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EDITORIAL

Health is that quality of life that enables an individual to live most and serve best. Health can be achieved and maintained by supplying the basic needs in proper proportion. In fact health is the key to education, success, happy life and a good citizen. Primary education specially health and physical education in India suffers from many deficiencies. The paucity of financial resources is obviously a principal problem and the facilities are often very limited. Improving the operation and management of primary school is a major challenges for the Indian society and economy. Prof Amartya sen's pratically Trust reported (2002) that 72% primary school have no play grounds, 50% school have no simple toys & games and 0% school use games & play as a methods of teaching. From this report we can easily understand the situation of health & physical education in the primary school in our country. What we will do ? Please think about this and do something for the sake of our nation.

Samiran Mondal

Editor-in-chief

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HUMAN RESOURCE DEVELOPMENT THROUGH PHYSICAL EDUCATION

Dr. Yoginder Prasad

Reader

Department of Physical Education

H.P. University, Shimla - 5, Himachal Pradesh

ABSTRACT:

Modern programme of physical education not only calls for muscular activity but also helps in producing physically fit and mentally alert individuals by making constant demands upon the mental, social and emotional reactions which are highly significant in their intellectual development, social adjustment and moral education. Balanced programmes of physical education can prepare citizens mentally, physically and morally to face the challenges of life.

The development of a nation in social, economic, scientific and cultural spheres depends on its people's well-being. Physical education is not limited only to development of individuals but has other dimensions also. A healthy citizen is an asset to the country. Physical education helps in infusing discipline and a sense of well being and physical vigour in citizens. Physical education makes citizens strong and healthy to successfully execute the projects and ambitious schemes of the country. In this paper an effort has been made to understand how physical education can help in human resource development. Various studies indicating the crucial role of physical education in developing all round fit citizens has been discussed in this paper.

INTRODUCTION:

Various programme of organized physical education can help a lot to prepare citizens mentally, physically, morally and emotionally to face the challenges of life by exploring the hidden talents contributing to the progress of a country. The development of a nation in social, economic, scientific,

literary and cultural spheres depends on its people. Physical education programmes can infuse discipline and a sense of well being in children and renewing the adult's physical vigour. In a democratic set up it is essential that society is made of strong healthy men and woman to successfully execute the projects and ambitious schemes of the country. Organized physical education programmes contribute extensively to make best use of free time and to enrich the educational experiences and morale of students. These programmes also give an opportunity to young students to use their surplus energy. Physical education programmes have certain contents which can contribute to the human resource development.

- Physical Development
- National Integration Development
- Social Development

Physical Development:

Most of the activities carried out by our ancestors have today been taken over by the products of automation and scientific developments. Present day man has deteriorated in fitness level as compared to his ancestors. Due to increasing poor fitness level, obesity and other fatal diseases are increasing rapidly. According to various scholars well planned programme of physical education may be the answer to these problems. According to Kenny (1986), Boyd (1983) Mayfield (1982) and Fox (1983) regular physical exercise reduces percentage of body fat of males and females. Benefits of physical education can be highlighted keeping in view the following factors:

- All round development
- Increase in cardio-respiratory endurance
- Knowledge of individual capacities
- Knowledge of work capacities
- Consciousness about good health.

The programme of physical education provide vital experiences for the growth and development of the personality of the child enabling him to become an efficient and productive member of the society (Gill and Rao

1992). Physical education is an integral part of the total education process and is a field of endeavour which has its aim as the development of physically, mentally, emotionally and society fit citizens through the medium of physical activities selected with a view to realizing these outcome (Bucher 1960) Besides providing the necessary change, physical activities electrify and animate the body, thus galvanizing laziness into activity.

Cardio-respiratory endurance involves the efficiency of such elements as the heart and lungs, the vessels supplying the blood to all parts of the body, the oxygen carrying capacity of the blood and the capillary system receiving that blood. When an individual performs physical activities, the physiological variables, namely pulse rate, vital capacity, blood pressure, breath holding time, maximum expiratory pressure, strength and endurance associated with the efficient functioning of circulatory and respiratory systems are affected positively (Uppal & Singh, 1983). Cardiorespiratory endurance can be increased through various physical activities in the case of men and women above 50 years of age also (Liu 1970 and Dawson, 1974).

Physical education can make substantial contributions to health knowledge by helping the individual to know the capacities and limitations of his own body, by giving knowledge as to how he can improve his physical fitness level and general health, and by giving him knowledge in many physical activities that he can utilize throughout his lifetime to maintain his health and physical fitness at a high level to carry on his duties and responsibilities.

Aerobic and anaerobic powers of an individual can be increased through the medium of physical activities (Banerjee, 1983 and Gregory, 1976). The strength of a particular muscle is directly proportional to the area of its cross section. With the help of training the size of the individual's muscle fitness become longer and tougher and there is an increase in the amount of connective tissue within the muscles. Physical activities result in enlargement of the muscle fibers and a relative increase in one's ability to apply force (Dey and Dey 1985).

With the help of various courses related to physical education such as health education, safety education and first aid, which are taught by

physical educators, students can become better health conscious. Health education provides knowledge about nutrition, sanitation, rest and exercises, and prevention and cure of chronic and infectious illness.

National Integration :

One of the fundamental objectives before any country is to build a strong base for its edifice of nation to rest firmly. The problem of securing national integration is the "socio cultural" aspect and as such essentially linked with the rank and file of society. All the human beings have the right to peace, including the right to live in a secure and human environment. The absence of these conditions endangers personal security, undermining good governance, contributing to violation of human rights and frustrating social justice, development, and peace in all parts of the country. National and religious conflicts lead to violent death, injury and psychological traumas.

Frequent occurrence of conflicts increase the violent crime, domestic assault, suicides and unintentional shooting leads to the existence of millions of refugees and displaced persons.

Ways In Which Physical Education and Sports Help to Promote National Integration :

Physical education is an integral part of the total education process and is a field of endeavour which has its aim as the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities (Bueher 1960). The programmes of physical education provide vital experience for the growth and development of the personality of an individual to become an effective and productive member of society (Gill and Rao 1992). Physical programmes have certain contents which can contribute towards national integration in the following ways.

- No scope for provincialism
- Build sound mind in sound body
- Disposition of discipline

- Combat communalism and social inequalities
- No scope for languish
- Use of leisure time
- Emotional control
- Help to develop positive self-concept.

Physical education programmes strongly advocate and promote the team spirit among the participants which is essential in any country to fight the evil forces of separatism. Sense of respect for others and co-operation among participants can be extended from sports area to all avenues of the general walks of life.

Physical education programmes help in strengthening of the nervous system (Mondol and Banerjee 1992). These programmes develops motor qualities i.e. strength, speed, endurance, agility, reaction time, co-ordination, etc. These qualities are associated with nervous system and have good influence on mental functioning.

Physical education can help in the development of the disposition to observe and obey the laws because in the physical education programme students must obey the rules of games, observe the training and conditioning procedures, and conform to procedures established by the physical educators. Physical education programmes help to control the impulses and subjugate the desires of an athlete to become a better performer for the benefit of his team. It broadens the horizon of understanding of men, their manners, and their outlook towards life and the world. It enables them to play the game of life in proper spirit without giving way to animosity and malice.

All persons irrespective of religion, caste, community, are equal and are guided by the same rules and regulations in the physical activities. Individuals have an equal opportunity of his or her own to participate and excel in this area.

India is a vast country having several languages and dialects. People show strong emotional attachment for their native tongue. In the field of physical education sportsmen through physical activities cut through these petty barriers placing emphasis more on participation in these activities rather

than precipitation in the language issue. Physical activities can act as a means to break barriers and help to promote the lessening of the linguistic differences which otherwise may harm national integration.

