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EFFECT OF ASANAS ON PHYSICAL COMPONENTS

Jayesh D. Mungara †

Abstract : The study is an experimental one, where pre & post test experimental design has been followed. The present study focuses on the effect of selected Yoga Asanas on selected components. Viz. strength, speed, coordinative ability and endurance. In the present study a group of 40 male students was selected randomly from the Shree Somnath Sanskrit University, Veraval. The age Group range was between 18 to 25 years. Theses 40 students were equally divided in two groups, consisting of 20 students each. These two groups of students were given specific exercise with general warming up. Group A was given selected Yoga asanas viz. Sarvangasana, Halasana, Matsyasana, Chakrasana, Dhanurasana, Paschimottanasana, Ardh Matsyendrasana, Padahastasan, Utkatasana. Group B was controlled group and was not given any type of exercise except general warming up exercise. These students went through asana practice for eight weeks training programe of 6:30 to 7:30 AM on weekdays, Sunday being off days. AAHPER Youth Fitness Test (1989) is used to measure the motor fitness ability of the subjects. T-test is applied to test the significance of the means. Results like strength, endurance and coordinative abilities. Whereas, speed can't be enhanced through the practice on asanas.

Key words: Physical components, AAHPER, speed, endurance.

Introduction:

The asanas history dates back to the oldest literature Rig Veda, but the first complete text on Yoga was written by Patanjali, 500 years BC, Asana is the third step in Patanjali Yoga (Ashtanga Yoga) and First step in the Hatha Yoga Pradipika written by Swami Swatmarama (Original Text of Hatha Yoga). The word asana is derived from the Sanskrit word 'Aas' which

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means 'existence', thus, state of existence is Asana or Position. Patanjali defines Asana as a Steady and Comfortable position. It is known for the effects such as increased efficiency, stamina, increased immune capacity, quiet & calm mind, easy control over emotions and improvement in attitude. The present study focuses on the effect of selected asanas viz. Sarvangasana, Halasana, Matsyasana, Chakrasana, Dhanurasana, Paschimotanasana, Ardh Matsyendrasana, Padahatsasana, Utkatasana on selected physical components. Viz. Strength, Speed, Coordinative ability and Endurance. The study hypothesized that there will be significant effects of Asanas on selected physical components. However it was not possible on the part of the researcher to control the socio-economic conditions of the students.

Method:

The study is an experimental one, where pre & post test experimental design has been followed. In the present study a group of 40 male students was selected randomly from the campus of Shree Somnath Sanskrit University, Veraval. The age group range was between 18 to 25 years. These 40 students were equally divided in two groups, consisting of 20 students each. These two groups of students were given specific exercise with general warming up. Group A was given selected Asanas viz. Sarvangasana, Halasana, Matsyasana, Chakrasana, Dhanurasana, Paschimotanasana, Ardh Matsyendrasana, Padahatsasana, Utkatasana. Group B was controlled group and was not given any type of exercise except general warming up exercises. These students went through yogic asana practice for eight weeks training program of one hour daily during morning in the strict supervision of the researcher. This one hour training program was consisted of 20 minutes general warming up with light exercises plus 35 minutes asana schedule and 5 minutes Savasana with normal breathe. Training was started from about one round of every asana with 30 second stay and reached up 3 rounds having one minute stay of every asana with the rest 30 seconds between two. A suitable rest was given between the rounds, wherever required.

Data was collected on the chosen variable at the pre and post experimental stage. The following test was used to collect the data. Physical test AAHPER Youth Fitness's Test (1989) was used to measure the following motor fitness ability of the subjects.

- Pull- ups : To measure arm and shoulder strength.
- Sit- ups : To measure abdominal strength and endurance.

- Shuttle Run : To measure coordinative ability.
 Standing Broad Jump : To measure explosive strength/ power.
 50 Yard Dash : To measure speed.
 600 Yard Run : To measure endurance.

