

**UT(TIAS)-NS-NIS(Patiala) : DSCE(Chandigarh) : SAI(India)JSA(Japan) /  
SAINSA(Swimming Pool Complex, Delhi) : BRA-IBSA(Delhi) :  
DU(KMC) : Embassy of JAPAN(Delhi) : NGOs-Sport Organizations**

*(February 12<sup>th</sup> to 21<sup>st</sup>, 2018)*

**A REPORT – To TIAS (& JSA) – NS-NIS (& ED) : SAI – Embassy of Japan and Embassy of India**  
(5<sup>th</sup> and Final Program of Activities in the Fiscal Year 2017-The Starting Year for Japan-India Cooperation in Sport)

**2018, Feb. 12:**

**Day 1 - Program I:**

**Two (2) programs** start in parallel at **Sports Authority of India (SAI) - Netaji Subhas National Institute of Sports**, Patiala (Punjab state, India) after Opening Welcome by Executive Director (ED-Dr. S.S. ROY), and other senior Officers (Administrators, led by Dean Dr. Rajdeep Kaur and Coaches, main host Dr. I. P. Nagi, Football) and Scientists and Diploma Trainees – Welcome to Delegation from University of Tsukuba (Prof. Randeep Rakwal, Associate Professor Guido Geisler, Associate Professor Alexis Lyras – TIAS along 2<sup>nd</sup> Batch student, Mr. Aman Shah; and special expert guest-Democritus University of Thrace, Prof. Evangelos Albanidis – funded by Olympism for Humanity-O4H). **Thank you Mr. Manikant Sharma (TIAS-2<sup>nd</sup> Batch student & Assistant Director, SAI) for the great coordination.**



(Dr. Alexis, Dr. Albanidis (Greece-O4H), Dr. Guido, Dr. Rajdeep Kaur, Dean NIS, & Mr. Aman)

The program was titled **WORKSHOP on Olympic Education & Applied Olympism** (Feb 12<sup>th</sup> - Day-long workshop) – **Coaching Methodologies & Training in Football** (Feb 12<sup>th</sup> to 16<sup>th</sup>; 5-day intense training program – lecture/theory-practical-classroom to pitch).



Following the Introductions of the Guests (by Dr. Nagi) and my (Prof. Rakwal – short speech ‘Good morning to All, Respected ED, Dean, Coaches and Students, and Colleagues. Thank you for the opportunity/visit and continue this collaboration/program with NS-NIS/SAI and UT-TIAS; and also today, we have an honored guest from Greece, Prof. Albanidis. Good to see many friends also; so to start



what did I do today? I woke up and ran-run Randeep run; I am in no comparison to the Great Milkha Singh, but he has inspired people in Japan too especially after the movie Bhaag Milkha Bhaag. Why run? To run for myself – improve myself; if I improve myself, I improve/contribute to Japan and India. So, I wish to thank all athlete’s-Coaches, Scientists and Administrators who are doing their best for SPORT & India. Today we come for 1 week with Coaching as the 5-day training program in football with Dr. Guido; also we have a day of Olympism with Dr. Alexis and a historian from Greece Dr. Evangelos who will show the connection between Greece and India in Punjab. Finally, we have a student – a living legacy) keyword of

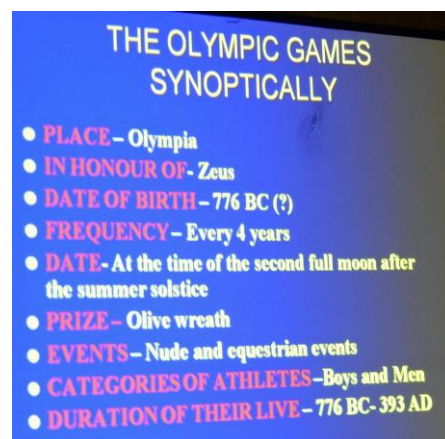
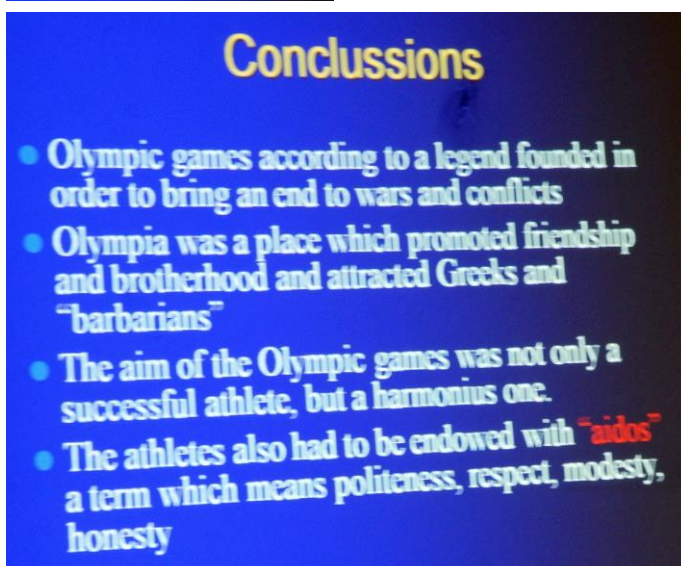
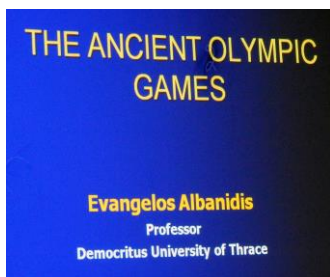


our TIAS – Sport For Tomorrow – SFT – programs, bridging India and Japan. Finally, we continue what we started in Feb 2017, almost to the day – moving to July visit by the previous DG-SAI, Shri. Injeti Srinivas and Team (Dr. Hooda, Dr. Roy, and Dr. Kaur, and Mr. Manikant) to Japan-Tsukuba – to the September Football Coaching program in UT – and to SAICON2017 in Delhi and NS-NIS field visit along with NSSU; and to today. Thank you once again NS-NIS, Patiala and Punjab, India), the 2 programs started in earnest. There were **400 plus participants** for the Applied Olympic Education Workshop and **23 (plus 4 National SAI coaches)** for Football Diploma Trainees. Throughout the week, at NIS, there was interaction with various Coaches and Diploma Trainees which made the endeavor even more fruitful – introducing UT-TIAS-TAIKU to the Indian side.



The first TALK on **Applied Olympic Education workshop** was started with an introduction / background to the ANCIENT OLYMPIC GAMES (**Prof Albanidis**; and also part of the Greece Summer Program led by Dr. Lyras). As he talked...The ancient Olympic Games started in Greece – Historical and Geographical; location of the Games, buildings, judges, events; punishment-ZANES for reminding the violators. Running (Athletic race) was the most important event as it is today; the **STONE-Starting Line** was created to avoid 'false start'. Wrestling-used oil; as weight was not a factor used oil. ["Particular to combat sports"] The Javelin almost similar to today, but Discus throw – no turns as the stadia were narrower. Jumping-multiple jumps. 776 BC/E (Before Common Era), sprint was the only event. Most spectacular was Chariot Races. Participants of the Games - free for all Greeks. 385 AD, the last recorded victor of the Games was an Armenian Prince. The **WORD EKECHEIRIA – TRUCE** : It was in times of the Games that there was suspension of war – a truce; but as a famous IOC member once said "'now we suspend Games due to war". Another **WORD – KALOKAGATHIA** – harmony of mind and body; music and gymnastics were taught at the same place

(Plato). Athletic rewards/Balanced excellence. There was FAIR PLAY, very important. "The Olympic motto is the hendiatis **Citius, Altius, Fortius**, which is Latin for "**Faster, Higher, Stronger**". It was proposed by Pierre de Coubertin upon the creation of the International Olympic Committee in 1894. Coubertin borrowed it from his friend Henri Didon, a Dominican priest who was an athletics enthusiast".



(Q&A- Dr. Kaur, what kind of gymnasium people used? What methodology for training was there?).

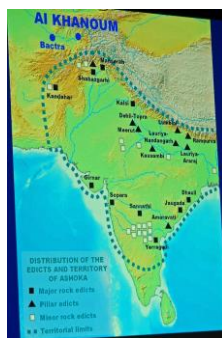
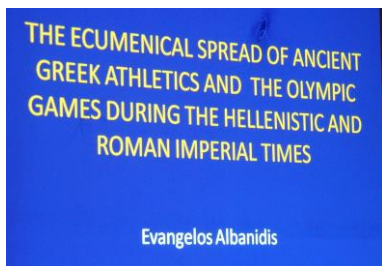
The second TALK was by **Dr. Lyras (TIAS)** on **Olympic Education and Applied Olympism: Foundations, Vision and Steps Forward....** Started with a question from the previous talk -Countries which held Olympics also increased their athlete's performance. India has never hosted the Olympics, so how did these countries helped keep up their performance? Alexis - "Heart of the Olympic Spirit is to self-improve - to set goals and objectives both as athletes but also human principles". Tokyo2020 - vision – bridges – east and west – values – applied Olympic education is the topic at hand. BID – restoration (2011.03~) – Integrity of Sports. [Biggest refugee crisis – **UPTO US (people-humanity) to use OLYMPIC IDEALS for CHANGE**] 3 pillars: athletic contests for body and mind; wisdom and scientific mindset; arts and technology (creative thinking and innovation) – To make good – ideal caring (giving and creative) citizens. **Olympic**



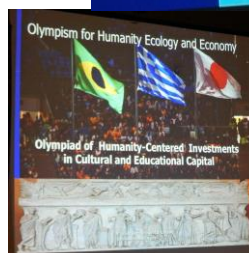
**Idea Dilemma 1:** Olympic idea content carriers *versus* Context changers (Applied Olympism). **“Omotenashi and restoration”**. ANCIENT OLYMPIC GAMES – The most important was **HUMAN CAPITAL**. Academic literacy, learning from ancient Olympic history, revival of the Games, Olympic Charter 1984. **Progress of HUMAN CIVILIZATION** – OLYMPIAD – What do we do today? Started from Brazil. So, what do we do at TIAS? Learn new skills; help the community – **(Olympic Value Education Program (OVEP))**. Important to practice what we preach. First Olympic Athlete – HERCULES; philosophical context, Trojan War, Helen of Troy; ATHENA – Goddess of Wisdom; Olive tree – message of fertility – living together, cultivate, and fruits. **SOCRATES** – **“I can only make them THINK”**. **ARISTOTLE** – **“We LEARN by doing them”**.



