *"When a modifiable connection is made between a situation and response that connection's strength is, other things being equal, increased."*

Law of disuse, *"When a modifiable connection is not made between a situation and response, during a length of time, that connection's strength is decreased."*

The following are the Secondary laws of learning

(A) Law of Recency

This law states that the things that are most recently learned have better retention. Repetitive review and summarization always help in remembering.

(B) Law of Primacy

This law explains that activities learnt first have more impact on learning. So what is taught first time must be accurate. The proverb first impression is the last impression supports this law.

(C) Law of Intensity of Stimulus

The more intense stimulus of the activity, the more likely it is retained. So it is found that the activity should be started with full efforts.

(D) Law of Attitude

Learning depends on attitude to a great extent. The mind set plays vital role in any kind of learning. The learner executes the task properly and efficiently if he has got positive attitude towards that task.

(E) Law of Freedom

This law states that the things freely learned are best learned. If the learners are given more freedom they learn with sense of enjoyment and responsibility. The knowledge of these laws always helps the teacher for better understanding of learning behaviors of the students.

(F) Law of Disuse

When for something there is no changeable contact between situation and reaction, in that case association power decreases. Disuse decreases links between the stimulus and the response.

(G) Law of Disposition

Learning of any physical activity is directly proportional to the attitude of student. If student is not mentally ready, in that case he shall remain unsuccessful in performing that activity and will definitely repeat mistakes.

(H) Law of Association

To perform an already done activity in the same manner but, under different circumstances, is called law of associations.

(I) Law of Purpose

If a learner is clear about the purpose of doing an activity and if that activity fulfills the aim of student he will learn quickly.

(J) Law of Belongingness

If response belongs to the situation, connection is more easily learned.

2.1.5 Learning curve, its types, characteristics and implications in Physical Education and Sports

Meaning of Learning Curve

Everybody in this world is learning from birth to death. The learning process continues for the entire span of life. Learning is an experience in which a provoked individual try to assume his behavior so as to accomplish something in a situation which he perceives as requiring action to attain a goal.

During the learning process, the teacher as well as the students are always curious to know about their progress. To see the performance at a glance, graphs are used for this purpose. These graphs are known as learning curves.

According to C. E. Skinner, “A learning curve is a progress representation of a person's improvement (or lack of improvement) in a given activity.”

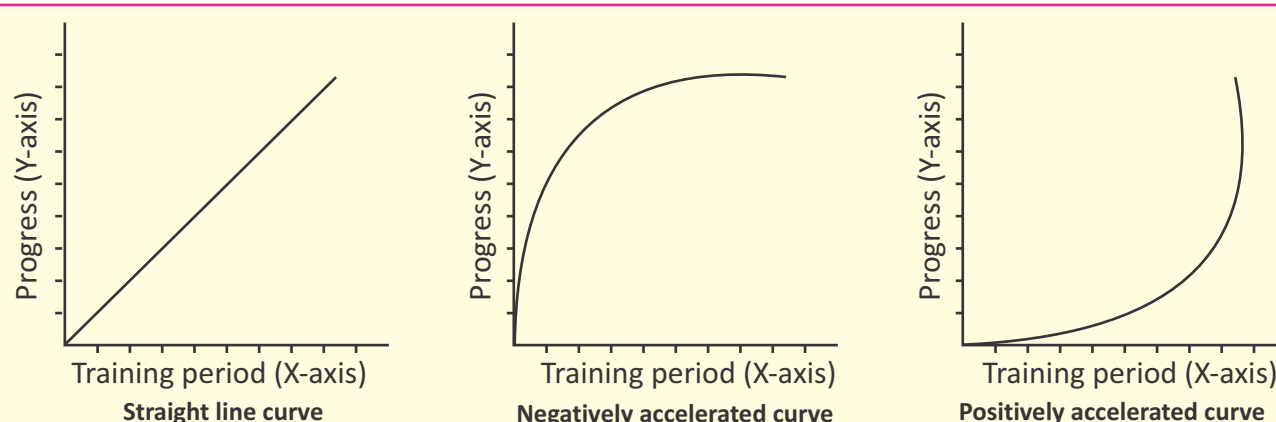
According to Alexander, A. Scheneiders, “When graphically represented this record constitutes a curve of learning.”