Educational institutions organize and sponsor programmes consisting leisure time activities such as sports, cultural activities, hobby clubs etc. which help in the national integration. These activities help in channelization of energy of citizens, and thus helping to achieve the goal of national integration.

In the Physical education activities students have to act in different ways in various situations. They have to keep balance in crucial movements of win and loss during the competitions. These occasions provide training of emotional control which can contribute towards national integration.

Regular participation in physical activities brings about a positive change in the self-concept of the participants (Uppal 1985). Physical education programmes play an important role in enhancing the child's self-concept and the Physical education teacher has a significant influence on the students as compared to other teachers.

Social Development :

Physical education programmes helps in developing the traits such as loyalty, trustworthiness, team unity, patience, tolerance, sympathetic attitude, social consciousness etc. which are essential to democratic living for a good citizenship. Physical education programme acts as a social laboratory for the students to learn how to work with others in a co-operative manner. Participation in Physical education & Sports programmes contribute to the development of the following social qualities.

- Sympathetic attitude
- Broader outlook
- Followership
- Helpfulness
- Group Cohesion
- Patience
- Self-Discipline

- Harmony

- Social Conscientiousness

- Tolerance etc.

Participation in Physical education and sports activities helps in inculcating sympathetic attitude among the participants. As and when a participant gets injured, his own team mates and even opponents develop sympathetic feeling towards the injured person. This type of feeling comes to every sports spontaneously. On such occasions even the players of the opposite team forget any bad feeling and ill will.

Physical education programmes help to develop broader outlook among the students. These programmes prepare the sportsmen to accept healthy criticism and they are always willing to accept the viewpoint of others.

Through physical education, students develop the traits of successful followership, intending such qualities as respect for authority, abiding by rules, a recognition of rights of others and sense of fairness and co-operation with those in command.

Helpfulness is another important social quality developed through the physical education among the participants during training and competitions. Several situations arise when players of the opponent teams collide during the competition and one player falls down spontaneously, and another player involved in the collision tries to help the sports person lying on the ground.

Group cohesion sense can also develop through physical education programmes. In team games, group co-ordination and cohesion is very important. Nobody can win any game if there is no group cohesion in a team. All the members of a team make a combined effort to perform well and win during competition. This act of group cohesion also plays a vital role in actual life.

Physical education activities develop patience among the sportspersons. Players are called upon to show patience when referees and umpires unknowingly give a wrong decision during the match. Through Physical education, players are taught to be patient and show utmost

respect to the officials. Situation arises if a player loses patience that may in turn result in loss of concentration and thus finally lose a game.

Abilities of self-discipline and determination are developed in the sportspersons for achieving success through rigorous training. Physical education programme help the participants to be more disciplined.

Physical education programmes engender follow the feeling for others, a way of life that fosters morality, individual dignity and ethical behaviour. Through physical activities adherence to democratic principles and respect for the others is cultivated.

In physical education activities, participants of various teams belongs to different castes, creeds and religions but they harmonize themselves, when they become the members of one team. They adjust with each other and live together.

Physical education programmes act as a social laboratory for the students to learn how to work with others in a co-operative manner, develop an understanding of the rights and feelings of others, and to contribute towards the common purpose of the group.

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TREATMENT OF EMOTIONAL DISTURBANCE THROUGH THE PRACTICE OF YOGA NIDRA

Dr. C. Betel

Regular Guest Lecturer, Dept. of Yoga,

Rani Durgawati University

Jabalpur, Madhya Pradesh

Dr. (Smt.) Alka Nayek

Head, Dept. of Physical Education

& Dept. of Yoga

Rani Durgawati University

Jabalpur, Madhya Pradesh

ABSTRACT :

Emotions can facilitate on going behaviour and thus play a vital role in our motivational patterns. But imbalanced and disturbed emotions can create trouble and aggravate our entire life pattern. Studies have shown that the physical illness and emotional disturbance are closely related to each other. In fact most of the people display their inability to adjust with the rapid changing situation, which gives rise to emotional disturbances. Consequently they suffer from a number of psychosomatic disorders. The situation has been so chronic since last several decades that it becomes a leading cause of death in modern societies.

Various treatment methods have been applied to solve the problem but no permanent satisfactory, result have yet been emanated. However, Yoga Nidra' which is a powerful technique of mental, emotional and physical relaxation, can alleviate the problem tacitfully. Many investigators applied the technique on various psycho-physiological variables and they have arrived at positive results. Hence, the present investigators would like to suggest to adopt the said technique to treat the problem of emotional disturbance.

INTRODUCTION :

Emotion is a very complex and intricate psychological process. Without emotions life may be dull, colourless and devoid of charm. It is the emotions which make life interesting, happy and help to satisfy motives of

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life. Ruch (1970) has rightly stated that "Emotions play a vital part in our motivational patterns. Life without emotions would be virtually a life without motion". But though emotions can facilitate on going behaviour, they can also cause trouble and disturb the entire life pattern. According to Young (1943), "Emotion is an acute disturbance as a whole". Coleman (1974) also states that emotional disturbance adversely effect the psychological as well physiological health of an individual. Indeed, improper and immature response to the stimulus situation is the root cause of emotional disturbance which not only brings distress and disaster in mental mechanism but also interferes seriously with the normal physiological functions of human body (Sanford, 1962). Therefore, emotional disturbance can be viewed as an inappropriate and immature response of an individual to the stimulus situation which effects both the psychological and physiological health adversely.

Emotional Disturbance and Physical Illness is Correlated :

A number of Investigators have found the close relations between the incidence of emotional disturbances, and physical illness. Hinkle and Wolff (1957) investigated that persons with the greatest number of physical illness displayed their greatest number of disturbances in mood, thought and behaviour. Matarazzo, Matarazzo and Saslow (1961) put forth the view that the incidence of physical illness in a population is a good indicator of mental disturbances and vice versa. Jacobs et al. (1970-1971), experimented on 179 college students and found a correlation between physical illness and emotional disturbances, 106 of whom sought medical help for respiratory infections. Schwab's (1970) observation also proved that emotional disturbances adversely effect the body's functions and lower its resistance power to disease.

Emotional Disturbance : A Problem of Modern Society :

Emotional disturbance plays a causative role for various types of psychosomatic disorders like peptic ulcers, migraine, headache asthma,

eczema etc. It has been reported that at least one out of two persons who seek medical aid, suffers from disease related to emotional disturbance (Coleman, 1974). With the advancement of science and rapid industrialization and urbanization, the ways of living has changed greatly throughout the world. Under this rapid changing environment, the mind of man has lost the point of balance and harmony. Therefore, maladjustment becomes the prominent shortcoming in every sphere of existence. Consequently, diseases have now sprung up with new dimensions, expressions and manifestations. The situations has been acute since last several decades and becomes a major cause of death in modern societies. Therefore, the problem is need to be alleviated immediately.

STRATEGY FOR THE TREATMENT OF EMOTIONAL DISTURBANCE :

Emotions are necessary for the satisfaction of life, but imbalanced and disturbed emotions are dangerous to our good health. Hence, the objective of the present study is to develop such a potential capability with in the individual, so that he can response to stimulus situation in a very mature way and thereby control irrational impulses of emotions. Because they are responsible for the creation of emotional disturbance.

Many methods of treatment like psychotherapy, counseling and drug therapy have been applied to mitigate the problem, but they have failed to deliver any satisfactory result. Because, psychotherapy and counseling require a substantial period for any good result. Whereas medical therapy interacts with human physiology only. But the real problem, originates in the deep layer of subconscious mind. It's also a reflection due to one's expression of feelings to the social environment, and way of response to other stimulus situations. Hence, scientists are in search of a unique method to treat emotional disturbance. Fortunately, Yoga Nidra is emerging as an effective, safe and inexpensive technique to treat emotional disturbance.