Continue to the third TALK on **The ecumenical spread of ancient Greek athletics and the Olympic games during the Hellenistic and Roman imperial times** by Prof Albanidis – 3 to 4 BCE (before Common Era), after the death of Alexander the Great. 330 to 323 BC (died) “his campaign duration”. Indians and Ancient Greeks shared some time together - Bilingual tablets and coins prove it – so lived/co-existed together peacefully. Proliferation of athletic buildings, improvement in training systems, and inclusion of others: **GYMNASIA spread to the EAST**. Gymnasia were found in the East, like Ai Khanoum in Afghanistan [Evidence of STRIGILS in India (Strabo)]. In those times, the Gymnasia had diverse facilities and many rooms + music + arts. The word BARBARIANS – actually means or refers to people who spoke a foreign language. It was not a derogatory word back then. HERODOTUS, Father of History also called Egyptians (one of the advanced civilizations that time) also as barbarians. ‘ARETE’ = Excellence / GYMNOS = Naked’. Excellence through sport competition – OLYMPIA – 776 BCE – 4 year cycle is the OLYMPIAD. Next, the spread of Hellenism-new economic-political-social Pan Hellenic festival gained importance. Olympic Games in the local context and character. OLYMPIC TRUCE in Modern times; Sarajevo-Lillehammer Games had a 24 hour truce (**NECESSITY IN MODERN TIMES TO INTRODUCE OLYMPIC TRUCE**). Q&A – Why 2<sup>nd</sup> full moon date for the Olympic Games? Largest size-socioreligious reasons only. When Alexander the Great founded Gymnasia? Any influence in India?



- Main characteristics of athletics in the Hellenistic and imperial periods**
- Proliferation of athletic buildings (gymnasia, palaestrai, stadia). Admission of barbarians to Greek gymnasia.
  - Proliferation of athletic games
  - Professionalism in athletics
  - Improvement of training methods. Specialization of athletes.
  - The sporting ideal and the Romans- Sport as spectacle







The Ancient knowledge fascinated the participants and the Greek and India (Punjab) history was re-told and appreciated by the audience and in context of the spread of the **GYMNASIA**.

Continue to the **final TALK** by Dr. Lyras with more interaction and discussion on the meaning of Applied Olympic Education, there was a question on 'How to educate ones heart'? Mind and Heart should be educated; mind will educate your heart. The discussions continued – how we grow and develop as an athlete-other than as athlete and coach? **ROLE MODELS-The COACHES** : Not only just as athletes – but also as teaching children in their communities. Dual Career of athletes is very important in modern context; **employability and also to inspire others**; scientists-sport and social science; training about emotional intelligence; new training modules. And, there was point – 'heart is just a muscle'. Olympic Education-historical values; applied rest on the fundamental; we should know the basics; multiple aspects; fundamental values of applied Olympism-past to present. Educate our children – nutritionist-a difficult question? The point of IDIOT was raised by Alexis sensei. Self-centered. Step by step – applied Olympism-to govern our vision, goals and objectives. Move to **DECLINE OF OLYMPIC VALUES – Dark Ages – War; then came the RETHINKING of HELLENIC THOUGHT PROCESS – the RENASSAINCE**. Human-centered approach; 1850 in Greece, using **OLYMPIA GAMES for NATION BUILDING**. The path of sports and PE - by Pierre de Coubertin to revive France. Q: who should get the credit for revival of Modern Olympic Games? People from the past to the present. Taking the audience back to the **FIRST SLIDE (Wrestling Room)**. Lack of community; take parts in sports for enjoyment of life and add value of life; now just to win; more inclusive; festivals are very common in India-but not on **SPORTS**; to create community festivals – not commercial; nature and

nurture – open environment – **TO NURTURE NEW MIND**. Finally, a video clip made by high-school children in Cyprus-children from the divided nation come together – it can be done. To conclude the day-long workshop, which had the audience **THINKING of OLYMPICS from past to present & its REAL VALUE**, Dr. Kaur concluded – **FUNDAMENTAL also creates the APPLIED; &, how WE have made USE of this APPLIED today is KEY MESSAGE**.



(Dr. Rajdeep Kaur Talwar (Dean, Faculty of Science))





Before continuing to the Football Coaching program which was going on in parallel; a meeting was held with the Dean- Faculty of Science, NS-NIS, Dr. Kaur on the **curriculum for Olympic Education** (by Dr. Lyras) at the new National Center for Sports Science Research (NCSSR). Following the Feb. 2017 visit and lectures on AOE, by Dr. Lyras, the **importance of having this understanding of OLYMPISM - APPLIED OLYMPIC EDUCATION (AOE)** by the Coaches and younger generation (coaches, athletes and scientist) has been delivered.



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### Program II (Day 1, Feb 12<sup>th</sup>):

“University of Tsukuba- SAI Football Coaching Program” (Dr. Geisler, and assisted by Mr. Aman Shah, 2<sup>nd</sup> Batch TIAS student). **23 Football Diploma Trainees and 4 Senior Coaches (Dr. Nagi, Dr. Negi, Mr. Subhasish, Mr. Surinder) from NS-NIS, Patiala.** After an inspection of the **football pitch** (*early morning rain – coincidence the last day in Sep 2017 training program was also rain...*) by Dr. Geisler, a decision was made to start the program with an **on-pitch practical session.**



University of Tsukuba – SAI Football Program: Coaching the Coaches

#### Game Sense Coaching – Integration of Technique, Tactics, Fitness, & Mental Skills into Everyday Practice

- The program addresses each of the standard **technical, tactical, physical, and psychological** components of coaching theory and practice. Specifically, it aims to extend the content of the *Indian Diploma Course in Football Coaching* (and others) and demonstrate applications within a modern coaching framework – i.e., demonstrate methods for blending technique training, tactical emphases, fitness training, and psychological skills together during training sessions. **This is an abbreviated version of the 10-day program in September (in Tsukuba),** with the following considerations:
  - **Much of the content is expected to be novel and innovative to the SAI participants**
    - Drawn from the latest research in coaching theory (e.g., approaches to talent identification/combatting the relative age effect, the Long Term Player Development Program [LTPD], “game sense” [or “play practice”/“tactical games”] coaching, cognitive training, among others)
    - The most up-to-date methods of the German Football Federation’s (DFB) UEFA coach certification courses and of European youth academies
    - Perspectives of the Japan Football Association (JFA)
    - Additional focus on the psychology of coaching practice; i.e., content that is often covered only superficially in most coach certification programs
  - **Some content will be familiar, but with alternative methods of applying it to training contexts**
    - The DFB’s method of match form tactical training (phases of play)
    - Insights gained by the instructor during observation periods at professional youth academies in Germany
    - Insights gained by the instructor through annual attendance at international football coaching conferences
- **Technical** training emphases include group/team pattern practice (includes internalizing sequences/game patterns alongside technique training), position-specific technique training, and the renowned Dutch “Coerver Coaching” method of player development
- **Tactical** training emphases include the following key objectives in youth player and youth team development:
  - ❖ Creating **overload** situations (attack) & ball recovery/preventing overload (defense)
  - ❖ Controlling the **central playing area**
  - ❖ Controlling play **between the lines** (exploiting it in attack, closing the gaps in defense)
  - ❖ Establishing **width & depth**, creating space/using space
  - ❖ **Transitional play** in attack and in defense
  - ❖ Understanding of **horizontal & vertical zones**, ball-oriented marking, spatial connections/understanding between players
- **Physical** training emphases include:
  - ❖ “Football fitness” approaches (physical training **with the ball** that incorporates specific technical, tactical, and/or psychological elements)
  - ❖ HIIT (high intensity interval training) for football
- **Psychological** training emphases include:
  - ❖ Performance profiling/needs analysis and developing (mental) performance plans with players
  - ❖ Practical cognitive training activities (on the pitch, **with the ball**) and psychological regeneration/team cohesion activities
  - ❖ Psychological training for penalty kicks (informed by current research)



The following notes (minutes) are by Mr. Aman Shah – “During the first session, Dr. Geisler introduced aspects of **“Game sense” coaching methodology** by setting up a demo training session. The trainees were divided into two groups and each group was assigned to a grid.