Learning curve is a graphic or pictorial representation of learning process. In the graph, period of training is taken along X-axis whereas progress is taken along Y-axis. Since learning is a complex process, the learning curve can show up and down in the learning.

Types of Learning Curve

Learning curves are mainly of four types which are given below:

- (a) Straight line curve
- (b) Negatively accelerated curve/convex curve
- (c) Positively accelerated curve/concave curve
- (d) Combination curve/'S' shaped curve



(a) Straight Line Curve

Straight line curve shows constant rate of improvement. It is very rare because learning progress shows up and down trends. But according to this graph, the learner achieves the improvement and progress in learning skills at a fast pace. This is mainly observed during the initial phase of learning. But with the passage of time the rate of progress slows down.

(b) Negatively Accelerated curve (Convex Curve)

This type of learning curve is also considered as convex shaped curve. It shows rapid increase in the beginning but afterwards the learning slows down. This may happen because at the initial stage learner may feel easy whereas learning process slows down with the time due to difficulty in the task. In this type of graph, stagnation may occur at the end of the learning process.

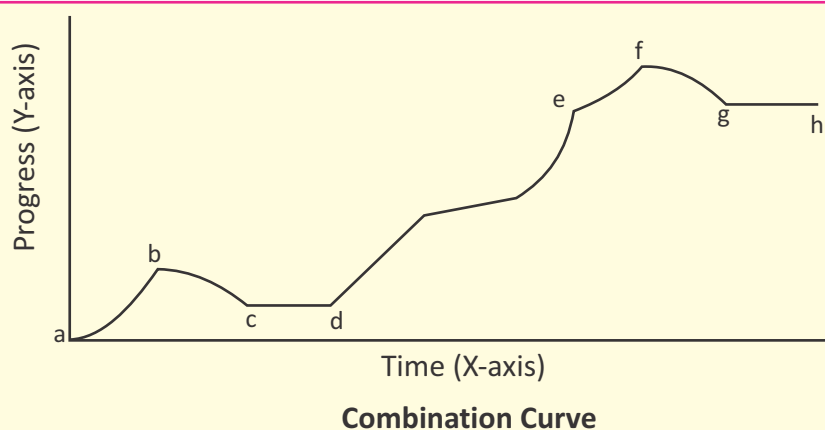
(c) Positively Accelerated Curve (Concave Curve)

This type of learning curve is just opposite to the negatively accelerated curve. It is also called concave curve. In this curve there is slow progress in the beginning, however after some time learning gradually increases. This type of trend is achieved when the learner feels difficulty in acquiring new and tough skills. But later on feels comfortable and interested in learning skills.

(d) Combination Curve ('S' shaped Curve)

This curve combines the negatively accelerated, positively accelerated and straight line curve. That is why it is called combination curve. It is also known as 'S' curve, because it resembles English alphabet 'S'.

As shown in the combination curve, spurts, declines and plateaus often occurs. So it is important to know about them and is explained ahead.



Spurt: Spurt depicts rapid learning, whenever it occurs first time in the combination curve then it is called initial spurt (a to b shown in the figure). Before the final limit, when the learner acquires progress that segment of the curve is called end spurt (e to f as shown in the figure).

Decline: This part of the learning curve represents decline in rate of learning. It can also be classified as initial declines (b to c as shown in the figure) and end decline (f to g as shown in the figure).

Plateaus: Plateaus are often seen in learning curves. It shows stagnation in the learning progress. In this stage, the rate of learning neither increases nor decreases. The curve becomes straight and horizontal. (In the figure initial plateau is represented by c to d and end plateau is represented by g to h).

According to Woodworth and Marquis, “A long flat stretch in the learning curve, a long period of almost no improvement is picturesquely called a plateau, provided it is followed by more improvement.”

According to C. E. Skinner, “Plateau is a horizontal stretch indicative of no apparent progress.”

Plateau is the most crucial period of learning process because it creates boredom in the activity so it is necessary to know about the causes and remedies of plateaus.