THERAPEUTIC EFFECT OF YOGA NIDRA ON EMOTIONAL DISTURBANCE:

Yoga Nidra is derived from the tantric practice 'nyasa' which means to place or to rotate consciousness on the various parts of body. It is a

powerful and systematic technique of mental, emotional and physical relaxation. The practitioner is appears to be asleep, during the practice but his consciousness functions at a deeper level of awareness. Hence it is also known as phychic sleep.

Exponents of the Yoga Nidra have given credence that regular practice of Yoga Nidra leads to heightened cortical arousability and lessened limbic arousability simultaneously. When the arousability of limbic system (seat of emotion) is reduced, emotional reaction is automatically comes under control (Saraswati, 2001). Several investigations have proved that long term existence of tension plays an important part in the pathogenesis of emotional disturbance (Coleman, 1974). Because, long term tension accumulate in our sub-conscious mind as repressed impulses and thereby adversely effect the emotional structure of mind. But the Yoga Nidra enables the practitioner to dive down into the realm of subconscious mind and thus produces an excellent harmony in all facets of our life by releasing and relaxing deep rooted tension (Saraswati, 2001).

Normally, people are not very receptive in their day-to-day life. But during the time of Yoga Nidra, receptivity of mind is increased as it transform our mind into a melting phase. At this phase one can cast good impression on it, because all the dissipations are now annihilated. "When relaxation is complete, the receptivity is greater. When consciousness is connected to all the senses, the receptivity is less. This is the secret of Yoga Nidra". (Saraswati, 2001). Therefore, through the practice of Yoga Nidra receptivity of mind is elevated and all the emotional responses become adjusted appropriately with the environmental stimulies. Now tranquil state of mind is automatically surfaces.

DISCUSSION:

A number of investigators investigated the validity of Yogic relaxation therapy (Yoga Nidra) on various Psychological as well as physiological variables and they have unanimously arrived at positive conclusions. Fairburn and Fairburn (1979) confirmed that regular practice

of Yogic relaxation induces deep psychological rest and emotional relaxation. The value of Yoga Nidra in the management of stress has been experimented by Carrington et al (1980). Bali (1979) pointed out that blood pressure level of hypertensive patients was minimized due to the practice of Yoga Nidra. Matthew (1981) mentioned that the recent and long standing psychological disturbances of all kinds, especially high anxiety levels and neurotic behaviour patterns can be successfully cured through the practice of Yogic relaxation. Bahrke (1979) found that person who were suffering from anxiety, displayed improved level of psychological well being on account of regular practice of Yogic relaxation.

The above mentioned results have provided genuine evidences that Yogic relaxation strengthens psycho-physiological aspects of health. Therefore, the present study find support from the studies referred above. Hence, the investigators are confident that the problem of emotional disturbance can be alleviated through the regular practice of Yoga Nidra. On account of this positive role, Yoga Nidra is gradually gaining momentum as a major therapeutic technique to treat psychosomatic disorders, not only in India but also abroad.

CONCLUSION::

As the consciousness during Yoga Nidra becomes very deep and stable, emotional reaction of an individual attained appropriateness. Regular practice of Yoga Nidra offered the practitioners a feeling of well being leading to better emotional adjustment. Thus, he becomes more accommodating, internally more controlled, more relaxed and tranquil. Therefore, yoga Nidra may proved to be an effective, therapeutic tool to treat emotional disturbance and other psychosomatic disorders.

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ROLE OF ANXIETY IN COMPTITIVE SPORTS ACTIVITIES

J.S. PATTANKAR

Lecturer

University College of Physical Education

Gulbarga University, Gulbarga

DR. P.K. TIWARI

Dean & Chairman

Dept. of Physical Education,

Gulbarga University, Gulbarga - 585 106

Karnataka, India

SUCCESS DOESN'T MEAN THE ABSENCE OF FAILURE, IT MEANS THE ATTAINMENT OF ULTIMATE OBJECTIVES, IT MEANS WINNING THE WAR, NOT EVERY BATTLE.

- EDWIN C. BLISS

Anxiety plays a paramount role in sports. It is the challenges in sports participation, which produces anxiety. How an athlete handles the anxiety determiners how successful he would be. Anxiety may be appositive motivating force or it may interfere with successful performances sports event. The degree of anxiety also varies with a number of different condition. Anxiety is likely to be greater in higher competitive sports than in relatively non-competitive sports because in the competitive sports participants are expected to win and great demands are made upon them to succeed.

The role of anxiety in exercise and sport, and the relationship between anxiety and athletic performance are conflicting as well as confusing chiefly due to inconsistent terminology and lack of agreement among scientist over the very meaning and concept of anxiety, its dimensions and methods of assessment (Kamlesh, 1990). Anxiety is equated with fear practicing and competing sport-persons irrespective of their sex and age tend to have variety of fears at almost all stages of their sporting career. Fear of doing poorly in fundamental motor and sports skill, anxiety over low level of physical fitness, apprehensions about outcomes of a

competition is very common among performing athletes.

A great deal of research has been devoted to the effects of anxiety on sports performance. Researchers have found that competitive state anxiety is higher for amateur athletes in individual sports compared with athletes in team sports (Simon and Martens 1977). In addition, participants in individual non-contact sports have been found to report lower levels of state anxiety than in individual non-contact sports have been found to report lower levels of state anxiety than participants in individual contact sports (Lowe and Mc Grath, 1971). This section will review this research from the perspective of the theoretical models discussed above. Cognitive anxiety has been found to exert a powerful influence on performance. This statement holds true regardless of the individual's skill level. Participants in a collegiate softball tournament were put in to one of two conditions: high situation criticality or low. While somatic anxiety did not differ in the two situations; those athletes in the high critically condition had significantly higher levels of cognitive anxiety (Krane, Joyce and refeld, 1994). Clearly the cognitive interpretations an individual gives to a situation exerts an effect. Have found that athletes that are successful interpret arousal to be facilitative. Research conducted with an elite group of swimmers found that anxiety intensity levels were higher in subjects who interpreted their anxiety as debilitating than those who reported it as being facilitative (Jones, Harton and Swain, 1994). This has been found to be true of gymnasts (Jones, Swain and Hardy, 1993) as well as basketball players (Swain and Jores, 1996). Gould Petrichikoff, and Weinberg (1984) have reported that the more experiences an individual had lower the level of cognitive anxiety.

Anxiety is equated with fear, practicing and competing sports persons irrespective of their sex and age, tend to have variety of fears, at almost all stages of their sporting career. Fear of doing poorly in fundamental motor and sports skills, anxiety over low level of physical fitness, apprehensions about outcomes of a competition etc. The fear of competition is all pervasive and effects children and adults alike. Although frequent exposure to competitive situations and its consequent outcomes

help the athletes to learn how to handle the anxious moments, the importance of training athletes how to face competition right from the young age should not be underestimated. Sport scientists believe that exposure of young athletes to competitive situations should be gradual and well planned. Beside the greater the resempiane between the practice conditions and competitive situations the better the athletes learn how to cope up with competitive anxiety. Cratty(1989) reported "conditions within athlete combined with his / her cognitive evaluations of the threat of competition and with the objective nature of competition itself work together to produce anxiety in athletes."

Anxiety exerts a variety of effects in athletic performance. These effects vary and based on sport, gender and level of experience. In order to facilitate peak performance by athletes, sport psychologists must consider the three difference facts of anxiety. Cognitive anxiety, somatic anxiety, and self-confidence. Given the research that indicates that successful athletes who interpret their anxiety as being facilitative is characterized by high scores on self-confidence and low scores on somatic and cognitive anxiety, sport psychologist should work towards achieving this ideal state among their clients. Let us now turn our attention to the variety of treatments that are available for the treatment of anxiety within the athletic context.