Results and Discussion:

Table-1

Asana Group Differences Pre test and Post test mean of physical components

Components	Asana Group Pre-test		Asana Group Post-test		T-test
	Mean	SD	Mean	SD	
Pull- ups	4.54	1.14	6.25	1.11	7.36*
Sit- ups	20.44	3.11	23.90	2.63	5.90*
Shuttle Run	12.75	1.22	12.70	1.18	3.70*
Standing Broad Jump	1.93	0.09	1.97	0.09	4.11*
50 Yard Dash	6.82	0.71	6.64	0.24	1.25
600 Yard Run	1.49	0.10	1.46	0.12	2.01*

Significant at 0.05 level of significance; $t_{0.05(19)} = 2.093$

Table - 2

Controlled Group Differences between Pre test and Post test mean of physical components

Components	Control Group Pre-test		Control Group Post-test		T-test
	Mean	SD	Mean	SD	
Pull- ups	4.05	1.50	4.30	1.03	0.95
Sit- ups	21.40	2.81	21.35	2.75	0.15
Shuttle Run	13.15	0.83	13.15	0.82	0.43
Standing Broad Jump	1.93	0.08	1.93	0.08	0.00
50 Yard Dash	6.72	0.25	6.71	0.24	0.49
600 Yard Run	1.61	0.22	1.60	0.21	0.70

Significant at 0.05 level of significance; $t_{0.05(19)} = 2.093$

The means of the pull ups and Sit ups are higher in the post test than the pre test of Asana groups and their t-test are significant. It indicates that the shoulder strength and the abdominal strength and endurance of the asana group have increased. Whereas, on the other hand, these values are non significant for controlled group suggest that there is no considerable change in shoulder and abdominal strength of that group. Time of shuttle run in post test of asana group has decreased in comparison to pre test of the same group and T- test value is Significant in the case suggest that there is increase in the agility of the asana group. However controlled group does not indicate any such changes in speed and agility. Mean of standing broad jump has increased to 5 cm from pre test to post of asana group, whereas no such change is perceived in controlled group indicates that explosive strength has increased only in the case of asana group. For 50 Yard dash T- test value of neither asana group nor controlled are significant, which clearly indicate that asana have hardly any effect on running speed. In 600 Yard run, T-test value is significant in the case of asana group reveals the fact that these selected asanas have enhances the endurance of the asana group. Whereas non significant T value of controlled group suggest no change in the endurance of the controlled group. Table- 1 and Table- 2 depict the data of pre and post test of Asana group and Controlled group.

Conclusion : Results of the research inferred that there is a significant effect of the Asana on physical components like strength, endurance and coordinative abilities. Whereas speed can't be enhanced through the practice of asanas.

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EFFECT OF YOGA TRAINING ON CHOLESTEROL AND BLOOD GLUCOSE

*** PROF. JAYESH D. MUNGARA**

* Assi. Professor, Shree Somnath Sanskrit University, Veraval

SUBJECT:

KEYWORDS: Yoga training, cholesterol, Blood glucose.

ABSTRACT

The objective of the study was to assess the effect of Yoga Training on Cholesterol and Blood glucose. For the present study subject selected were students of Shree Somnath Sanskrit University, Veraval. Randomly 30 students were selected for the study and then subjects was divided into two equal groups randomly consisting of 15 subjects each belonging to one experimental (Group A) and one control group (Group B). Group A were exposed to Yoga and Group B was control group . Experimental group participated in Yoga training for eight weeks. Test items selected for the present study were cholesterol and blood glucose. For analyzing the data t-test was used to find out the significant difference between pre-test and post- test. This study revealed significant difference in pre-test and post-test of experimental groups of cholesterol and blood glucose. This shows that Yoga training has an effect on Cholesterol and Blood glucose.