Plateau may occur due to the following causes:

- (a) Lack of interest in the activity
- (b) Fatigue
- (c) Wrong teaching methods
- (d) Lack of practice
- (e) Feeling of satisfaction
- (f) Use of old equipment
- (g) Staleness
- (h) Too much difficulty in the learning process
- (i) Physical limit
- (j) Transfer of errors from one activity to another activity
- (k) Age

How to Overcome Plateau

Plateau is an unavoidable stage in the learning process but the teacher should utilize all his efforts to break the plateau.

(a) Change in the teaching methods

If the plateau occurs, teacher should concentrate on his work. He should utilize latest and effective teaching methods which can break the plateau. He can also take the help of audio-visual aids for better understanding of the skill.

(b) Rest

Fatigue or staleness often occurs due to overtraining which leads to the plateau. Proper rest should be given in the learning process.

(c) Motivation

High level of motivation should be given to the trainees, which can inspire them to overcome the plateau. Reward and punishment can be used to make it effective.



(d) Change in the task

Introduce change in the task to avoid boredom. This temporary change can make learner fresh in spite of plateau.

(e) Exposure

Whenever an athlete faces plateau, he feels depressed. If the environment is changed and exposure to the new environment is given that can overcome plateau.

(f) Feeling of satisfaction

When athlete starts feeling that he or she has achieved the best, the plateau occurs. The athlete should be encouraged to break the feeling of satisfaction which can cause plateau.

Characteristics of learning curve

- (a) The initial phase of learning curve may have a sudden spurt or slow pace in the beginning.
- (b) The learning curve cannot be uniform throughout the learning process. Otherwise, it would have been a straight line. It always shows mixed pattern of ups and downs in the learning process.
- (c) The last stage of learning curve hardly shows any improvement despite continuous efforts.
- (d) There seems a stagnant or plateau stage in-between the initial and last stage of learning process. It neither shows improvement nor downfall in the learning.
- (e) It may show improvement in the learning process after state of plateau by changing learning conditions.
- (f) In learning curve this shorter period of evaluation is always better to show complete trend of learning.

Implications of learning curve

- (a) Learning curve may prove beneficial to the teachers in order to compare the performance of students in a learning process. The pictorial representation can easily show the difference among these learners.
- (b) Whenever a coach observes start of downfall in the performance, he should detect errors and try to remove those as early as possible.
- (c) The learner can easily assess his progress and make comparison with his fellow learners.
- (d) It helps in maintaining the record of various stages of learning process.

2.1.6 Psychological Characteristics and Problems of an Adolescent

Meaning of Adolescence

The word '**adolescence**' is derived from Greek word '**adolescence**' which means 'to grow to maturity'.

Generally, this period is referred to "teenage". During this period, a young boy or girl emerges from childhood to adulthood. In fact it is an age of great changes and transformation.

According to Stanley Hall, "*Adolescence is a period of great stress and strain, storm and strife.*"

According to Rogers, "*Adolescence is the period of achieving the attitudes and beliefs needed for participation in society.*"

According to Jean Piaget, "*Psychologically adolescence is the age where the child becomes integrated into the society of adults; the age when the child no longer feels that he is below the level of his elders but equal to at least in rights.*"

According to Sadler, “Adolescence is that period in which a child tries to become capable of doing everything by himself.”

Conclusion of the Definitions

The above definitions describe this period as a period of tensions and full of drastic changes. Great behavioral changes take place in this age. It is an age in which the adolescent gives up the childhood habits and tries to take initiative in doing something new by him.

Adolescent is considered a person who is no longer a child but not yet an adult. Generally, the age of adolescent corresponds to the teenage years. So it varies from 13 to 18 years of age. It is considered that boys and girls have outgrown childhood.

Characteristics of Adolescents

Characteristics of adolescence can be defined as physiological development, mental development, social development and emotional development.