The demo session started with a warm-up game where groups divided into teams and had to play rugby (throwing the ball to teammates). **Intensity** was increased in subsequent warm-up sets to show the trainees how **“game-like” situations** can be recreated in the warm-up, without even touching the ball with the feet. This was followed by some basic passing patterns and pattern practice in groups of two with the ball being passed through cone gates. Dr. Geisler stressed on the fact that coaches must ensure that training sessions are planned in a way that resembles game situations: **“Train like the way you play.”** The post-lunch in-class session introduced the theoretical concept of the Game Sense Coaching Methodology. The trainees were divided into groups and made to think about important football-specific physical skills



and the amount of time players engage in that activity during a game. This set the stage to explain the rationale behind the **increased focus on the mental coaching aspects in football**; on average, a player spends only about 2% of a game in physical skills. Therefore, it is important for coaches to focus on the psychological aspects of player development. Dr. Geisler explained that the main emphasis for the week-long training would be to help the coaches develop **“thinking players”** through their coaching methods. It is very important in today’s fast-paced football games for players to be able to think accurately about the next footballing moment. Traditional coaching methods focused more on technique development and ignored the development of decision making abilities of players. Therefore, the **newer Game Sense coaching sessions** are structured in a way to allow players to train the way they play in matches, which helps train technique and tactical aspects while also helping develop the players’ autonomous decision-making capacities. The key message of this type of coaching methodology is to **“let the Game be the teacher”**. Coaches should coach as and when required but should largely allow players to identify footballing problems and find their solutions. If players get used to doing this during training sessions, they will be better equipped to replicate this in match situations.

All footballing actions require **technical skills, decision making and communication**; therefore, it is imperative that all training activities also incorporate these key aspects.



University of Tsukuba – SAI Football Coaching Program



G. Geisler

DAY 1 (Feb. 12 <sup>th</sup> )	DAY 2 (Feb. 13 <sup>th</sup> )	DAY 3 (Feb. 14 <sup>th</sup> )	DAY 4 (Feb. 15 <sup>th</sup> )	DAY 5 (Feb. 16 <sup>th</sup> )
<p><b>10:00 THEORY (Classroom)</b></p> <p><i>Opening &amp; Program Overview</i></p> <ul style="list-style-type: none"> <li>▪ "Game sense" coaching theory</li> </ul>	<p><b>10:00 THEORY (Classroom)</b></p> <ul style="list-style-type: none"> <li>▪ Technique training &amp; Long Term Player Development program (LTPD)</li> </ul>	<p><b>10:00 THEORY (Classroom)</b></p> <ul style="list-style-type: none"> <li>▪ Youth development – DFB &amp; European youth academies</li> <li>▪ Youth development – JFA</li> </ul>	<p><b>10:00 THEORY (Classroom)</b></p> <ul style="list-style-type: none"> <li>▪ Psychology of penalty kicks</li> <li>▪ Performance profiling/needs analysis</li> </ul>	<p><b>10:00 PRACTICAL (Pitch)</b></p> <ul style="list-style-type: none"> <li>○ Tactical training IV – Phases of play (match form sequences)</li> </ul>
<p><b>11:45 PRACTICAL (Pitch)</b></p> <ul style="list-style-type: none"> <li>○ "Game sense" demo training session</li> </ul>	<p><b>11:45 PRACTICAL (Pitch)</b></p> <ul style="list-style-type: none"> <li>○ Technical skill development II – Positional technique practice</li> </ul>	<p><b>11:45 PRACTICAL (Pitch)</b></p> <ul style="list-style-type: none"> <li>○ Football fitness II</li> </ul>	<p><b>11:45 PRACTICAL (Pitch)</b></p> <ul style="list-style-type: none"> <li>○ Tactics II – Training form activities</li> </ul>	<p><b>11:45 THEORY (Classroom)</b></p> <ul style="list-style-type: none"> <li>▪ Developing (mental) performance plans</li> </ul>
Lunch	Lunch	Lunch	Lunch	Lunch
<p><b>14:30 THEORY (Classroom)</b></p> <ul style="list-style-type: none"> <li>▪ Talent identification &amp; development</li> </ul>	<p><b>14:30 THEORY (Classroom)</b></p> <ul style="list-style-type: none"> <li>▪ Technical skill development – Coerver Coaching method</li> <li>▪ Principles of football fitness</li> </ul>	<p><b>14:30 THEORY (Classroom)</b></p> <ul style="list-style-type: none"> <li>▪ Training form tactical activities</li> </ul>	<p><b>14:30 THEORY (Classroom)</b></p> <ul style="list-style-type: none"> <li>▪ Tactical training – DFB match form (phases of play)</li> </ul>	<p><b>14:30 PRACTICAL (Pitch)</b></p> <ul style="list-style-type: none"> <li>○ Cognitive training activities</li> <li>○ Alternative/multi-focus training games</li> </ul>
<p><b>16:00 PRACTICAL (Pitch)</b></p> <ul style="list-style-type: none"> <li>○ Technical skill development I – Pattern practice</li> </ul>	<p><b>16:00 PRACTICAL (Pitch)</b></p> <ul style="list-style-type: none"> <li>○ Football fitness I</li> </ul>	<p><b>16:00 PRACTICAL (Pitch)</b></p> <ul style="list-style-type: none"> <li>○ Tactics I – Training form activities</li> </ul>	<p><b>16:00 PRACTICAL (Pitch)</b></p> <ul style="list-style-type: none"> <li>○ Tactical training III – Phases of play (match form sequences)</li> </ul>	<p><b>16:00 THEORY (Classroom)</b></p> <ul style="list-style-type: none"> <li>▪ Self-regulation – Managing game moments</li> <li>▪ Team cohesion &amp; motivation</li> </ul> <p><i>Closing &amp; Wrap-Up</i></p>

**Program II (Day 2, Feb 13<sup>th</sup>):**

Morning session and practice focused on the technique training and technical skill development. The afternoon session on 1) **Technical Skill Development** covered the **Coerver Coaching - Systematic and focused**. "Players get out of hard situations – so only a player who is technically skilled – has technical ability – can do it". 1. Ball Mastery – over and over and over again; **REPEATED is the key**. 2. Receiving and Passing. 3. Moves – 1 v 1. 4. Speed. 5. Finishing. 6. Group Attack; **Focused on developing the Individual Player**. 2) **Football Fitness (here FF-I)** incorporated



different dimensions of training (physical, technical, tactical, and mental fitness). **BETTER, not MORE TRAINING** – 3-4 training sessions a week at high intensity (90 min) + 1 game/week, is recommended; this is good enough-but intense. **Football fitness- high speed-high**



**accuracy-high efficiency** – Introduction of Modern Methods by Guido sensei; revision towards high intensity, not every day. There are 3 main energy paths: a) ATP-PC, very quick energy; b) Glycolitic energy for 2 min (ANAEROBIC); and c) oxidative, endurance sessions. HIIT (high intensity interval training) draws from a) and b), and it can develop endurance (AEROBIC).



Next, the session-afternoon-moves to the **PITCH: practice the football fitness; HIIT=start slow-pass-one turn-run around cone-2 runs around the cone. High intensity training aspects today – FUN and ENJOYABLE; but tomorrow (day 3) FF-II, more on the GAME SENSE.**









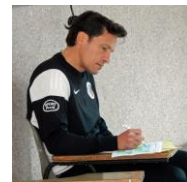
**Program II (Day 3, Feb 14<sup>th</sup>):**

Morning session starts with the brief overview of the Day 2 (Re-cap). The days schedule will be **Youth Development** (Mr. Aman), on the field, German football, and **FF-II** (heavily game oriented) (Interaction with students). The lecture on Youth Development by Mr. Aman (also part of his research he has done at TIAS): **football academy structures in Europe**, starting with his own experience, professional, educational to today. Budget for the academies is high; they believe “not as COST but as INVESTMENT”. **Stable Leadership, links between Academy and the First Team, Shared Training Grounds** is key points. Talent identification and recruitment –

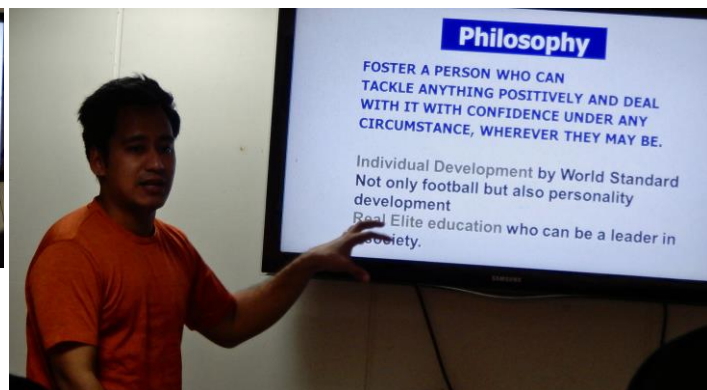
**TIPS:** **technique, intelligence-personality-speed.**  
 [Criteria of selection] Education and welfare are extremely important.



Next, **Youth Football in Japan** (with permission from Prof. Nakayama, Football Manager, UT): starting with J League to youth development, etc. Japan Football Association (JFA) has many academies. Explained the JFA Pledge for 2050/DREAM, and the role of the **Technical Committee, for INTEGRATED DEVELOPMENT**, 3 factors, now 4<sup>th</sup>: focusing on - **National Team – Youth Development – Coaching Education – GRASSROOTS.** **Key concept is INDIVIDUAL DEVELOPMENT.** Training Center system JFA academy; not only FOOTBALL but also PERSONALITY DEVELOPMENT. New approach, Teachers Education of PE and Grassroots Development.