Games and sports significantly differ from one another in still structure, organization, procedures, performance dynamics etc., they generate in the sports-personals is significantly different from sport to sport. For instance, the way individuals competing in individual sports like archery, wrestling, gymnastics, judo, shooting, track and field etc., anxiety is different qualitatively and quantitatively from the anxiety comforting team-game players, i.e, basket ballers. Footballers, hockey, players etc., perhaps, the athletes in individuals sports experience more anxiety than team-game players.

Anxiety affects psychological and physiological working of the organism in numerous ways. For instance, anxious individuals are said to

have reduced attention control. Anxiety attention cannot remain one-pointed it is distributed to various aspects of the organismic activity which is chaotic and intense. There is a benumbing effect on the individual's judgement.

Kroll (1976) has listed at least five specific factors producing pre-competitive anxiety in athletes : (1) Increased physiological activation (somatic complaints such as stomach upset, urge to urinate, trembling, ringing in the ears, excessive yawning ect.)(2) Fear of failure (perception of concerns about making a foolish mistake, losing, choking up belying coach's expectation)(3) Feelings of inadequacy (feeling of personal dissatisfaction with the matters of preparation, training etc. inability to concentrate general weakness of under desirable feelings of fatigue)(4) Loss of control (Not being able or confident to control what perceiving luck or fate as the chief determinant of success or failure throughout as being jinxed, having poor or unfair officials or performing in a poor playfield for with poor equipment (5) Guilt (feeling associated with issues of morality and aggression, concerns about hurting on opponent playing dirty tricks). It is argued that unless athletes learn how to control these anxiety producing factors they may not be successful. Researcher evidence is clear that experienced athletes are more efficient in handling anxiety then novices or athletes or low caliber. Most environmental variables causing competitive anxiety are succinctly dealt with by athletes as they become familiar with competitive situations, opponents, ground conditions, playfield features, officials ect. In this venture, they often derive substantial help from coaches and senior players. The athlete environment interaction is the most important single factor in coming to grip with moment of anxiety in athletic context.

How do performance outcomes interact with Anxiety :

The interaction of anxiety with performance outcomes is dependent on several factors. Many of those writing on arousal anxiety relationships have postulated the relatively simple and straight forward assumption that there is an optimum level of anxiety that is compatible with good performance is a given task. If one believes the hypothesis that

anxiety and activation are identical parallel states and processes, then the assumption of such argu - shagged curve explaining performance anxiety relationships is plausible.

Klovora(1978) has suggested that difference in baseline anxiety may reflect differences in how individuals performance under stressful conditions as well as why they select various activities that to others seen anxiety producing. The relationship between performance and anxiety is a complex one, a pairing of several kinds of behaviors together with several possible emotional sub states that together are labeled anxiety. The prediction of group outcomes, using coverage scores on anxiety tests, is more accurate than prediction of how on individual with a given pattern of anxiety will perform in an attribute context.

Determination of how anxiety in a single athlete will be reflected in performance is a function of several things.

- i) How the athlete defines anxiety.
- ii) How the psychologist chooses to measure this elusive quality.
- iii) How the athlete, with or without the help of the psychologist, interprets the gear experienced .
- iv) The experienced of the athlete in anxiety producing situations and finally.
- v) The demands of a given sport or sub skill. Experienced performers may manage their own anxiety under the influence of these variables.

ROLE OF ANXIETY :

These are all interesting facts come under an anxiety as related to exercise and sport.

1. Without certain level of anxiety, there cannot be competitive performance. Neither too high nor low level of anxiety is conducive to athletic performance. The athletic individual gives out their best performance a mediocre level of anxiety.
2. The threshold of optimal anxiety level differs athlete to athlete and from situation to situation in the same athlete. This situation

intrigues to athletes the coaches and the sport psychologist.

3. The rise in the level of performance and expensive in a sport the level of anxiety is said to decline this means that high caliber and inexperienced athletes are less anxious than novice and inexperienced athletes.
4. In various sports situations, the relationship between anxiety and performance is linear, in others. It is curvilinear probably depending upon what subcomponent is under focus.
5. Athletic skills and development of reasonable high level of physical fitness may be helpful in reducing anxiety. A long term engagement in sports is essential before one could expect encouraging results in mapping anxiety and to be more specific reducing trait anxiety.
6. Situational anxiety is an environmental phenomenon and has a lot to do with external variables, which can be manipulated or even controlled in order to attenuate its effect.
7. Pre-competitive anxiety is inevitable under all competitive situations and all athletes are affected by it more or less pre-competition anxiety has any seriously detrimental effect on the performance of elite and experienced athletes.
8. Motor skills acquisition and initiation to competitive sport, the subjects are found to be more anxious than the norm and their performance fluctuates too much because they encounter 'stumbling blocks' in the learning process.

PSYCHOPHYSIOLOGICAL RESPONSES FROM ANXIETY :

1. Affective : Anger, Guilt, Depression, Shame, Feeling Sorry for oneself.
2. Behavioural : Sleep disturbances, restlessness, aggressive behaviors. Alcohol or drug abuse. Sulking, crying poor performance absenteeism, clenched fists.
3. Biological/ physical : Muscular tension, increased heart rate, indigestion, spasms in stomach, pain headaches.

4. Cognitive: Frustration, worries, distortion, exaggeration. Unrealistic performance expectations. Self defeating statements, self-handicapping.
5. Imaginal : Images of failure, images of reinjury, flashbacks of being injured images of helplessness, images of embarrassment.
6. Interpersonal: Withdrawal manipulation argumentation.
7. Sensory: Tension, Nausea, Cold Sweat, Clammy lands pain, Butter flies in stomach.

STRATEGIES FOR MANAGING ANXIETY :

Anxiety is known to play an important role more as a negative factor than as a performance-enhancing agent. Even the positive facet of anxiety is documented as an emotional reaction, a personality trait and a progenitor or called a giant silent killer. The people learn to cope with anxiety in different ways, for instance, by reacting to the emotional situations violently using variety of defence mechanisms or resorting to certain psychic and somatic relaxation techniques. Whether person succeeds in imaging anxiety depends on 1) The intensity and frequency of anxiety situations he encounters 2) how strong or weak his psyhco-somatic make up 3) what measures he generally takes toward off anxiety in his normal like , 4) whether he has learned to plan his routine and know how to relax even under most uncognial environmental climate.

Somatic adjustment :

Adjustment of bodily processes is impossible without the control of cognitive processes. The human organism is a psycho-physical activity/unity and what happens in physical domain, has its inevitable impact on the psychological domain and vice-versa. Adjustment and control of these functions brings about corresponding changes in the feeling tone of anxiety.

Progressive relaxation :

The progressive relaxation technique the assumption, mental tension producing anxiety can be reduced and controlled. In progressive

relaxation, the subject is made to identify the high tense muscle-groups. Progressive relaxation technique had been widely used in sports circles but its results are said to be mixed. Same psychologists have used this techniques in conjunction with other techniques for instance visualization.

Autogenic training :

Autogenic training rests on the feelings connected with limbs and muscles of the body. Based on the idea of auto hypnosis, the autogenic training in its simplest form, consists of a series of mental exercises designed to bring as an adjunct to athletic training has tremendously increased over the years.

Meditation :

Mediation in athletic context in terms of more stabilized cardio-respiring and autonomic activity are well documented. Medication helps athletes to do though focusing and achieve a state of one pointed ness, about the effect of zen mediation transcendental mediation on athletic performance. Without regular practice beneficial effects of mediation cannot be assured.