(A) Physiological Development

During this period, lot of physical changes appear in the body. They are explained as under:

- (a) **Development of height and weight:** There is sudden development in height and weight in both the genders. In boys the height and weight increases rapidly due to hyper-activity of endocrine glands. Girls grow rapidly and they are heavier and taller than boys at the age of 13.
- (b) **Development of body organs:** Different body parts grow at different pace till they attain maturity. Boys look masculine as their muscles of legs and arms are tougher than girls. While girls look like a feminine as their muscles of arms and legs remain soft.
- (c) **Development of body functions:** In this period functions of body parts are little hyper due to secretion of glands, as a result voice of boys become hoarse and high-pitched, while girls have sweet and shrill voice.
- (d) **Development of sex organs:** During this age, sex organs like genital organs get development. In girls growth of the breast and broadness of pelvis appears.
- (e) **Development of internal systems:** During this age, all systems like circulatory, respiratory, and digestive system acquire full growth.

(B) Mental Development

During adolescence period, some changes appear with relation to mental development. They are explained as under :

- (a) **Development of intelligence:** Adolescence is the age where maximum growth and development of intelligence is achieved. Intelligence sometimes differs due to individual differences.
- (b) **Development of abstract thinking and logical reasoning :** Abstract thinking and logical reasoning is developed during this period. Adolescents can think, concentrate and find answers scientifically. They talk critically and begin to think more like adults. They still tend to be egotistic and inexperienced in some of their thoughts.



- (c) **Development of Memory and imagination :** The memory in adolescence period develops tremendously sharp and they also possess excessive imagination. They have a great curiosity in them to know more and more about people, places and principles. They are exceptionally imaginative and most of the time, they live in day-dreaming.

(C) Social Development

- (a) **Influence of peer group:** The lifestyle of an adolescent is greatly guided by his/ her peer group rather than those of the elders in the family. There is often a tendency for hero worship. Heroes may be great athletes, film actors, etc. They discuss their problems with friends only.
- (b) **Sex consciousness:** Adolescents are more conscious about other gender. Both the boys and girls get attracted towards each other. They want to have friendship with opposite sex.
- (c) **Social consciousness:** Adolescence is a very sensitive period. Adolescents always like that they are praised by friends, parents and teachers. They want that their opinion must be considered. Their behavior is more calm and mature. They take part in social activities. Most of the adolescents are extrovert by nature. They are very social. At this age, they form bigger groups of friends. In this period, they spend most of their time with their peer group. The adolescents develop self-confidence and welcome the opportunity to take responsibility and that is why they move out in bigger social circle.
- (d) **Group loyalty and Peer acceptance:** When children enter in teenage, they are not aware of realities of society. They are loyal, believe in social services and live in ideology. They are very loyal towards their friends and can do anything for them. Peer acceptance makes adolescence socially effective which help them to develop as normal human being. The adolescents who are not well accepted by friends tend to be anxious and restless.

(D) Emotional development

Emotional development can be defined as love, anger, fear, laughter and tears etc. Adolescence is the period of “storm and strife”. The following are the emotional characteristics that develop in adolescence period:

- (a) **Development of love and affection :** The emotions of love and affection are very important for the teenagers. Love and affection towards opposite gender is not only the emotions in the adolescence but instead of this they love themselves, they love their body parts, they love to dress up and spend most of the time to beautify their faces. They are indulging in sexual activities for pleasure and get disturbed.
- (b) **Development of emotion of anger :** A teenager always needs their special place in the society. They always want that their ideas may be listened otherwise they may get angry. They get aroused when they are stopped to do what they want to do.
- (c) **Development of emotion of joy :** This is the another type of emotion which is found more in the teenagers when they get special position in the class, in peer groups or achieve something special in examinations or in elections.

- (d) **Development of emotion of worry:** Worry is the imaginary fear which can be seen in adolescents when they do not achieve what they want.
- (e) **Development of unpredictable emotions:** Adolescents experience lot of changes in mood. They are very emotional and emotional arousal is at its peak in this period. Sometimes it is difficult for them to control their emotions. The adolescents hate strongly whenever someone hates them.

Adolescent Problems

Adolescence is the period when a child is moving towards the adulthood age.