**Technical Committee**  
 “4 factors’ integrated development”





**On the PITCH:** But before that, continue the lecture with Guido sensei on Youth

Development within DFB and Hertha BSC Academy. Grassroots (FIFA)-age 6-11; UEFA/AFC, any players who are non-elite; Physical Literacy. The academy system in HSC. Q (from Coach)-on any joint recommendations by Mr. Aman (and Guido sensei) from his research to the Indian Football? Yes, that will be the next step forward – translating academic research into practical knowledge. Further, there is progression on the Youth Development front. For example, Real Madrid, the ‘Galacticos period’; **Need a correct mixture of Creative Players and Workers.**



- Football Philosophy ✓
- Stable Leadership ✓
- Links between Academy & First Team ✓
- Talent Identification & Recruitment ✓
- Education & Welfare ✓

So, finally when on the **ground- Make 2 Teams, and the start of FFII** – more game-like, shooting, passing, quick transition tight spaces, play out of pressure, passing out of pressure, create space for yourself.

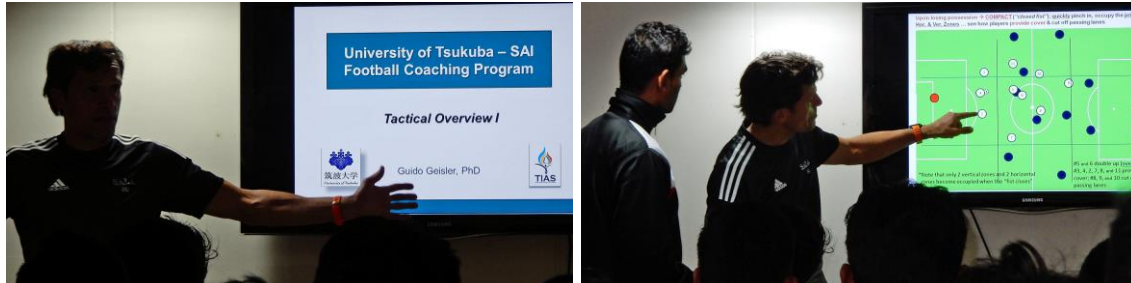
**Lecture-RECAP:**

football fitness,  
game form-tactical  
considerations,  
transition, balance.





**Lecture-TACTICAL TRAINING:** Ball oriented; MARKING TO THE NEXT LIKELY FOOTBALLING MOMENT. Technique Oriented; Goal scoring statistics; Importance of passing, counter passing, overload, transition. Move to the PITCH- to practice what was taught and learnt; Tactical Training is very effective, and the PRACTICE was performed in diverse ways.





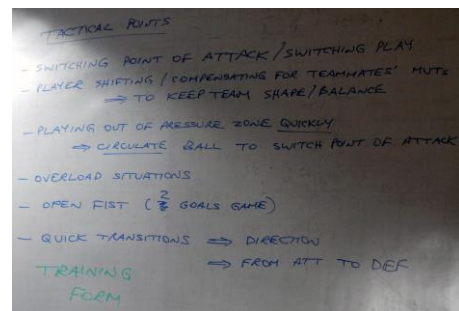
**Program II (Day 4, Feb 15<sup>th</sup>):**

Morning session starts with a RECAP on the TACTICAL POINTS for the previous day

“training point activities” and “simple activities-but to get the most out of it”. The lecture by Guido sensei starts



with the (youth development continues...) **LONG TERM ATHLETE (PLAYER) DEVELOPMENT (LTA/PD).**



### Coaching Children & Youth Athletes

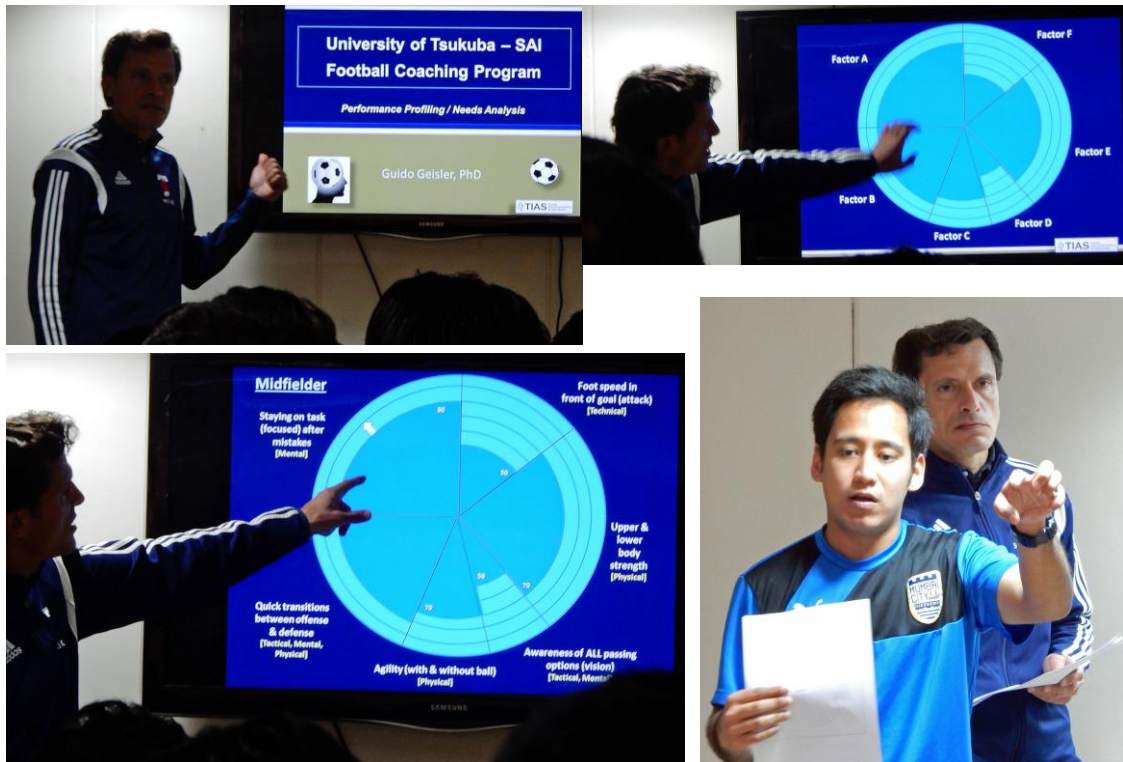
- Development and maturation of an athlete is a long process and determined by 'age-specific' aspects
- Therefore, coaches must realize that:
  - Youth training is **not** a reduced form of adult training, and children's training is **not** a reduced form of youth training → each is an independent context; on a horizontal (rather than vertical) plane
  - Children's and youth training are related to different phases of physical and psychological development
  - It is at the children's and youth stages that the decisive factors for attaining a high performance level are acquired
  - Deficiencies in these periods of development cannot be fully compensated for in adulthood



**Fundamental Movement (& sport) Skills.** Looking at a video by the Ice Hockey federation (US) – but could not see any ice hockey in the video clip; so, what was the message? – **Developing ‘movement skills’** to play ice hockey. The LTPD approach to coaching – **when training young athletes, expose them to developing various skills.**

The following lecture was on **PERFORMANCE PROFILING/NEEDS ANALYSIS** – explained, the sport psychologist/mental trainer (SP/MT) versus coach as a mental trainer. Players, not much welcome the SP/MT when he/she walks into the room with a ‘lab coat’ / ‘suit’ on...but if a COACH does it, it works. **WHY?** – more trust. And, everything you (coach) does matters to the – ATHLETE. Now to the **FLOW STATE** (watching an exciting video clip of two top level players) – 2 points; high level performance and high level enjoyment: to **MENTALLY DEVELOP** the **FLOW STATE** of a **PLAYER**. **HABIT?** [Habitual behavior] **EXCELLENCE** – not individual habits but repeated acts /**SELF-AWARENESS**, performance profiling-task. **PLAYER is in CHARGE** – he/she **DRIVES the PROCESS** –

**COACH just HELPS.** Now a task/exercise for the trainees; to – **PREPARE YOUR OWN PERFORMANCE PROFILE.**



Continuing to the post-lunch, afternoon lecture – ‘**MATCH FORM” Tactical Training (Phases of Play)**’; using – creating space followed by the ‘on the ground’ practical session. Up till now training tactical form-but now, MATCH FORM-so, PHASES OF PLAY training; not easy-but necessary (activities).





**Program II (Day 5, Feb 16<sup>th</sup>): The LAST DAY of the PROGRAM**

After four intense days-sessions, the final day begins with excited Diploma Trainees eager to continue to learn new things. Process of developing a mental control; to develop a performance profile (cannot do all at one time). **Mental Training is about to ‘MAINTAIN’**. For example, continue at higher level (so, **MANTAIN POINTS – IMPROVE POINTS**). Post-graphs, **prepare your REFLECTION & PERFORMANCE PLAN WORKSHEET** = Areas to improve, areas to maintain. Use – **SMART (SPECIFIC / MEASURABLE / ACTION ORIENTED / REALISTIC / TIME)** = Important point is – **GOAL SETTING** to be measurable – for the **FOOTBALL MOMENT**. On the field, mental toughness overcoming ‘uncertainty’ – which is the biggest reason for mental weakness; WHY? Because **nothing is new, nothing is a shock**. From classroom to the field; e.g., the performance plan apply to the field/pitch. To the Diploma Trainees, from Guido sensei- Whatever fits for your situation, use it-modify it. Intensive explanation by demonstration on the field, explaining each move/moves as lectured in the class.