INTRODUCTION

Yoga is the first step towards re-orienting and improving the functioning of mind and body by learning to utilize the air we breathe. The Yogis were the first to discover the importance of this and so actually devised an excel science of breathing. They called it Pranayama from the Sanskrit word pran means breathe, and ayama means cessation. Pran is the link between the physical and the astral bodies. It is Pran that pumps blood from the heart into the arteries. Yoga implies correct breathing and control over breathe. The purpose of yoga breathing exercises is to supply the body with oxygen and clean carbon dioxide. Oxygen in the blood is vital for assimilation of food we eat for fulfilling body's various needs like rebuilding tissues, providing energy for functioning of brain, nerves, heart and other vital organs. One can live without food and water for days together but one cannot live without air even for a few minutes. If the breath is steady and clam, the mind is also becomes steady and calm. Yoga practice reduces the impurities of blood and mind. Studies of the breathing have shown that the methods of respiration affect the whole organism. By practicing Yoga one can have good appetite, cheerfulness, good figure, strength, stamina, good concentration, courage, and high standard of health. It has been said that, there is no purificatory action greater than Pranayama. As a result of breathing, the freshly oxygenated blood (during inhalation) travels from lungs to the heart. The heart pumps it via arteries and blood vessels to each and every part of the body, where in turn it seeps into every tissue and bone cell. This improves the blood circulation and more oxygen/prana or cosmis energy reaches to all parts of our body. The objective of the study was to assess the effect of Yoga training on Cholesterol and Blood glucose.

HYPOTHESIS

It was hypothesized that there would be no significant effect of Yoga training on Cholesterol and Blood glucose.
Experimentel

SAMPEL

For the present study, subjects selected were the students of Shree Somnath Sanskrit University, Veraval. Thirty students were selected for the study and then subjects were divided into two equal group randomly

consisting of 15 subjects each belonging to one experimental (Group A) and one control group (Group B). Group A was exposed to Yoga training and group B was control group. Experimental group participated in Yoga training for eight weeks. Age group of subjects was varying from 18 to 22 years. Methods used for analysis of Cholesterol and Blood glucose are shown in Table 1 and schedule of Yoga training is given in Table 2.

Table-1
Cholesterol and Blood glucose test item selected for the present study

Variable	Measured by the Instrument
Cholesterol	Bio- chemistry analyzer
Blood glucose	Bio- chemistry analyzer

Table-2
Schedule of Yoga training

Yoga training	Mon	Tue	Wed	Thu	Fri	Sat
Tadasana	3 min.	3 min.	3 min.	3 min.	3 min.	3 min.
Pad Hastasana	3 min.	3 min.	3 min.	3 min.	3 min.	3 min.
Ardh chakrasana	3 min.	3 min.	3 min.	3 min.	3 min.	3 min.
Paschimotanasana	3 min.	3 min.	3 min.	3 min.	3 min.	3 min.
Utthanpadasana	3 min.	3 min.	3 min.	3 min.	3 min.	3 min.
Sarvangasana	3 min.	3 min.	3 min.	3 min.	3 min.	3 min.
Halasana	3 min.	3 min.	3 min.	3 min.	3 min.	3 min.
Bhujangasana	3 min.	3 min.	3 min.	3 min.	3 min.	3 min.
Omkar Pranayama	5 min.	5 min.	5 min.	5 min.	5 min.	5 min.
Bhramari Pranayama	5 min.	5 min.	5 min.	5 min.	5 min.	5 min.
Anulom-vilom Prana.	5 min.	5 min.	5 min.	5 min.	5 min.	5 min.
Kapalbhati	5 min.	5 min.	5 min.	5 min.	5 min.	5 min.

Note:

- 1- One minute rest was given between each Yoga training.
- 2- Above mentioned program was taken for first four week then in next four week 2 min. were increases in all Asana and in Pranayama 3 min. were increased.
- 3- The training schedule was conducted in the morning session at 6:30 am. To 7:30 am.

Analysis

Data was analyzed using t-test at 0.05 level of significance. The subjects of both group were compared on cholesterol and blood glucose.