Bio- feedback :

Bio-feedback strategy is based on the premise that human beings with practice can voluntarily control and modify autonomic activity of the body generally considered involution. The bio-feedback is now being increasingly used with sports persons throughout the world with encouraging results to handle anxiety as well as to determine optimum patterns of anxiety.

Imagery :

Imagery is based on a common notion that imagining a score on the mental screen does not only create a more or less permanent image on the mind but also helps the individual to translate it into real performance.

Imagery is thought stopping in which the athlete is made to put a sudden stop to negative thought which appeared on his mind-screen to create fear or apprehension and interfere in his performance, and to replace it with a more useful and positive thought.

CONCLUSION :

In all competitive sports activities, anxiety plays a vital role, because anxiety become negative, automatically athlete cannot performance. So, that in higher level sports competitive a coach of athlete should have proper knowledge and strategies for managing the anxiety.

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YOGIC DIET - A NEW MILLENNIUM THERAPY

Mr. Jayant Chature and Mr. Pranav Pradhan

Lecturer, Dr. Babu Saheb Nandurkar Sharirik Shiksan Mahavidyalaya
Yavatmal, Maharashtra

All living beings on this earth require food. Most of them eat a particular type of food. A tiger eats raw meat and a horse eats grass and grain. But man, although the most intelligent of them, usually does not eat what he needs. While other species eat only a few varieties of food, man eats innumerable types of cooked and uncooked food. In fact we commonly observed that man, in spite of all his knowledge, does not eat his food well. Therefore, an individual suffers from various diseases today. Million of hospitals have been established to cure sickness and disease. They also build large factories to prepare medicine and drugs. But man is still now sickest of all species on this earth. It may occur due to our food habits. Diet is of great importance in the development of promotion of health and prevention of diseases. The yogis of ancient India and the modern medical science have suggested the principles of food and diet which can keep one physically fit, mentally sound and morally high. The food habits of people depend on various factors such as geographical, historical, climatic, hereditary, way of life, no availability of some food stuffs. Definitely, food is the material, which can develop and maintain the body. Good nutrition is the fundamental need of good health. Food is a composite mixture of various substances, the quantity of which varies from a function of gram in certain cases to hundred of grams. The word nutrition is derived from nutritious, which means to suckle at the breast.

ROLE OF FOOD IN HUMAN BEINGS -

We require food to live. We cannot live without food beyond a short period. Food performs the following functions.

i) Growth – Food is essential for growth. The living cells in our body multiply after getting nourishment from the food we eat.

ii) Repair – Living organisms some times damage their parts by accident. Constant Work also causes wear and tear of the body parts ; it heals up after some time.

iii) Energy – We lose our energy when we do work. That is why after doing considerable work, we get tired. We then need food and rest to regain the lost energy.

iv) Protection from disease – We need to protect our body from diseases and keep it healthy. For this we need vitamins and mineral salts in our body. They are essential for maintaining proper health.

CLASSIFICATION OF YOGIC DIET :

The diet can be divided into three types. One consisting entirely of meat, another which is entirely vegetarian, and the third a mixture of the two. Yoga classifies food in to three categories, depending upon the end-effects of the nutrients contained. Rajasik or a high protein and energy-yielding diet is generally non-vegetarian. Heavy protein, fats, difficult to digest and assimilate the body has to waste energy. It excites emotions causes disease, grief and pain and binds the soul. The tamasik or stale or bad food usually leads to malnutrition and inertia and dullness and poisons the system. It is unwholesome, unbalanced and decomposed and causes irritating poison in the blood. This type of food is harmful for the body as well as the mind. The yogis avoided these. They choose the sattvika kind of food made of pure energy-yielding constituents and completely vegetarian, because nourishing and easily digestible. It is no stimulating and the most ideal diet, it urges purity of mind and inner strength is conducive to higher thinking and pure intelligence keeps the body in harmony, mind calm and gives yoga a cool temperament.

SPECIAL DIET FOR YOGA :

Yogic diet is not queer. It is one, which contains different types of simple and natural food in such quantities that the need for energy, amino acids, vitamins, minerals, fats carbohydrates and other nutrients are met for maintaining physical and mental health. It has all along insisted on a nourishing but non-stimulant, vegetarian diet. Yogic diet satisfies three main conditions I) it is nourishing i.e. it provides all the essential nutrients to the body. Ii) It is vegetarian iii) it is pure and non-stimulant.

At present scientists advise a fixed amount of calories, approximately 3000 to be included in a persons daily diet. Yoga believes that first and foremost one should know ones own body and its particular requirements. What may be lacking in one individual need not be lacking in another. Therefore a fixed and standard diet with a specific number of calories is illogical, unscientific and in fact harmful to the body.

Yoga has prescribed its own balanced diet of pure light and notorious food. Four principles in the choice of food are i) wholeness ii) Freshness iii) Alkalinity iv) Medicinal value. So one who wants to advance on the path of yoga should first pay attention to his diet. Yoga diet would exclude all those food items which are non vegetarian and in toxic thing, because food is not for physical fitness alone, it also affects mental and spiritual state of a being. It is simple, natural and emphasis on sattvic food. The sattvic diet goes for the formation of the mind i.e. the essence of food is for the mind and the rest of it for the body.

IDEAL YOGIC FOOD STAFFS :

Yogic diet aims at harmonious, physical, mental and spiritual development. A yogic diet increases efficiency, stamina, virm and vigor. After discussing all aspects and all types of food it can easily be concluded that the following types of food items can be included in the yogic diet, which not only help the body to remain strong and active but lead one to high mental and spiritual attainments :

Cereal :- Wheat is preferable to rice, jowar, bajra, etc. It is good source of carbohydrates.

Milk :- Milk is a complete food so it must be taken. Dairy products such as butter, buttermilk, ghee, cheese are all recommended. It is valued for its protein, vitamin and mineral contents.

Pulses :- Mung, chana, tur, masur and Beans are a good source of protein, iron and vitamin B Complex.

Vegetables :- Spinach, Lady's Finger, Parwal, Brinjal, Bitter Gourd etc provides iron, vitamin, calcium and for protein - building amino-acid. Other leafy vegetables and salad greens also contain minerals and vitamins.

Roots and tubers :- Potatoes, beetroot and carrots, are source of carbohydrates, iron magnesium, vitamin B and C.

Sugar and Jaggery :- Jaggery and honey are good source of carbohydrates and concentrated source of energy.

Fruits :- Citrus and other fruits are recommended, which are good source of vitamins.

Dry fruits :- Dates, almonds, apricots are good source of vitamins.

Oil & Fat :- Sunflower and Mustard oil for cooking.