**MOVE to the PITCH, for the final on-the-ground session:** Important points are – Cognitive training activities; Modified activities; Play and enjoy games at the end – **Let’s see what you have learnt!**



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The Brawn and Brain - **Cognitive Games to increase Functional Response** – Excellent Games. Increase the load. Use the “Rugby ball” – energy levels and excitement – helps build the **TEAM** and **SOCIAL COHESION**.



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**The Executive Director (Dr. S.S. ROY) visits Field Training & Certification**



The **DIPLOMA TRAINEES**





**To the FINAL CLASSROOM:** Communication is the key, says Dr. Guido Geisler. The talk focuses on ‘Psychology of Penalty Kicks’ – A MENTAL THING; and how performance is affected by diverse factors; an **interactive quiz session** was used to let the groups discuss and present their answers (*chocolate was the prize*) related to the topic. For example, in the tie question - if the player misses a penalty kick, what would the other team members do...in order to see the next player kicks effectively? The members go and bring the player back, **SHOW SUPPORT** is the best thing one can do in a **TEAM**. **COACH COMMUNICATION** – Team Culture and Team Cohesion – **GROUP**; **All the BEST**.



“Co-  
mmunication”



Coach Identity → Team Identity



**Psychology of Penalty Kicks**  
(Jordet & colleagues)

- How is performance (scoring) affected by:
  - Approach vs. avoidance behaviour (backing up vs. turning/walking back)?
  - Post-whistle response speed?
  - GK-dependent vs. GK-independent decision-making?
  - Type (or lack) of celebration after scoring (in a shootout)?
  - Goalkeepers waving their arms/jumping back & forth before the kick?

TIAS



The NS-NIS program/visit also gave the opportunity to discuss with the ED, on the (NCSSR) and NCSC (National Center for Sport Coaching) and the curriculum and infrastructure and human resources, scientific and coaching, and the **cooperation – collaboration - involvement of University of Tsukuba** (and also NSSU). The Swimming High Performance Center establishment proposal (*a follow up on the Sep 2017 Delhi Feasibility Study & Workshop*) was also discussed and presented to the ED, Dean, and Swimming Coach and Sport Scientists. Further, Executive Director introduced various Coaches in relation to the Tokyo2020 (*pre-Olympic Training Camps, as a follow up on the July Indian Delegation visit to Japan*) and it was an opportunity to not only introduce the **UT-TAIIKU Facilities** but also the proposal by the **JOSO CITY** (Ibaraki Prefecture) to the coaches, especially ATHLETICS-Head Coach, and Assistant Coach. Discussions were also held with the Wrestling, Boxing, and Wrestling and JUDO coaches.



2020 Tokyo Olympic and Paralympic Games

### Introduction of the sport facilities at the University of Tsukuba



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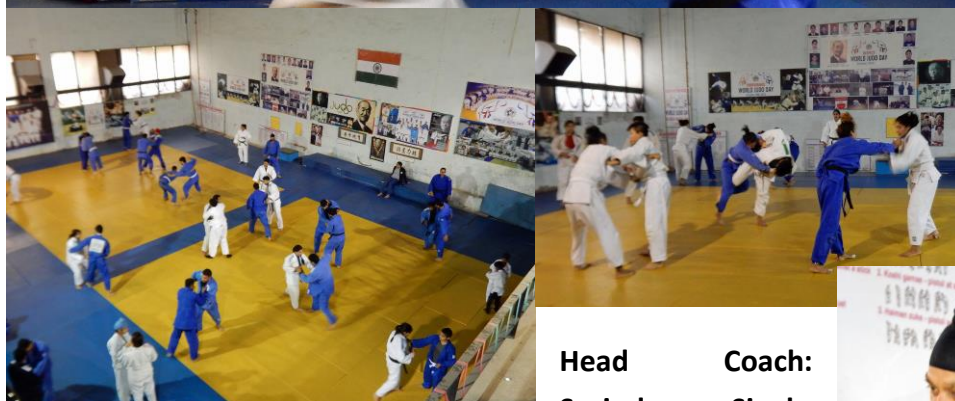


### # Tokyo, Japan – Embassy of India



# **JOSO CITY (Ibaraki-prefecture, Japan)**  
 (Mayor – Mr. Kandatsu and City Officials)  
 (Visit of the SAI delegation to the JOSO city >)

Judo deserves special mention here, due to the fact that Dr. JIGORO KANO, Father of JUDO, and Founder of UT, was being revered (respected-admired-valued) and not only the Diploma trainees for Judo are being trained but also the Judo Hall serves as a Center of Excellence for Elite Judokas. It was admirable to see the **JUDO HALL** and see **Dr. Jigoro Kano's** pictures/images at NS-NIS, Patiala.



Head Coach:  
Surinder Singh;



and historical connection with Japanese Judokas since time of inception of the Judo Coaching program at NIS, in 1976.



Following an hour-long discussion with Coach Surinder Singh (and meeting the Assistant Coaches) a **'potential' JUDO Coaching/Training program** with Japan (UT-TAIKU) could benefit from – **Expert Coaching, Exposure to the Top Team (Japan), Theoretical Knowledge (latest planning for the game), Strength and Conditioning, and Skill Development (practical)**, leading to a **POSITIVE PROGRESS** in this SPORT.

**SOME MEDIA-NEWS COVERAGE OF THE PROGRAM at NS-NIS**



(translated – by, Mr. Manikant Sharma)

Sports News – Prof. Guido of Univ. of Tsukuba, Japan , taught the techniques of modern football in NIS.

To become a good footballer, touch the ball 1000 times with foot during practice

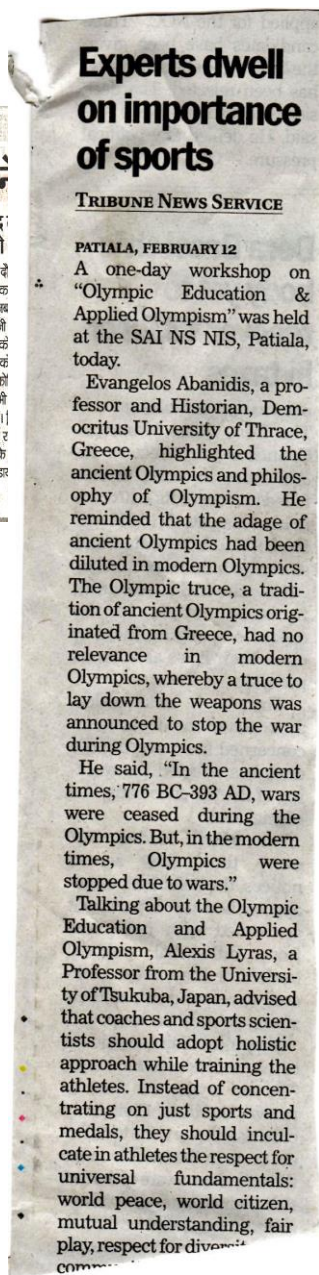
A workshop was conducted on Olympic Education, applied Olympism, and coaching methodology and training in Football at Neta ji Subhash National Institute of Sports. Prof Guido of University of Tsukuba, Japan, imparted the training to the football students. He stated, if players have the possession/touch the ball at least 1000 times during the practice session, they can turn out to be a good player. There is an academy with every 35 Kms in Germany and all academies are run by federations.

**Presentation on Olympic Education too.**  
The workshop was inaugurated by Mr. S.S. Roy, Executive Director of NIS, Prof Randeep Rakwal , Prof Guido Geisler, Prof. Alexis Lyras, Prof Evangelos and Aman Shah. Dr. Alexis gave presentation on Olympic Education during the workshop. Dr. Rajdeep Kaur Talwar, Dean ,NIS and Dr. I. P. Nagi were also present.

**Psychological , Physical and Technical training should be done together.**

PHOTO  
Prof Guido and his associate Aman briefed that Psychology, Physical fitness, technical and practical training should be conducted together. Players should understand Clearly the real time situation of match during the training itself. If Players are psychologically sound, their decision making power will improve. It will save the time actually. Prof Guido who trains athletes in Germany and Canada, will teach 23 diploma student and 4 coaches at NIS Patiala for 4

**Defence means, cover the person with ball from all sides.**  
In the first one-hour session Prof. Guido explained the meaning of Attack Vs. Defence. When the team is in defence, cover the opposite team player with the ball from all sides. Also, don't give him chance to pass the ball. Try to get the ball. All players should keep communication with each other. Keep continuous touch/talking with each other. During training/practice the ball pass (drill) and change of direction(doubling) should be done together.