During this period, many biological, psychological and behavioral changes take place. Due to this reason, adolescents face many problems which are described as under:

- (A) **Physical problems:** Physical problems are common in both girls and boys. The teenager girls go through menstruation problem which irritates them. They are often suffered with pain, backache, headache, cramps and feel depressed. Boys also face some sexual problems as they experience enlargement of genital organs. They also feel shy when their voice becomes hoarse. For the first time sexual glands become active which may lead to sexual problems.
- (B) **Adjustment problems:** Adolescence is a transition from childhood to adulthood, which effects their adjustments. They are expected to behave in a more matured manner. If they fail to do so they face many problems.
- (C) **Sex behavior and sex problems:** During the teenage, rapid growth and development of sex organs and secretion of hormones often lead them to experience fear, worries, anxieties and complexes. In this way, they invite many sex problems.
- (D) **Aggressive behavior:** Most of the adolescents possess and display aggressive behavior, especially when they are compelled to do an activity which is against their desire/liking. Sometimes, they are rebellious towards criticism. The adolescents display rebelliousness towards their parents whenever there is a conflict between them. The peer rivalry is more intense in adolescents because they have stronger emotions.
- (E) **Emotionality:** Adolescents are very emotional. This excited state of mind makes them mentally disturbed. It is observed that sudden changes of mood are very normal part of growing up. Adolescents might feel happy at one moment and sad at the other. Even they have tendency of committing suicides. Feeling of self-hate and anxiety can make adolescents very depressed. Any depression that lasts longer can lead to a serious problem.
- (F) **Social status:** Every adolescent desires significant social status. He is very much conscious of his self-respect. He wants social recognition. Due to increase in the body size, the adolescents feel sense of personal identity. They start considering themselves as completely grownup persons. However, most adolescents become involved in same age friendships. The adolescents are more conscious about their place in the society whenever they are compared with their peer group members. If their position and prestige is hurt, it can cause a problem for them. This problem becomes intense whenever their self-respect is hurt in front of their friends.



- (G) **Projections:** All adolescents always try to protect themselves by pointing out similar faults in others. Such poor attitude can put them in a problem. The adolescents are not interested in routine. They are interested in having new experiences. Generally, they commit a mistake and try to protect themselves by projecting similar mistakes of their friends.
- (H) **Freedom:** Every adolescent needs freedom but he/she should neither be over-protected nor under-protected. They tend to make themselves free from parental control. They should be given freedom and responsibility. If the freedom is not given, it can put them in a problem.
- (I) **Juvenile Delinquency:** The adolescents may indulge in offences like mischief, thefts, stealing and driving away cars, shop-lifting and violent behavior. It is also found that teenage boys often form street gangs. These tendencies are found to be more where parents fail to perform duties in the proper upbringing of their adolescent children. Sometimes, adolescents do destructive activities just to attract the attention of others.
- (J) **Drug Abuse:** Drug abuse is found to be more among teenagers. Many drugs are physically harmful if taken regularly. But if a single overdose of some drug such as heroin is taken, it can result into death. Adolescents experiment with drugs due to curiosity, lack of knowledge and peer group pressure. The habit or addiction to dangerous drugs is largely confined to period of adolescence.

Conclusion: Adolescence is the age where a teenager grows very fast. Rapid growth and development leads to many problems. They should be properly guided and taken care both by parents and teachers.

2.1.7 The Role of Physical Education and Sports in Solving the Problems of an Adolescent

Management of Adolescent Problems

The above explained problems can be solved by adopting the methods given below:

(A) Parental Guidance to Adolescents

Being a wise parent to an adolescent has always been a difficult task. Most of the adolescents are not enemies of their parents but they are disturbed due to dozens of new adjustments they have to make. Parents should guide them properly at every step.

- (i) **Sympathetic and Affectionate Attitude:** Such attitude can make adolescents free of complexes and conflicts. The rude behavior of parents makes adolescents irritable and aggressive. Thus parents should have a liberal attitude.
- (ii) **Democracy in the Family:** Parents should create democratic atmosphere in the family for the proper growth and development of the child.
- (iii) **Father-Mother Relationship:** There should be cordial relation between the father and the mother. It is observed that adolescents are found to be introvert when their parents are not having a healthy relationship.
- (iv) **Cooperative Attitude of Parents:** Parents should cooperate with the school and college staff so that it can help in solving various difficulties of adolescents. Parents should provide pleasant atmosphere to their adolescent children so that it makes them free of tensions and worries.