Table -3
Values of 't' for experimental

Variables	Group		Mean	SD	Mean difference	t-ratio
Cholesterol	Experimental	Pre-test	135.25	23.35	19.58	8.86*
		Post-test	115.67	19.26		
	Control	Pre-test	106.90	13.83	3.21	1.30
		Post-test	110.20	14.39		
Blood glucose	Experimental	Pre-test	93.18	9.14	5.80	2.484*
		Post-test	88.57	6.00		
	Control	Pre-test	89.23	9.13	0.94	1.445
		Post-test	90.17	8.13		

*Significant at 0.05 level 't' 0.05(14) = 2.145

RESULTS

Data presented in Table-3 show that-

1. On comparing the mean scores of cholesterol of pre-test and post-test of experimental group significant difference was found whereas in pre-test and post-test of control group no significant difference was found.
2. Further, on comparing the mean scores of blood glucose of pre-test and post-test of experimental group significant difference was found whereas in pre-test and post-test of control group no significant difference was found.

CONCLUSIO

Yoga is a great gift that has its origin in Indian civilization. In one side it is a science to convert ordinary person into a divine personality and on the other hand it provides ways for salvation. It is a process of total health. The present study revealed significant difference in pre-test and post- test of experimental group of cholesterol and blood glucose. This shows that Yoga training has an effect on cholesterol and blood glucose. Results are in tune with earlier studies. Impact of Pranayama and Yoga asanas on blood lipid profiles and free fatty acids of 41 men and 23 women volunteers was studied in two stages. In stage- I, Pranayama was taught for 30 days and in stage-II, yogic practices were added to Pranayama for another 60 days. A Significant reduction was observed in triglycerides, free fatty acids and VLDL-cholesterol in men and free fatty acids alone were reduced in women at the end of stage-I. A significant elevation of HDL-cholesterol was seen only in the men at the end of stage-I. At the end of stage-II, free fatty acids increased in both men and women, and women demonstrated a significant fall in serum cholesterol, triglycerides, LDL- and VLDL- cholesterol. The results indicated that HDL- cholesterol was elevated in men with Pranayama, while triglycerides and LDL- cholesterol decreased in women after yoga asana. Similarly impact of Kapalbhathi, Vaman and Bhramari Pranayama on 40 males of 12th standard was studied for two months2. All the psychological and physiological tests were measured. By statistical analysis it was observed that there was a significant relationship between the practice of Kapalbhathi, Vaman and Bhramari on hemoglobin, E.S.R., F.V.C., physical and mental health.

This to increase efficiency of blood and stay healthy one must practice Yoga on daily basis. It is strongly advised that, those who are having health related problems such as high blood pressure; breathing problem etc. should consult doctors and yoga experts before starting any program related to Yoga. In the last, we should return towards our own Indian tradition and utilize our treasure of knowledge along with the scientific methods of knowledge.

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Importance of Environmental Education

Jayeshkumar D. Mungara
Shree Somnath Sanskrit University, Veraval

What is Environmental education ?

Environmental education may best be defined as a process directed at creating awareness and understanding about environmental issues that leads to responsible individual and group actions. Successful environmental education focuses on processes that promote critical thinking, problem solving, and effective decision-making skills. Environmental education utilizes processes that involve students in observing, measuring, classifying, experimenting, and other data gathering techniques. These processes assist students in discussing, inferring, predicting, and interpreting data about environmental issues.

- **Environmental education is not environmental information.**

Environmental information is providing facts about specific environmental issues or problems. This may be accomplished through news releases, informational brochures, bulletins, videos, or other media techniques. It is often geared toward the general public instead of targeting a specific group or audience. Information can be very useful to the highly motivated individual who is concerned about a specific topic or issue and can be a critical element of environmental education.