\*\*\*\*

**Program III (Feb., 16<sup>th</sup> and 17<sup>th</sup>):**

Moving to the CHANDIGARH, Union Territory, and capital to both Punjab and Haryana states of India, the next program unfolded – titled “**International Conference on ‘Olympism: Global Innovation Forum for Humanity and Sustainable Development from Ancient Olympia to India, Tokyo2020 & Beyond’**”, led by Dr. Alexis Lyras (Associate Prof.-TIAS, UT, and O4H Founding President), CORE, and his counterparts Dr. Rakesh Malik (Assistant Director of Physical Education and Sports in Panjab University, Chandigarh) and Dr. Neeru Malik (Assistant Professor and Head, Dept. of Physical Education at Dev Samaj College of Education, affiliated with Panjab University, Chandigarh) and the Dev Samaj Society (Sh. Nirmal Singh Dhillon, Secretary, and Dr. (Mrs.) Agnese Dhillon, Principal DSCE-a women’s college), and Prof. Evangelos Albanidis, and other partners/stakeholders in sport and education on Feb 16<sup>th</sup> and 17<sup>th</sup>, 2018.



“Press Conferenced-News (covered in The Tribune newspaper)

The opening day (16<sup>th</sup>) of the conference was initiated by an Opening of Athlete Meet-Field Inauguration by **Special Olympic** Bharat Venue (Chandigarh) and then to the main venue of the conference at DSCE by the welcome address by the HOST, Principal Dr. Agnese Dhillon followed by the Keynote address “*Olympism for Humanity U Initiative and Sustainable Academic Innovation Legacy: Vision and Steps forward*”, in context of Dr. Lyras expertise on **Applied Olympic Education-Olympism in Action, Development & Peace-Building, and Conflict Resolution**, and teaching at TIAS, by Dr. Lyras to the gathered audience of Students, faculty, Sportsmen-women, Faculty, Teachers and Administration (total of over **700 people** over 2 days). Post-tea, the next session was by Prof. Evangelos Albanidis, on “*Foundations and History of Ancient Olympic & Crown Games Virtues, Context of the Ancient Hellenic Civilization*”. This was followed by workshops by the distinguished speakers across genders on **EDUCATION – SPORTS – FINE ARTS – PEACE – CULTURE – MUSIC**. The linking of West with the East in context of the Ancient Olympic Games; well received and inspiring to the gathered audience many of who have heard the **APPLIED OLYMPIC EDUCATION** concept for the first time in their lives. The students, having new knowledge on the Olympic Movement,



eagerly discussed with the Invited Guests, and especially on the **TIAS MA program in Sport and Olympic Studies**. Prof. Hisashi SANADA, Chairman of TIAS made a SKYPE presentation to the audience, which was greatly appreciated by the hosts/audience.



The 17<sup>th</sup> (2<sup>nd</sup> day) was focused on the lectures involving showcasing the **TIAS MA program (foundation - Olympic Bid - Tokyo2020 – SFT - Sustainable Academic Legacy-Students)**, by an opening talk by Prof. Randeep Rakwal, linking it to the two subsequent talks on the **LEGACY of the TIAS program and learnings (through Internships)** gained by the student’s (including the MA-IDS program) by asking 2 students, first- Mr. **Takashi Waseda (IDS)**, who spoke about his work at **NGO YFC Rurka Kalan** (Punjab state) and presented his experience to the Indian audience-reality-practice-Indian Context to much applause from the audience, and which was recently showcased at the BBC World News (2018); and second- Mr. **Aman Shah (TIAS, 2<sup>nd</sup> Batch)** who spoke about his learning and legacy as himself through TIAS, and through the internship at U-17 FIFA World Cup in India, in 2017. He made a passionate presentation making the connection between his interest/passion to education through TIAS to utilizing **SPORT FOR ALL**. As he put it **“I LEARNT WHAT sport education really was”, So, Thank you TIAS**. Through him, we have an Ambassador of TIAS in India. **What it was to be a sports leader** (TIAS mentions ‘TO CREATE FUTURE SPORT LEADERS’) really? He further dwelled



upon the Japanese culture and learning. Also, that India should host the OLYMPICS, and when it comes to be PARALYMPIC, this society needs to be uplifted and embraced.

What are the benefits of studying at TIAS? – **“unique cultural experience’s, networking, research, and INTERNSHIPS”** - which helped tremendously his growth & development. Lunch time was an opportunity to interact with various people, educators, and sports teachers, including a prominent journalist and many prospective students for TIAS or UT-Japan.



Post-lunch, the session continued to the presentation on **COACHING** by **Dr. Guido Geisler (TIAS)** and other distinguished guests, including another skype presentation from Canada. [International presence and interaction]



Following this, the last major session was a **PANEL DISCUSSION** on **“Synergistic Action Plan for Olympism Philosophy through Education, Sports, Fine Arts, Peace and Culture”**. It was indeed a unique mix of experts from various fields that really linked the past (West-Ancient Olympics) to the current (East, present day Olympic and Paralympic



Games). With this and many questions from the audience, including one which stands out – “Now we have heard about Olympism, please let us what we can do now, how each one of us can contribute towards it”. Herein, begins a new chapter for India.



The 2-day international event ended with a high-note and “OLYMPISM/OLYMPISM in ACTION/APPLIED OLYMPIC EDUCATION” in the minds of all.

\*\*\*\*\*

**Program IV (Feb., 19<sup>th</sup> to 21<sup>st</sup>):** The final program of activities was carried out back in DELHI, where five main works were performed. **First, on the agenda was the “A proposal-for the SAINSA (National Swimming Academy) (19<sup>th</sup> March)** for high performance set-up, where 3 devices/equipment/technologies were introduced (presentation – which was made with **Dr. Yasuo Sengoku**, Japan Sport Expert – SWIMMING COACH) to the **Administrator Mr. Praveen Kakkar** [following up on the *WORKSHOP AND FEASIBILITY STUDY OF SWIMMING HIGH PERFORMANCE CENTER, Dr. S P Mookerjee S P Complex (SAINSA), New Delhi, INDIA (Sept 11<sup>th</sup>~13<sup>th</sup>, 2017)*]. Prof. Rakwal was accompanied by a colleague, **Ms. Ayano Sugiyama** (Junior Asst. Prof., UT-TAIKU-Adapted Sports Laboratory) and students, Mr. Aman Shah and Mr. Takashi Waseda. The presentation was well-received and it was proposed that further talks on the implementation of the proposal by not only considering the SAI as a parent organization but also SAINSA partners, Glenmark Corporation (CSR partner), and collaborations with NS-NIS and SAI regional center in Bangalore. Other than the practical aspects (hardware and software), the importance of **training human (scientific) resources** was discussed to be a **KEY FACTOR**.



**High-Performance Focused – Swimming / SetUp**

- ✓ **3 DEVICES/EQUIPMENT/TECHNOLOGIES to be INTRODUCED.**
- **First – The FORCE PLATE (for the start); KISTLER India**
- It is a specific device for swimming 'Start'; and the same as in JISS (Tokyo) and AIS (Canberra)
- **So, highly promising.**
- All software's available
- Standard setting
- Good for the Junior Academy:
- To see the progress;
- Difference with Elite swimmers;
- for Talent Identification.

Performance analysis for swimming - Succeeded with Kistler PAS-S through better starts & turns

For swimmers' extremely performance of starts and turns in a long basin, introducing better results, start and turn methods of a world-class swimmer for the first time in India. The equipment was used in the 2017-18 season. The equipment was used in the 2017-18 season. The equipment was used in the 2017-18 season.

The Kistler system helps from the start to the end of the race. It is a key factor in the success of the swimmer. It is a key factor in the success of the swimmer. It is a key factor in the success of the swimmer.

The Kistler system PAS-S is the advanced tool needed to be from the start swimming pool at the world stage. It is a key factor in the success of the swimmer. It is a key factor in the success of the swimmer. It is a key factor in the success of the swimmer.

**DEVELOP HUMAN RESOURCES**

- **KEY to the whole project may lie in the availability, training and growth of the scientific / human resources...**
- Sport Scientists within India at SAI and Universities associated to SAI (or potentially other Universities near SAI centers)
- Collaboration with RESEARCH; work with TAIKU-UT; JISS – training the scientists
- For example, on the 20-25 cameras, how to place the camera is critical; so expertise in this direction can be shared
- Coming to Japan-Train-Solve Problems by Discussion back to Japan-Talk with Sengoku sensei, others
- Technical problems can be solved by International Companies (so recommend those in previous slides)
- Biomechanical system; so if 1 persons/scientists is trained then others can be trained; and having these equipment's means attracting others to come and work/research at the high-performance center (once established – no brain drain)
- Data obtained can be compared with published data (data is shareable)
- Finally, 3 systems were introduced-but no need to have all 3 at once.