(B) Participation in Co-Curricular Activities

Everybody needs recreational activities after a day's work which can make one mentally fresh for the next day's work. Every adolescent should be encouraged to participate in co-curricular activities which make them free from stress and strain.

Participation in physical exercises, games, dancing, hiking, trekking, etc. can be a good source for healthy channelization of surplus energy present in the adolescents. Even activities like debates, dramatics, painting, music, etc., can also be helpful for the intellectual development of the adolescents.



(C) Recognition of Individuality

The correct and genuine opinion of adolescents should be given recognition. Wrong opinions should be discouraged. Sometimes the adolescents feel disturbed whenever they are treated like small kids. So parents should give them due respect and responsibility. They should be given same social status as their parents are having.

(D) Religious Education

Religious education should be given to adolescents which helps in the development of good character. Parents should visit along with adolescents to the various religious places like churches, gurudwaras, temples, etc. The religious speech and atmosphere greatly influences social behavior of an individual.

(E) Appropriate Sex Education and Health Education

Sex education should be given to the adolescents in a frank and scientific manner. Every sex related problems should be explained to adolescents so that they don't remain under confusion or fear.

Sex education should be given at schools so that the adolescents can know about the physical changes that are taking place in them. All the questions regarding rapid physical changes should be answered in a straightforward scientific manner. For example, girls can be taught about menstruation so that they can tackle this situation without any problem or fear.

(F) Independence and Freedom

Adolescents should be given freedom and responsibility which makes them more responsible and confident. In the end we can say that adolescents have various problems which can be managed through intelligent handling and proper education.

Hence, it is the responsibility of teachers and parents to channelize their energies towards constructive activities for the social welfare.

EXERCISE

QUESTIONS CARRYING 02 MARKS

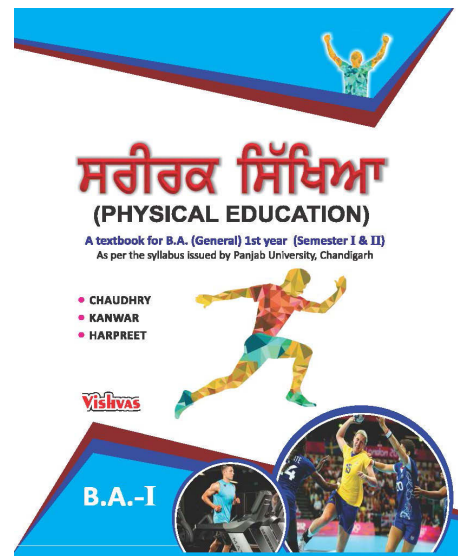
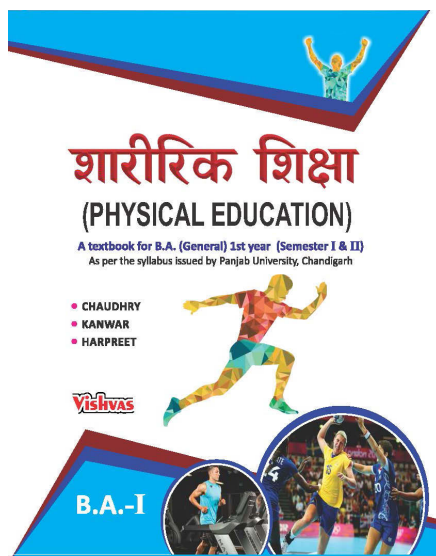
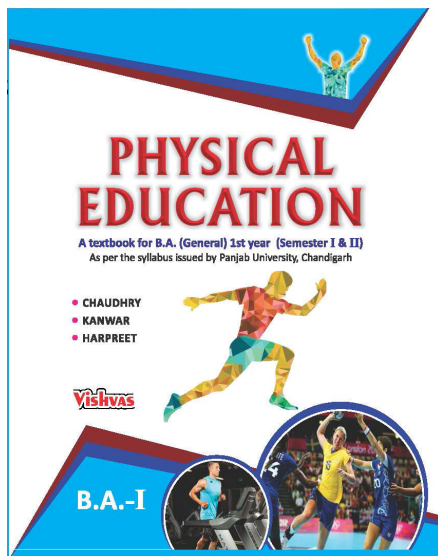
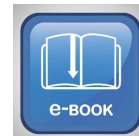
1. What do you mean by sports psychology?
2. List two psychological factors affecting physical performance.
3. What do you understand by learning ?
4. Highlight three laws of learning given by E.L. Thorndike.
5. What are the causes of plateau in learning?
6. Explain the term learning curve.
7. Describe positively accelerated curve.
8. Write in brief the implications of learning curve.
9. What do you mean by sport ?
10. Give two definitions for Adolescence.
11. Highlight the emotional development of adolescents.
12. Give two meanings for the management of adolescent problems.