Importance of Environmental education:-

Tomorrow's leaders need to be equipped for tomorrow's challenges, and we must adequately prepare our children for the future they will inherit. That requires a commitment to providing children with environmental education that helps them become the educated thought leaders of tomorrow.

- **Environmental education increases student engagement in science**

In our schools, research has shown enormous benefits from environmental education. When integrated into a science curriculum, environmental education demonstrably improves student achievement in science. Such an increase is likely due to the fact that environmental education connects classroom learning to the real world. Students, when given a choice, will gravitate towards environmental science. Science fair administrators note that 40 percent of all science fair projects relate directly to the environment, and the Corporation for National and Community Service reports that

more than 50 percent of the service-learning programs they fund are focused on the environment.

• **Environmental education improves student achievement in core subject areas**

When integrated into the core curricula or used as an integrating theme across the curriculum, environmental education has a measurably positive impact not only on student achievement in science, but also in reading (sometimes spectacularly), math, and social studies . The same study found that schools that taught the core subjects using the environment as an integrating context also demonstrated:

- Reduced discipline and classroom management problems;
- Increased engagement and enthusiasm for learning; and,
- Greater student pride and ownership in accomplishments.

Even more importantly for many, environmental education employs and enhances critical thinking and basic life skills.

• **Environmental Education helps address “nature deficit disorder”**

A recent study found that children today spend an average of 6 hours each day in front of the computer and TV but less than 4 minutes a day in unstructured outdoor play, leading researchers to discover a new condition specific to this current generation that they have called “nature deficit disorder”. This extreme emphasis of indoor time spent in front of screens versus outdoor play and discovery has been correlated with negative psychological and physical effects including obesity, loneliness, depression, attention problems and greater social isolation due to reduced time with friends and family. What do increased study of science and nature and its increased outdoor time accomplish? Especially in the very young, it has proved in studies extremely beneficial for cognitive functioning, reduced symptoms of attention deficit disorder, increased self-discipline and emotional well-being.

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- ❖ Development of Research work.
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PHYSIOLOGICAL ASPECTS OF PHYSICAL EDUCATION

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KEYWORDS : WARNING-UP, PSYCHOLOGICAL, PHYSIOLOGICAL, PASSIVE, ACTIVE

ABSTRACT

Our body is a complex functioning of various systems. Good working of body consists of the proper functioning of various systems which makes man more efficient. Each system consists of various 'organs'. Organs consist of various 'tissues' and tissues consist of many 'cells'. Thus the functional ability of the body depends upon the efficiency of each cell.

Two types of Warming Up

(i) Psychological (ii) Physiological (1- Passive 2- Active(a-General, b-Specific))

Importance of warning-up :

(i) Warning-up raises the body temperature slightly higher. This makes muscles more fragile and flexible and their contractibility increases. By this, the chances of injuries are reduced.

(ii) It regulates the cardio-respiratory system for the coming needs. It increases the supply of blood to working muscles. More supply of oxygen also reaches to the working tissues.

(iii) It regulates the metabolic rate, by this the efficiency of energy production is improved. It increases the energy sources for working body thus body can work for longer duration.

(iv) There is better neuro-muscular co-ordination, therefore fast and efficient responses. Reaction-time improves as muscles are toned up.

INTRODUCTION

Our body is a complex functioning of various systems. Good working of body consists of the proper functioning of various systems which makes man more efficient. Each system consists of various 'organs'. Organs consist of various 'tissues' and tissues consist of many 'cells'. Thus the functional ability of the body depends upon the efficiency of each cell.

WARMING UP :

Warming up is the process of heating the body muscles through certain exercises prior to the competition. In other words it is a set-up of exercises and movements which are performed before the competition. By doing this the body is prepared psychologically and physiologically to bear the stress of competition. It raises the body temperature slightly higher because of which there are more accurate responses as neuro-muscular coordination improves. It tones up body muscles and mind for coming activity. Warming up in simple words is a "pre-competition work".