**Second on the agenda was** the meeting (19<sup>th</sup> March) with the **Director General (DG) – SAI, Mrs. Neelam Kapoor** (newly appointed in Feb., 2018), and her TEAM at **SAI HQ, New Delhi**. The meeting aim was two-fold, **a)** to give an overview of the years (2017 fiscal; H29) and, **b)** to discuss new direction and future program of activities leading up to Tokyo2020 and then post-2020, as part of larger and expanding cooperation in SPORT between India and Japan. Accompanied by my colleagues, **Dr. Lyras, and Ms. Sugiyama, and student Mr.**

**Aman Shah**, it was a good opportunity to talk on various areas of cooperation from **Coaching to Olympic Education to Sports Science and High Performance and pre-Olympic Training Camps**. Briefly, Prof. Rakwal gave an **overview to the DG-SAI: it all started in Feb. 2017**, with a visit right here at the SAI



HQ on 15<sup>th</sup> Feb (meeting with Sh. Injeti Srinivas and Dr. Hooda, and Team) followed by move to NS-NIS (Patiala) for Olympic Education and Football Coaching programs for the Diploma Trainees. This was followed up by a full delegation visit by the then DG-SAI/Sec. Sports, Sh. Injeti Srinivas and delegation (Dr. Hooda, Dr. Roy, Dr. Kaur, and Mr. Manikant Sharma) in **July 2017** to Japan (Tokyo and Tsukuba). The program of activities were further enhanced in **Sep 2017**, by a 3-day Feasibility Study and Workshop on Swimming High Performance at National Swimming Academy (SAINSA) in New Delhi by Japan Sport Experts (Drs. Takagi and Sengoku) and attended by Swimming coaches and scientists (and administrator, Mr. Kakkar). This was immediately followed (**Sep 2017**) by a 2-week Football Training / Coaching program at University of Tsukuba for National Coaches (12 from around India, 11 male and 1 female). In, **Dec 2017** – [University of Tsukuba (Prof. Rakwal) and 2 Professors from NSSU (Profs. Ae and Okade)] – as part of the JSA-SFT – Tri-University Cooperation initiative were invited to the SAICON2017 international conference on sports science, and where discussions were centered around not only sports science/biomechanics but also physical education curriculum (with the Principal and Faculty members of Lakshmi Bai National College of Physical Education, LNCPE, Trivandrum). Finally, the programs were culminated in the just completed week-long, **Feb 12<sup>th</sup> to 16<sup>th</sup>, 2018** Football Coaching Program and Applied Olympic Education Workshop (Feb. 12<sup>th</sup>) at NS-NIS, Patiala; and

the meeting today at SAI HQ.



**Following the overview, the discussion moved to the current**, and the main points are summarized as – for NCSSR/SC, curriculum development and visiting faculty for sports science, including on Olympic education; pre-Olympic training camps proposal by JOSO city, and as discussed with the T&F coaches at NS-NIS, the need to come to Japan from 2018 onwards for acclimatization-adaptation; to continue the football training / coaching program in Sep 2018 at University of Tsukuba, and as also discussed at NS-NIS, Judo (at least 8 National Coaches) to be actively involved including other sports as required; progress on the swimming center development and invitation from University of Tsukuba to attend The XIIIth International Symposium on Biomechanics and Medicine in Swimming (Sep 2018 - <http://bms2018.org/>); move on the signing of MOUs, between UT and SAI/LNIPE, following the 2017 approval (vetting) by MEA (GoI) and University of Tsukuba (International Division). With this many points were raised by the DG, DDG (Sh. Sandip Pradhan) and other members on not only coaching but also Olympic Education, training of human resources, hand-holding and development of Bangalore sports science center (**sports science infrastructure is a major priority**), and finally focusing on the ATHLETES/TEAMS with particular focus on disciplines as boxing, shooting, Judo, badminton, gymnastics, weightlifting, wrestling, and tennis – training and strengthen the system was the key point. In case of Judo, as also discussed during NIS visit, and will be discussed with the Embassy of Japan, **WOMEN-JUDO is a priority** and to spread the sport to grassroots and empowerment of women was highlighted. It



was recommended that UT draws a roadmap for the 2018 program of activities sharing with SAI for follow-up and continuity of the cooperation. In addition, the sending of **KABADDI coaches to Japan** for training of coaches/athletes and popularizing the game. Prof. Rakwal is now working on the next program of activities with Mr. Manikant Sharma (who will graduate on March 23<sup>rd</sup> and who will be a legacy for TIAS in India).

**Third on the agenda was** the **BLIND RELIEF ASSOCIATION (BRA), NEW DELHI** (<http://www.blindrelief.org/>) and Blind School meeting (19<sup>th</sup> to 21<sup>st</sup> March) with the leadership (Mr. Kailash Chandra Pande, Hony. Executive Secretary), Mr. C. P. Mohanan (Dy. Executive Secretary, Administration), and Mr. A. David (Hony. General Secretary, Indian Blind Sports Association, IBSA). The visit was initiated due to UT-TAIKU-TIAS expertise on Adapted Sports (**Associate Prof. Yukinori Sawae**, and **young researcher, Ms. Sugiyama**) and following on the last year visit to see the current state of adapted sports in India in communities/schools with physical disabilities and **SPORT FOR ALL – INCLUSIVE SPORT as initiated by Dr. Sawae (UT)**, and how to share their expertise in not only SPORTS but also curriculum was the current target. The visually impaired disability children who are being taught at the Blind School at BRA (founded in 1944, and with a long history of dedication and service towards the visually impaired) along with the IBSA (founded in 1976) have SPORT as major part in their lives. The visit was to not only meet the people (administrators, teachers, students) at BRA-IBSA-BLIND SCHOOL and learn about the work that is being carried out but also to have a sort of ‘feasibility study’ / ‘need analyses on how to share Japan’s expertise in adapted sport-education. Members were Prof. Rakwal, Ms. Sugiyama, and Mr. Waseda. **The 19<sup>th</sup> (day 1) meeting** was an eye-opener in not only learning about the history and sport activities (starting in 1982, National Sports Meet for the Blind, following the Asian Games) that only the Special Schools can do. In 1986 IBSA started working at the National Level, and athletics was started as the first sport. Athletics as the backbone of sport- running, long jump, Javelin throw, shot-put, discuss throw; football for the blind was also started in India; 2002-Quebec, FUTSAL; 500-600 participants. 2015 in Japan (we were surprised at the high-level of **Japanese language ability of Mr. Pande**, and a Teacher, **Mr. Ramdas** – who interestingly stayed in Japan over a year, and has thoughts of coming to Japan, for a Ph.D. at University of Tsukuba), playing BLIND SOCCER in Tokyo (Yoyogi park). Other games for the visually impaired are – powerlifting, swimming, **JUDO (this was also a common factor between discussions at NS-NIS and SAI HQ; now we can see how abled and non-abled can participate in a game which is both of interest and priority to India and Japan)**, Kabaddi, and women’s Kabaddi has

also been started. It was learnt that there is more and **more of WOMEN PARTICIPATION** in the games. In the 2016 National Meet – there were a good number of women participants. Frisbee is also played, and the latest sport in Lawn Tennis.



Cricket too is also very popular, as we will see a demonstration on the 21<sup>st</sup> of March, with the students at the Blind School.

**Continuing the discussion, on sport –**

Goalball is good activity, but indoor facility is challenging. As, Lawn Tennis is a new sport; Coaching for the Blind Lawn Tennis is a requirement to be considered. Here, we could seek the support of Mr. Waseda, a Lawn Tennis player.

*(Mr. Waseda and Ms. Sugiyama, and Mr. Ramdas – on the right, at BRA, Delhi)*



**Moreover, the IBSA has chapters in 25 states of India** (out of 29) and this is a huge network and participation. The BRA has many vocational programs for skill-up of the students and visually impaired people, and at the Blind School, parents send their children to the high school and also it is the Residential School for Boys (the Girls wing is also in the pipeline). Teachers are qualified – Bachelors of Special Education – 35-36 teachers - Total of 147 Staffs here at BRA-Blind School. Vocational training provides multi-skilled training – **MUTLI-SKILLED is the KEY; diverse training and experience**

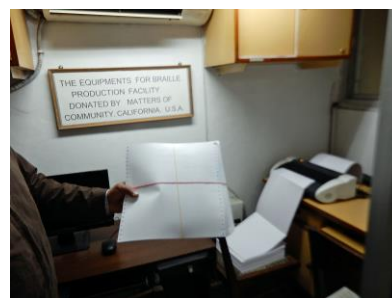


**various things.** How about the Gov support? Government supports us to certain level, but there is a charitable image for disabilities in general – **the problem is MICRO-LEVEL;** government looks at the macro-level. Due to various connections with Japan, the school has Japanese Language teaching for the BLIND > and in 2016, students visited the Mie Blind school in Mie prefecture in Japan.

**What about the financial aspects,** asked Mr. Waseda- Blind School is a state-aided school; the Delhi government pays about 95% of the salary of the Teachers; 5% is paid by the BRA; the Hostel, around 300 students, totally free of charge. How about CSR?, Prof. Rakwal asks? For the corporates, need large numbers-output, so they are not very much interested. In the case of BRA-Blind School, the **DIWALI BAZAR** is one major source of income; selling products made at the vocational center – candles, paper products, etc. Rest is by **Donations**, but as in case of any donation – the donor also dictates the use. Women’s Hostel – is a new project and activity, and also a need for the “resource room” is being actively considered.

**Regarding the VISUALLY IMPAIRED SPORTS** – IBSA-BRA-Blind School would be very interested in cooperating and receiving support from Japan in coaching and technical aspects (school teacher’s level) prominently among them, JUDO, FOOTBALL and the new sport LAWN TENNIS. **In case of JUDO, a TRAINER’S TRAINING program** for Judo coaches would be ideal – Blind Judo.