QUESTIONS CARRYING 12 MARKS

13. Explain the term sports psychology. Elucidate the psychological factors affecting physical performance.
14. Write in detail about the characteristics and implications of learning curve in sports.
15. Briefly explain the learning curve. Also elucidate different types of curves with diagram.
16. Briefly explain the primary and secondary laws of learning.
17. What are the major problems during adolescence and how would you manage these problems as a physical educationist.

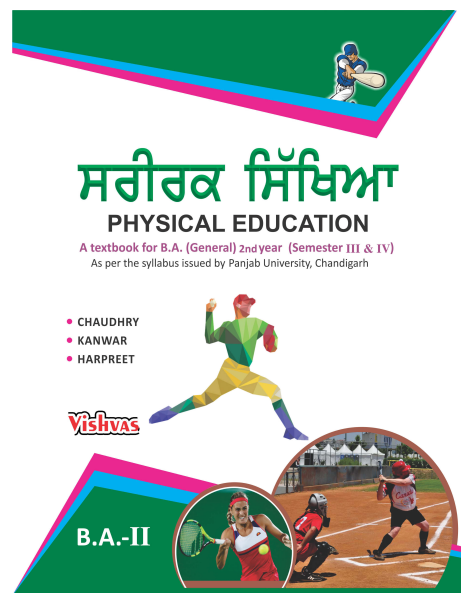
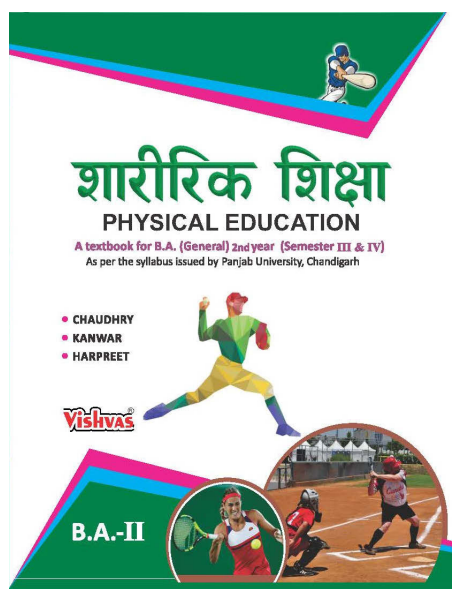
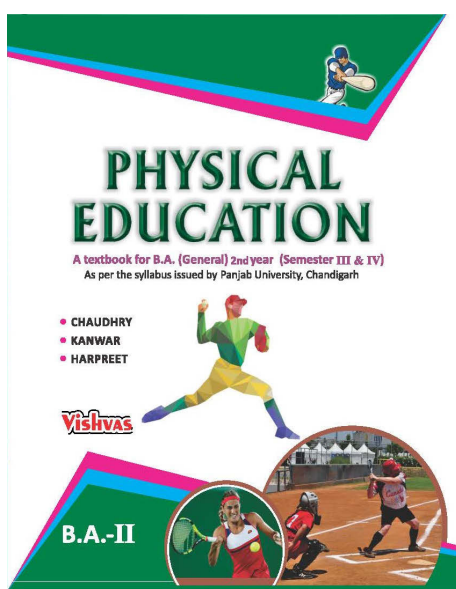
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