ENERGY REQUIREMENT AND YOGIC DIET

Growth stage	Daily energy requirement (k cal)	Description of food	Calories per 100 gram
1: Infants 0-6 months	118/K cal	Milk, fresh, Whole Apples	66
			47
7- 12 months	180/ Kcal	Milk, fresh, whole Sweet lime	113
			66
2. Children 1 - 3 years	1125/ K cal	Cereal Mung dal	43
			109
			242
			351

Growth stage	Daily energy requirement (k cal)	Description of food	Calories per 100 gram
4 to 6 years	1600 K cal	Cabbage	20
		Potatoes boiled	75
		Bananas	60
		Grapes	63
		Pineapple	46
		Milk	66
		Biscuits 50 gram	223
			1146
		Cereal	242
		Tur dal	372
		Cauliflower	11
		Onion fried	355
Pineapple juice	53		
Orange juice	37		
Cream Single	219		
Milk skimmed	326		
	1615		
7 to 9 years	1925 / Kcal	Bread white	243
		Rice boiled	122
		Tur dal	100
		Onion raw	23
		Chocolate milk	588
		Orange squash	136
		Almond	598
		Lemon squash	126
			1936
		3: Adolescents 13 to 15 years	2150 / K cal
Rice polish	122		
Mung dal	351		
Milk whole	66		
Sugar white	394		
Cabbage	20		
Cucumber	9		
Tomato raw	14		
Grapes black	60		
Butter	793		
Orange juice	37		
Pineapple juice	53		
	2161		

Growth stage	Daily energy requirement (k cal)	Description of food	Calories per 100 gram
Adolescents 13 to 15 years	2400 K cal	Bread, white, toasted	299
		Rice boiled	122
		Butter, salted	793
		Milk whole	66
		Cream, double	462
		Strawberry	26
		Orange	35
		Carrots, old, raw	23
		Potatoes, old, boiled	83
		Ice cream	196
		Kellogg's	311
			2416
			793
Adolescents 16 to 18 years	2600 K cal	Butter, salted	793
		Rice boiled	122
		Milk whole	66
		Orange	35
		Ice cream	196
		Chest nut	172
		Kellogg's	311
		carrot, old, raw	23
		Potatoes, old, boiled	83
		Bread, white, toasted	299
		Strawberry	26
		Cream, double	462
			2588
4. Adults Above 19 years	2350/K cal	Soya, fat flower	433
		Bread brown	242
		Rice	122
		Mushrooms' fried	217
		Potato crisps	559
		Nescafe	90
		Lemon, squash	126
		Orange juice	37
		Grapes juice	63
		Beans, haricot, boiled	89
		Coconut, fresh	365
		Cucumber, raw	9
			2352
Men For Sedentary activity	2700/K cal	Butter, salted	793
		Rice boiled	122
		Milk, whole	66

Growth stage	Daily energy requirement (k cal)	Description of food	Calories per 100 gram
Adult (men) For heavy activity	3200 /K cal	Orange	35
		Ice cream	196
		Chest nut	172
		Kellogg's	311
		Carrots, old, raw	23
		Potatoes, old, boiled	83
		Bread, white, toasted	299
		Strawberry	26
		Cream double	462
		Limon, squash	126
			2714
			433
			243
	122		
	372		
	7		
	20		
	11		
	239		
	394		
	136		
	53		
	248		
	365		
	598		
	3241		

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YOGA THERAPY

Prof. (Retd) A.K Bhattacharyya

President, West Bengal Council of Institutes of Physical Education

B-12/31, Kalyani, Nadia, West Bengal

Yoga is India's contribution to the world repertoire of a differently unique way of life, of a new form of exercise and relaxation, a method of acquiring mental poise and solace amidst stress environment, and a new therapeutic regimen propounded and practiced by the ancient Indian sages several thousand years ago.

Yoga to-day is no longer restricted to the saints or sages, it has acquired universal acceptance and acclamation. The science of yoga and its techniques have now been reoriented to the needs of modern life style for promotion of health and as a therapy.

Systematic research have been carried out in India and abroad to investigate into the prophylactic, promotive and curative potentials of yoga. The studies indicated that long term yogic practice helps to develop voluntary control over autonomic nervous system and to improve various other functions of the body, and as a therapeutic potential in the treatment of many chronic diseases.

Our present age is veering round speed and informatics. Tremendous advancement in science and technology has given the world inkling of hitherto unthinkable prosperity to the mankind, but by globalising the national societies, it has, in its wake, brought in social inequality by rapidly changing, rather dramatically, the life style of a broad section of the people. The consequential pressures brought in major malfunctions in the body and the psyche resulting in depression, stress syndrome, and many of the psychosomatic disorders and diseases.

But our human body is blessed with uncanny wisdom of maintaining constancy of the internal environment through different inbuilt adjustment mechanisms. Any serious and overpowering damage to this adjustment, if it is profound enough and sufficiently long-lasting to make the

compensation ineffective, the condition, in spite of alarm-reaction warning and resistance effort, may cause disorder or disease.

It is no longer infectious diseases and epidemics that cause the majority of illnesses now as much as disorders which are related to the way of life brought on by modern living. It is a paradox that in modern society success seems to be achieved through these factors which are proving so detrimental. The primary cause, of course, is the immediate disturbing agent while predisposing factor may be genetic or constitutional.

Ability to cope with such situations depend on the individual's perception and emotional intelligence. Yoga's unique way has the potential to transform the mind-set of the individual and the society. Yoga aims to elevate the mere biological man, the animal, to a superior human self-elevation from animality to humanity towards divinity.

In order to keep a sound balance in our quest for healthful living, measures have to be taken to prevent serious damage to the bodily systems through preventive exercises, yogic practices and a changed life attitude. Here comes the yogic therapeutic approach in trying to keep oneself as a disease-free healthy being. The ancient Indian science of medicine, Ayurveda, advocated holistic approach to meet such disturbed condition. More or less on the basis of this approach, yoga therapy has come to be an applied field of yoga towards healthful living. Yoga therapy consists of exercise treatment, control of diet, social attitudes and personal habits so as to bring about beneficial changes in the whole of the metabolic process. It is an integrated approach treating man as a whole.

The main principle of yoga therapy is to maintain homeostasis in the organism. It has been established as a valid form of treatment for the addicts, for the handicapped, for preventing deterioration due to aging, in psychosomatic problems, in psychiatric cases and also in general neurological problems.

Yoga therapy is fundamentally different from conventional medical practices in its approach to health care. Instead of trying to reduce the cause of disease to a single factor and prescribing specific cure, yoga aims

to treat illness by improving health at all levels simultaneously and by restoring inner harmony. Asanas tone the muscles and massage the internal organs through relaxed approach. Pranayamas slow the breathing and regulate the flow. Relaxation and meditation calm the emotional state.

The body has an uncanny power to develop specific immunity and capacity to resist the disturbing factors that try to tilt the psychological process that maintains the homeostatic balance through adaptation. Yoga lays great emphasis on strengthening this inherent powers of adaptation instead of resorting to substitution therapies through external means.

There are two ways of looking at treatment of diseases: one is to identify the disturbing factor and to try to eradicate it, and then allowing the body's own inner power to take control; and the second is to allow the body itself to fight it out with the help of its inner strength of immunity and the homeostatic mechanism. Yoga therapy adopts the second procedure not only in its treatment for cure, but also in its approach towards rehabilitation.

The three general measures of yoga therapy are cultivation of correct psychological attitude, reconditioning of the vital bodily systems, and intake of proper diet.

The animality in man has passed through carnivorous stage; and a good number of men, gradually through experience of ages, have rather adopted herbivorous life style. Plenty of men subsist on vegetable diet; yoga prescribes a diet of low protein content, less of salt, and avoidance of irritating or stimulating items. Although a suitable diet depends on availability of foodstuff, climate, age, personal habits and such other factors, yogic diet should be balanced, nutritious and moderate. This is the line of thinking regarding diet in yoga therapy.

Nature cure follows the science of healthy living through a drugless system of healing. It has its own concept of health and disease, and principles of treatment. Nature cure is based primarily on concept of vital force. Not the specific-cause specific-treatment procedure but nature cure takes into account the totality of the factors responsible for disease. For

treatment it primarily stresses to correct all the factors involved, and allows the body to recover it by controlling the natural forces to work within safe limits.

Nature cure or naturopathy believes that nature is the greatest healer. Body has a capacity to prevent itself from disorder, and regain health, if unhealthy. In Naturopathy the patient is treated, and not the disease, Nature cure like yoga treats body as a whole instead of giving treatment to specific conditions. Naturopathy does not use medicines.