It is of two types :

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(i) Psychological warming-up : It prepares the mental attitude towards the competition. It makes player mentally ready through various psychological ways like motivation, feed back, behavioural changes, etc. By these ways, performance is increased. This is generally required in academic subjects where muscular responses are not required.

(ii) Physiological warming-up: It prepares the body physiologically to take the work load of physical stress for competition. Physiological warming-up can be done through two ways :

(a) Passive : In this, the player warms-up his body through external sources and not with actual participation in physical activities. It can be done through various ways like hot bath, sauna bath, steam bath, hot beverages, massage etc.

(b) Active : In this, the player warms up his body through actual participation in physical activities. He performs various physical movements which improve efficiency of his body and tone-up muscles for the competition. Its duration is 10-30 minutes. It is never performed all-out i.e., person should not be tired while doing these activity.

It is of two types :

(i) General warming-up : It is general in nature and commonly performed for every activity in a similar way. It consists of simple exercises like jogging, running, stretching, callisthenic, jumping, wind sprints, striding and rotation exercises. This general warming-up tones-up the major muscles and improves the mobility of joints. It adjusts the circulatory and respiratory system according to coming needs.

(ii) Specific warming-up : It is of specific type in nature. It is different from activity to activity. It tones up the smaller muscles, which are commonly used in that particular activity. It raises the mobility of smaller joints. This improves the eye and body co-ordination. By this the perfection in skill is improved. It actually prepares the body physically and mentally.

HOW TO PERFORM WARMING-UP (GENERAL AND SPECIFIC)

Firstly go for jogging for 2-5 minutes covering $\frac{1}{2}$ to $1\frac{1}{2}$ km. distance. Then perform stretching exercises from top to bottom. Perform then with sufficient repetitions, like neck rotation, shoulder rotation, alternate swinging exercises of arms, abdomen rotation, forward bending, backward bending, side-ward bending, alternate toe touching, forward lungeing, side-ward lungeing, wrist and ankle rotation, then few jumping jacks, tug jumping and few sit-ups. After this few strides followed by wind sprint 4-5.

Specific warming-up of some games and sports

Basketball : Shuttle running, dribbling, shooting or basketball practice, lay up shoots, dodging and fake practice, etc.

Badminton : Arc making with jumps, tossing shuttle, high clears, low clears, smashing, dropping practice, court crafting, etc.

Cricket : Dummy bowling and batting action, knocking, net practice, catching practice, etc.

Football : Ball dribbling, kicking, heading, etc.

Hockey : Stick rotation, dribbling, taping, scoops, etc.

Tennis : Service practice, knocking, passing shots, wall practice, volley clear, slice clear, lob returns, etc.

IMPORTANCE OF WARNING-UP

(i) Warning-up raises the body temperature slightly higher. This makes muscles more fragile and flexible and their contractibility increases. By this, the chances of injuries are reduced.

(ii) It regulates the cardio-respiratory system for the coming needs. It increases the supply of blood to working muscles. More supply of oxygen also reaches to the working tissues.

(iii) It regulates the metabolic rate, by this the efficiency of energy production is improved. It increases the energy sources for working body thus body can work for longer duration.

(iv) There is better neuro-muscular co-ordination, therefore fast and efficient responses. Reaction-time improves as muscles are toned up.

(v) It prepares us mentally ready for the coming competition. Mind becomes ready for the coming activity thus more concentration towards the activity.

(vi) Better perfection in the skills, techniques and tactics. The co-ordination is more thus results are better. Moreover, confidence develops.

(vii) Endurance is improved as second-wind comes during warning up this fatigue is delayed.

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**AGE OF ONSET TRAINING BUT NOT BODY
COMPOSITION IS CRUCIAL IN MENSTRUAL
DYSFUNCTION IN ADOLESCENT COMPETITIVE
SWIMMERS**

✓ DR. JAYESHKUMAR D. MUNGARA
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SUBJECT:

INTRODUCTION

The female interest for physical exercise practice has increased in the last decades contributing to the spread of the participation of teenage girls in sports¹. The search for better results with additional pressure from the family and coaches is constant. Besides that, an athletic body type with low percentage of fat is considered the most desirable by these athletes^{2,3}. In this context, physiological dysfunctions which compromise physical performance of an athlete start to come out⁴.