**The 20<sup>th</sup> (day 2) meeting** was targeted towards visiting the BRA specifically looking at **various resources, and vocational programs / activities** for training/skill-up the students. **First** stop was the **Massage Training room**, where 2 batches were trained in 1-year on various massage techniques, including Thai massage, and even ‘Japanese massage’. The trained persons are mostly self-employed, and some ply their trade ‘door to door’, and also are placed at hospitals, gym’s and care centers, and even hotels. **Second** stop was the **Braille Production room**, where the ‘DUXBURY software is being used for translating Hindi & English into “Braille (*is a tactile writing system used by people who are visually impaired*)”; Swedish company-printer; used to produce text books, also graphics and maps. **Third** was the NGO **‘Youth 4 JOBS’**, for multi skill training – computer skills, English skills; spoken English taught is a Life Skill. Microsoft funded; in rural areas where many of the ‘blind’ come



from – life skills are extremely important. Fourth was the **'Audio Recording'**, room where focus was on- reading the books and recording the data on an audio cassette for listening. A USB-compatible device with an audio output is used for listening to the material. Fifth was the **'Sewing Unit'**, space, where the keyword is – straight stitching. Sixth was the **'Call Center Training'**, room where with Vodafone service provider/company, using the CRM software-fully automated, trainees undergo a 6-month training program. Seventh was the **'Paper Craft'**, room where creating bags and envelopes, etc. was being performed. Eight was the **'kind of Machine Room'**, where SLOW LEARNER SKILLS people were trained; in order to develop the motor skills. Ninth was the **'Candle room'**, interestingly full of color and smiles and precise work, and a major contributor to the Diwali Bazar and store.



“ BY DOING THERE IS WORK”

**Next, visiting the Hostel facilities**, dining hall, classrooms, nursery class; the Teacher : Student ratio is 1:10. Library is big, with many books and there is a teachers training



research center too [Medical facilities-24x7 too - with a 'Sister' and a 'male resident nurse'; dental chair and X-ray facility] Finally, the 'Resource Room' with various tools and equipment for education-related – **touch and feel**.

**The 20<sup>th</sup> (day 2-Part II) meeting was at the Embassy of Japan, New Delhi,** where Ms.

Sugiyama and Mr. Waseda accompanied myself (Prof. Rakwal) for a fruitful discussion with the **First Secretary, Mr. Daisuke KODAMA** on understanding the TIAS (University of Tsukuba-TAIKU) 2017 'projects' in India, and mutual understanding on the next steps



forward in 'sport-related areas. Ms. Sugiyama and Mr. Waseda also spoke about their areas of expertise and their involvement in INDIA – sports context; from Adapted

sports to Community Sports and Social Change through education. In context of 'INCLUSIVE' sport, much effort will be needed to make the common people / citizens AWARE – UNDERSTAND the DISABILITY and doing such activities, at special schools (such as the Blind School) or educational institutions (schools to colleges) including at Gandhi Nagar SAI site would be beneficial; Sports could include Adapted



Sports (Sawae sensei laboratory) and NANAIRO sports (TIAS Legacy). Explaining our previous projects, including the recently completed 'football and Olympic education' projects, the discussion moved to the 'overall picture – theme' of these collaborations / cooperation's between Japan and India – JSA and SAI and UT. Discussing common sports, sports for all-sporting culture in India (also sports clubs, accessibility, ticketing, etc.), school education and PE; **JUDO** was a main topic of interest as both NS-NIS and SAI and BRA and UT would be happy to contribute to JUDO development (especially Women's Judo and Blind Judo) in India, especially considering the successful 2-day event held in Delhi last December (2017) on Judo. Discussion was also held on the **pre-Olympic Training Camps**, and Host City, and in context of the **JOSO City** proposal to SAI, and SAI focus game categories, Mr. KODAMA has kindly prepared a list of possible training sites around Japan (as there are various potential Camp sites outside of Tokyo; and Tokyo is not the only location for training-a point to be understood by others); **to continue our discussion in promoting further collaboration between Japan and India.**



**The 20<sup>th</sup> (day 2-Part III) meeting** was at the UNIVERSITY OF DELHI – Dr. Benu Agrawal Gupta (Associate Professor in Department of PE&SS, KMC - Kirori Mal College), and – Dr. Rakesh Gupta (Associate Professor & Head, Deptt. of Athletics at Indira Gandhi Institute of Physical Education & Sport Sciences), led by Dr. Lyras, accompanied by Ms. Sugiyama, Mr. Shah, and Mr. Waseda, and discussed on the concrete steps forward for collaboration in the fields of **Applied Olympic Education and Adapted Sports-Education in Delhi University**, in 2018; the possibility of joining the disability sports meet of the University was discussed, and the signing of MOUs between DU (KMC and/or Sports Association) and UT, and also with O4H.



Dr. Lyras also met with **Mr. Pratik KUMAR** (Director of Sashakt Foundation, Ex-CEO of NGO Magic Bus; and Guest Speaker at TIAS) for Projects and Internship opportunities in the S4D field, following on the successful work done by Mr. Takashi Waseda.

**The 21<sup>st</sup> (day 3) meeting** brought us (Rakwal-Sugiyama-Waseda) back to the **BRA for the final day of observations and discussion, including seeing the SPORTS**. Once again, we discussed about the **WOMEN and VISUAL IMPAIRMENT**, and especially for women, late education is an issue/problem. Moreover, the need for a bigger Girls Hostel (now only 28 girls can stay) within the campus is a requirement. Girls/women have **personal needs – psychological needs**; so it was very nice/especially heartening to see that Mr. David connected to these students-who frequently visit the office to even just talk to him on daily basis. Giving vocational skills training is important for the women too and more importantly that **they complete their Education**.



**Moving to the SPORTS**, and kindly arranged by Mr. David, supported by the PE teachers and the students, we first moved to the CRICKET – the playground (plain – soil – not grass pitch; **so the need for a proper playground-sports ground was immediately felt - OUTDOOR**), saw the team play BLINDFOLDED (degree of visual impairment) – joining together to play, Ms. Sugiyama and Mr. Waseda, a tough game to play. The PE teacher in-charge, Mr. Pawan Kharb - mentioned, that **Cricket, Football,**



**Kabaddi, Athletics** (200 m and 400 m; and having a national record holder from the school) are important/popular games among others.



The INDOOR games in the SPORTS ROOM (small room) are basically **Caromboard, Chess, Ludo** and Judo-Powerlifting and Goalball (but need infrastructure); we saw students playing these games and also took part in them together. The **sports room** also has a ramp for improvement of body strength. Mr. Moolchand, another PE teacher mentioned the need for improvement of the room or





new facility for indoor games and infrastructure as the students really enjoy the sporting activities-a good recreation and mind&body building exercise.



To end the 3-day visit, we had a final round of discussions with Mr. David, and then together with Mr. Pande, thanking them and the **BRA-Blind School-IBSA** for their kindness and time to introduce their life work towards **caring for and educating the BLIND-VISUALLY IMPAIRED**. The main points, to summarize were – developing a structure and curriculum for the visually impaired. Specifically, **SPORT TEACHERS** is the need – to develop. Also, Teachers for Special Education; **CREATING AWARENESS** is the KEY. The **visually impaired sports are highly challenging** – a complete change of game is required when it comes to the participation of the Blind. **Ms. Sugiyama** remarked that it is important to develop para-athletes, but it is more important that **PwD (persons with disabilities)** play sports in daily life. To do so, education is very important; “I am not specialist for the blind/visually impaired, but teach sports for disability kids - but in my laboratory (Dr. Sawae) there are students with blindness and disabilities”. So, **INCLUSIVE**-maybe we can have a proposal on this. In Japan, many adapted sports for the blind; blind cricket is also called or played as blind softball. So, maybe from UT-Japan, we can introduce other/new sports.



**Lesson learned by Mr. David** : (through his experiences abroad) – “playing together with abled gives skills”, so playing together, echoing the principle of INCLUSIVE by Ms. Sugiyama (Dr. Sawae-Sport for ALL).



**Finally, Mr. David mentions**, that IBSA needs 3 things – **COACHES, TECHNICAL OFFICERS** and **TRAINEES**. On my (Prof. Rakwal) side, **after 3 days, I see two things** – **INFRASTRUCTURE DEVELOPMENT** (especially related to **SPORT** and **PLAYGROUND** in particular) and **PE CURRICULUM**.



**“TO PLAY – FOR  
ALL – EQUAL”**

**FINALLY, the NEXT STEPS in 2018 FOCUS is on the -**

1. COACHING – Coach Development / TRAINING,
2. APPLIED OLYMPIC EDUCATION / CURRICULUM development,
3. Pre-Olympic Training CAMPS.
4. Football (developmental-elite), Judo (grassroots; women's participation), Swimming (including the XIIIth International Symposium on Biomechanics and Medicine in Swimming (Sep 2018 - <http://bms2018.org/>), T&F and Wrestling,
5. Blind Relief Organization and IBSA and IBFF.

**Thank you ALL.**



**Thank you: Japan Sport Agency (JSA)(International Affairs Division-Fujimot san, Aya san) – University of Tsukuba-TAIIKU-TIAS (Prof. Hisashi Sanada) – SAI Sports Authority of India (SAI/NS-NIS) – Embassy of India (Tokyo)(Dr. Purnima Rupal)**

**Dated: March 16<sup>th</sup>, 2018**

Signed: *Randeep Rakwal*

**Randeep RAKWAL, Ph.D., Professor  
(Coordinator, UT [Japan] - SAI [India] Projects)**

*Author takes responsibility for this document/write-up, and all errors are mine (Prof. Rakwal)*

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