Naturopathy has great health promotive, disease preventive and curative as well as restorative potential. As a science of healthy living naturopathy teaches how one should live, what one should eat and how one should follow one's daily routine.

Throughout the process of evolution, man's survival instinct has utilized the very many stress situations towards adaptation of the environment. Thus the body has progressively been conditioned within safety boundaries of physical and psychological parameters. Wherever these limits are crossed, we feel threatened and the stress factor becomes active, first in a protective manner for remedial action. The resultant bodily changes work automatically since the mechanism is inbuilt within our system and generates stress as a survival option.

So stress is body's reaction under trying circumstances of intense or prolonged stimulation. A great authority on stress, Hans Selye, opined that consistently general responses under stressful conditions lead to General Adaptation Syndrome(G-A-S). Exposure to stress causes shock; and then the counter shock phase gradually delves into a stage of resistance. With such acquired adaptive response, the body learns defense against future exposure to stress.

But the hormonal imbalance caused by stress seriously affects the regulating mechanism of the bodily systems. Some organs become hyperactive at the cost of other system. Excess secretion of gastric juices can cause ulcers. Unnecessary pumping of extra blood causing higher pulse rate leads to circulatory disorders like high blood pressure. More adrenaline

in the body speed up metabolism with the result of more consumption of body's resources, more waste and toxins for removal. Hormonal imbalance thus affects the immune system, makes the body weak and naturally vulnerable to certain disorders.

Under stressful situation one's emotional aspect gets disturbed. Hence it is necessary that emotional equilibrium has to be restored and maintained. Keeping oneself busy, and engaging in social service help one to maintain balance. Under severe stress some sort of change may yield results e.g., - pursuing a hobby, planning a long trip or small holiday breaks, turning to nature for watching and enjoying, listening to music, communicating with relatives-colleagues-and-near ones, getting involved in some intellectual exercise, trying to rationalize own thinking, and unhesitatingly seeking social support.

Certainly, one can not avoid stress; but one can avoid the adverse effects of stress by keeping fit. Exercise keeps the body fresh, fit and healthy. Body and mind has to be relaxed through relaxation technique and a meditative period of thoughtlessness.

Yogic management of stress indicates three cardinal principles: relaxing the body, slowing down breath, and calming down the mind. For stress management, bodily care is as important as emotional and spiritual methods of tackling stress. Indian philosophy provides answers to many of our misapprehensions regarding relieving oneself from stress and strains towards salvation. Devotion through Bhakti(Yoga), acquiring knowledge through Gyan(Yoga) sadhana, and committing oneself towards work and duties are the paths to achieve 'mukti'. Thus one can attain peace of mind.

Yoga has established its worth. Although basically it is not a therapy but on the basis of several scientific and medical studies, it has been proved that yogic exercises and practices are useful in the treatment of many disease and disorder conditions. It can also work as complimentary in association with medical therapy. Yoga therapy is effective as psychotherapeutic and relaxative, as also physiotherapeutic and rehabilitative.

PHYSICAL EDUCATION AND SPORTS – AN ESSENTIAL FEATURE IN EDUCATION FOR ALL

Professor R.N Dey

Lakshmi Bai National Institute of Physical Education,
(Deemed University), GWALIOR-474002, Madhya Pradesh

INTRODUCTION:

Physical Education and Sports is one of the important yardsticks and also integral part of education for any country at any point of time. Thus each country should try to set out a framework of action plan for promotion and developing of Physical Education and Sports Paradoxically, sports is witnessing a spectacular boom in the media spotlight all over the world including India while it is being seriously neglected within the educational system.

Current Status of Physical Education and Sports in Educational System.

Despite efforts by member state to promote and develop Physical Education and Sports with international cooperation; its distinctive nature and importance to education remains a constant source of concern.

In 1976 MINEPS I drawn-up a National Physical Education act or Charter as well as the provision of resources for the education, training, promotion and development of Physical Education and Sports. But during MINEPS II in the year 1988 the status of Physical Education and Sports proved alarming (particularly within educational system), and UNESCO urged member states to commit themselves, given the social importance and media-coverage of sports. Its impact may be seen in the shift by Physical Education and Sports Public authorities towards high performance and high media friendly sports(at a national level, across the public and private system). A significant example in the absence of clear separation between the Ministries of Youth Affairs and Sports and Ministries of Education.

MINEPS III, set-up in 1999, highlighted the problem of steady decline in Physical Education and Sports in educational system.

International Council for Sports Sciences and Physical Education (ICSSPE), instigated the first world wide audit on the situation and status of Physical Education and Sports convened the Physical Education World Summit in Berlin, which took place from 3rd to 5th November 1999, co-sponsored by UNESCO, WHO and International Olympic Committee. This initiative was promoted by reports revealing the increasing critical situation of Physical Education and Sports in many countries. A world wide comparative study collected data and literature for 123 countries came out with following significant findings.

- a. Reduced time devoted to Physical Education in Educational programme.
- b. Reduced budgets plus inadequate financial, material and staff resources.
- c. The subject suffers from low status.
- d. In many countries teachers are not properly trained.
- e. Existing Physical Education guidelines are not properly applied.

Status and Role of Physical Education and Sports in the Field of Education :

International Charter of Physical Education and Sports preserves the vital link that exists between Physical Education and Sports. The reciprocal guarantee highlighted the provisions of the charter implies that sports cannot exist without Physical Education. The right to an education is stipulated in the Article 26 of the Universal Declaration of Human Rights. As such it is necessary to consider Physical Education and Sports as an intrinsic part of education.

In fact, quality education involves the dispensing the essential requirements of life skills i.e learning to (i) act in an autonomous way, (self-motivation, creativity and problem solving), (i i) Use interactive tools (communication, physical dexterity and IT) (i i i) To join and live within

socially divers groups. All these Broad-based life skills are precisely what Physical Education and Sports can develop.

Therefore, it goes without saying that Physical Education and Sports must be actively Promoted by International organizations, state governments, local authorities. NGO's etc. UNESCO is an international organization specialized in the field of education must coordinate and streamline these efforts to defend the cause of Physical Education and Sports. This will include helping to redress the balance of Physical Education and sport in Education in its drive to improve the situation of Physical Education and Sports worldwide.

AIMS AND OBJECTIVES :

The aim is to meet the educational requirements stipulated by Education of All, notably to address the challenge of a quality education in which Physical Education and Sports play a significant role. The objectives include—

- i) To provide school syllabuses and enhance the status of Physical Education and Sports, providing better basic and advanced training.
- ii) To meet the standards for Physical Education and Sports, ensuring the fair access and absence of any discrimination based on gender, capacity / aptitude, culture race, creed or social/ ethnic group while ensuring the acquisition of values, knowledge and skills required to improve quality of life.
- iii) To expand the various facets of sports and traditional games.

To achieve the above status and aims and objectives, the following strategies should be adopted.

- i) The drive to expand Physical Education and Sports in educational establishment to boost the priority of Physical Education and Sports, to improve

learning process and standard of education and also to ensure a better quality of educational programs.

- ii) A standard rule for defining the threshold of acceptability for the qualification of Physical Education and Sports curriculum.
- iii) Creation of a teacher training blue print-this will require help from universities, research institutes and other academic and scientific establishments capable of contributing to the promotion of Physical Education and Sports in Education.
- iv) Develop a communication policy – advocating the promotion of Physical Education and Sports in Educational System using available information channels.

Spearhead projects that develop the synergy to improve the system of Physical Education and Sports for all

- i) To promote Physical Education and Sports as an integral part of – a policy to support youth via sports.
- ii) To mobilize youth via Physical Education and Sporting activities and to boost awareness of HIV/AIDS related problems.
- iii) To help to promote ethical and moral values(outlined in the international charter of Physical Education and Sports) related to information-education and training to combat doping in sports.
- iv) To promote traditional games and sports and to publish World Encyclopedia of traditional games and sports.