Low percentage of fat, when combined with intense training, may lead to hypothalamic alterations which interfere in the release of the female sexual hormones. As a result, alterations in the menstrual cycle of the athlete may be identified, which lead to longer periodicity (oligomenorrhea) or absence of the menstrual cycle (amenorrhea)⁵.

Total body fat is directly related to the ovarian production of estrogen⁶. However, with exposure to restrictive diets, the body fat designated to the production of estrogen is redirected to the production of energy, causing irregularities in the estrogen synthesis and consequently, alterations in the menstrual cycle⁵. The aim of this study was to estimate the prevalence of menstrual dysfunctions and identify if body composition – especially body fat – and training are factors associated with these dysfunctions in Indian adolescent competitive swimmers.

METHODS

Initially, 108 athletes were selected to participate in the study. Among these, three stopped training during the research, seven were not interested in participating and 20 did not complete all the phases of the study.

Thus, a total of 78 swimmers, aged between 11-19 years were evaluated in the city of Rio de Janeiro, India. In the selected age group, all swimmers who reached at least the fifth position in the ranking of their age categories in state championships in 2005 or 2006 were invited to participate in the study. The participants were investigated for a period longer than two years. Athletes with *diabetes mellitus*, pregnant and lactating, oral contraceptive users, drug users and smokers were excluded from the study.

Each athlete was asked to sign a free and clarified consent form. Athletes younger than 18 years old should request an authorization from their parents or legal tutors. This research was approved by the Ethics in Research Committee of the ClementinoFragaFilho University Hospital of the Federal University of Rio de Janeiro, Rio de Janeiro, India (under protocol number 217/05).

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Total body mass (weight) was checked on a *Filizola* platform mechanical scale (São Paulo, SP, India), with capacity of 150kg (precision of 100g) and stature was checked with *Personal Sanny* stadiometers (São Paulo, SP, India), 2-m long (precision of 1mm). All measurements were performed with the athletes wearing only bathing suits, barefoot, not wearing any hair or body accessory.

The body composition (body fat percentage and lean body mass) was performed by dual-energy X-ray absorptiometry - DXA (Lunar Prodigy Advanced Plus, GE Lunar, Milwaukee, WI, USA). Such method is fast, non-invasive and safe for the body composition evaluation. In order to be evaluated, the athletes were at a four-hour fast and 12 hours without performing physical exercises.

The presence of menstrual dysfunctions and training were evaluated through a previously validated self-reported questionnaire ⁷. Primary amenorrhea was defined as absence of menstrual flow at 16 years of age or older, or absence of pubertal development at 14 years of age or older. Likewise, secondary amenorrhea was defined as absence of menstrual flow for at least six months or for three or more consecutive menstrual cycles. Finally, oligomenorrhea was defined as menstrual cycles longer than 35 days^{8,9}.

RESULTS

The 78 swimmers presented mean age of 14.6 ± 2 years. The anamnesis evidenced that the athletes started practicing swimming at 6.6 ± 2 years and that they had been practicing the sport for 8.0 ± 2 years. Generally speaking, the athletes trained for 2.2 ± 0.5 daily hours (1.5 to four daily hours and 5.8 ± 0.5 days per week – five to seven days per week).

Presence of menstrual dysfunctions was detected in 26.3% (15 out of the 78) of the athletes. There were no cases of primary or secondary amenorrhea.

Table 1 presents demographic and training data according to the presence or absence of menstrual dysfunctions. Oligomenorrheic athletes presented earlier onset of training than eumenorrheic ones (5.7 ± 3.1 years *versus* 7.3 ± 2.4 years, $p = 0.04$).