The instigation of an ongoing Independent system to monitor the progress achieved by the campaign to promote Physical Education and Sports.

Such a system should be able to monitor the status of Physical Education and Sports by pooling information and measurable results. It should also be properly equipped to act as a decision making tools and help promote Physical Education and Sports in Education system. This will involve supplying the relevant information to decision makers and member states, providing pertinent indicator to help them successfully address the challenges confronting physical Education and Sports in the field of education.

CONCLUSIONS:

It goes without saying that implementing a drive to promote Physical Education and Sports in Educational System requires resources that far exceed UNESCO, whose ordinary budget is already severely restricted by concentration and austerity measure. As such UNESCO can only perceive its role as a guide and platform for debate, acting as an impartial intermediary (honest broker) between potential partners.

NEW TRENDS AND DIRECTIONS OF PHYSICAL EDUCATION AND SPORT

Asish Paul

District Organiser for Physical Education,

and

District Officer for Physical Education (Incharge)

Dist - Bankura, West Bengal

The concept of 'Physical Education & sports' is fast changing with the changing demands due to the advancement of science & information technology of the changing society. Physical Education has already achieved a status of the curricular activity in the education system although once it was considered as an extra curricular & co-curricular activity. The mere physical culture for fitness & recreation has turned in to a new sphere & regarded as a profession having its own body of knowledge, practical use, self organisation & dedicated service to the society, now emerging as a separate discipline with an inter disciplinary approach establishing itself firmly on a strong academic base with a unique body of knowledge and an interesting area of research and investigation focused on human movement or man in action.

The new trends of Physical education is directed towards the acceptance of physical education programme & sports to the people of all ages in all groups and categories irrespective of sex into their life style for better well being and to combat against the hypokinetic diseases. From 1978 UNESCO has given their views that 'Physical Education, Physical exercise and the scope of play is the fundamental right of human being'. Here we can consider the attitude of the different country in Europe mainly after the 2nd World war who took sports and games as a mean to achieve the development of their country especially in the field of human resource development as they knew that it also helps to decrease the investment in the field of health and medical treatment.

But there is no reflection of UNESCO views in different countries. For this in 1999 in Berlin the different international organisation like UNO, UNESCO, WHO, IOC are gathered together for discussion about Physical exercise where they raised a slogan that - "Physical exercise is for health-Physical exercise is the preventive measure against disease". After this in 1999 December at Punta-del-esta in Uruguay different minister and dignitaries connected with sports & Physical Education of different countries are associated in the third international seminar, where they accepted a charter known as 'Uruguay declaration' & that distributed to the countries under UNESCO for the fruitful application in their own country. Some important declaration are :-

1. Use of Physical Education for the development of human resource and social culture.
2. Through UNDP Project of UNO the developed countries should help the developing countries in the field of sports and physical education.
3. Engagement of Women in sports.
4. Sports for all ages. Take special responsibility for old and handiapped.
5. Generation of Employment and Vocational training through sports and games.
6. To create fit and skilled labour in Industrial field, use sports and Physical Education.
7. No inactive recreation-encourage the active one.
8. Put stress on Traditional sports.
9. Campaign against doping.
10. Create the alertness about physical education and sports in school curriculum.
11. From 2001 to 2010 - This decade will fully engaged with cultural uplift for peace and development through sports and games.

Modern trends and direction of Physical Education and sports may be characterized by the following factors.

- a. Population explosion.
- b. Knowledge explosion through Information Technology.
- c. Lack of ethical concern.
- d. Development of sports science as a new discipline involving Bio-mechanics, exercise Physiology, psychology etc.
- e. Growing public interest in health and fitness.
- f. Expanding areas of specialization within Physical Education and sports.
- g. Social, Preventive, curative and therapeutic values of physical education and sports.
- h. Physical Education and sports for handicapped.
- i. Broad basing concept of sports.
- j. Management in sports and games.
- k. Marketing sports and games.
- l. Entry of corporate world in sports and games through Broadcasting & sponsorship.

Science and technology is the cornerstone of professionalism in sports. From Practice to the execution and then performance in each and every where there is the application of science. Some of the areas where science and technology have tremendously influenced physical education and sports are.

1. Software and Hardware technology
2. Broadcasting.
3. Equipment
4. Testing and measuring instruments.
5. Therapeutic instruments.
6. Sports settings.
7. Equipment for handicapped.
8. Medicine.
9. Genetic technology.

These areas have tremendous influence in sports and games and have turned an Athlete to a 'Techno-athlete'. The winning attitude has over taken the joy of participation. The joy of play, the spirit, friendship entirely degenerated into tussle between winning or losing. The Philosophy 'Olympism' is on the verge of being extinct. The aggressive behavior, anxiety, stress, strain are adversely affecting personality development of the athletes as well as moral of the spectators. Today we have to give serious thought over these issues. Modern technology employs science not only in to performance improve, but also in modern administration and management for expansion and achievement in the arena of Physical education and sports.

In conclusion I would like to dwell upon a little on sports management. Although sports management existed from the time of ancient Greeks when gladiatorial combats and combats among animals used to take place, the concept is fast coming up in modern organization set up. It includes the functions of planning, organizing, staffing, directing, controlling, evaluating, communicating, decision making within the context of an organisation with the primary objective of providing sports and games as a product and / or services. According to Economics scarcity makes the economy moving. Sports fan demand team output and are willing to pay a price for it. but what is so scares when we talk about sports. In one word it is all the 'characterization' of the sports product. These characterization are :-

1. Beauty of Athletic Prowers.
2. Absolute and relative team quality
3. Commonality
4. Thrill of Victory.

This scarcity engender rationing in the form entry barriers of tickets of various denominators. But the main thing is the demand for the scars products and its satiation. This demand is very clear in cricket, soccer in India but not in athletics, volleyball, swimming.

There are also five demand shifter :

1. Preference for sport fans taste.
2. Fan income.
3. Price of other goods.
4. Fan expectation in Future
5. Population in the region / city.

So a number of managerial skills are to be developed for a successful sports management carrier. Sports law is another important part. The Manager has other responsibility which occur in employment relationship and include protection of workers and personal and professional liability, product liability, tort liability etc.

Some of the area covered by management in physical Education and sports are :

- a. Organisation of different physical education and sports programme in different level.
- b. Management of facilities and equipments for Physical education and sports.
- c. Training and development of Physical education and sports personnels attached with organisation in various capacities.
- d. Talent executive in different organisation.
- e. Sports product Industry.
- f. Talent executives in different national and international association and clubs.
- g. Sports officer in different Government department, different autonomous body, different public sector.
- h. Manager of different national and international competition.

Professional and managerial skill have entered into the different spheres of academic and professional field. Sports and physical Education also requires this management concept otherwise it would be remain

amateur without any worth while success, without any production of performer, only mere participation will take place. The new trends of sports and physical education should be targeted forwards towards that direction.

Source :

1. 'International Conception of Physical Education' — Prof. Alok Banerjee, University of Kalyani.
2. 'Technology and Management in Phy. Edn. And Sports' — Prof. Parimal Debnath, University of Jadavpur.

HINTS TO CONTRIBUTORS

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Dr. Samiran Mondal
Editor, IJYSES & PE

Sr. Lecturer, Department of Physical Education,
Visva-Bharati University, Santiniketan - 731235,
West Bengal, India

Ph. : 03463-261 471 (R), 03463-262 751-756 Ext-340
Mobile : 09434220938 (M)
e-mail : msamiran@rediffmail.com

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