Table 1. Demographic and training data in Brazilian adolescent competitive swimmers according to the presence of alterations in the menstrual cycle.

Variables	Eumenorrheic	Oligomenorrheic	p-value
Age (years)	15.3 ± 2.0	15.3 ± 1.8	0.74
Age of menarche (years)	11.8 ± 1.2	12.3 ± 1.1	0.23
Training onset (years)	7.3 ± 2.4	5.7 ± 3.1	0.04*
Time of training (years)	8.1 ± 2.8	9.6 ± 3.1	0.10
Training (hours/day)	2.3 ± 0.5	2.2 ± 0.4	0.72
Training (days/week)	5.9 ± 0.5	5.7 ± 0.6	0.19
Training (hours/week)	13.4 ± 3.3	12.2 ± 2.5	0.50

Values are presented in mean ± standard deviation (SD).

* $p < 0.05$, comparison using the Mann-Whitney test.

The athletes' distribution according to the pubertal development stage is presented in table 2. None athlete was classified in stage 1.

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Table 2. Distribution of the pubertal development in Brazilian adolescent competitive swimmers.

Pubertal development stage	Breasts		Pubic hair	
	Mean age (years)	Frequency (%)	Mean age (years)	Frequency (%)
Stage 2	13.3 ± 1.5	19.2	13.4 ± 3.4	5.1
Stage 3	14.0 ± 1.7	44.9	13.7 ± 1.4	35.9
Stage 4	15.8 ± 1.9	29.5	14.6 ± 2.0	39.7
Stage 5	16.7 ± 2.1	6.4	16.4 ± 1.6	19.2

% - percentage.
 Values are in mean ± standard deviation (SD)

Among the athletes who participated in this study, 21.8% (17 out of 78) did not present menarche (pre-menarcheal athletes), 73.1% (57 out of 78) presented menarche (post-menarcheal athletes) and 5.1% (four out of 78) were in their first post-menarche year, and hence, were excluded from the menstrual dysfunction analysis⁹. Mean age of menarche was 12.4 ± 0.2 years.

Table 3 presents the body composition according to the menstrual cycle. Statistical differences have not been found between groups when the different body fat compartments were analysed.

Table 3. Comparative analysis of the body composition in Brazilian adolescent competitive eumenorrheic and oligomenorrheic swimmers⁹.

Variables	Eumenorrheic (n = 42)	Oligomenorrheic (n = 15)	p-value
Total body mass (kg)	56.1 ± 6.5	53.3 ± 6.9	0.15
Lean body mass (kg)	39.6 ± 4.6	38.0 ± 4.5	0.19
Total body fat (kg)	14.2 ± 3.6	13.3 ± 4.5	0.35
Total body fat (% F)	26.3 ± 4.9	25.5 ± 6.5	0.47
Arms (% F)	24.0 ± 15.1	20.7 ± 6.3	0.55
Legs (% F)	30.1 ± 5.5	30.0 ± 6.1	0.73
Trunk (% F)	26.2 ± 5.5	25.0 ± 7.6	0.43
Android (% F)	26.5 ± 6.2	25.5 ± 8.1	0.47
Gynoid (% F)	37.3 ± 4.7	36.8 ± 6.0	0.72

Values are in mean ± standard deviation (SD).
 * p < 0.05, comparison using the Mann-Whitney test.
 % F - body fat percentage.

DISCUSSION

Presence of menstrual dysfunction is higher in the population of athletes than in the population of non-athletes^{13,14}. This prevalence may vary between 3.4% and 66% within the population of athletes and between 2% and 5% among non-athletes¹⁵. In adolescents, the prevalence of these alterations has not been well-established yet; however, it is known that this prevalence is more common among athletes who practice in which a thin body is related to performance, such as ballet, artistic gymnastics and long-distance run¹⁴. In the current research, 26.3% of the athletes presented some kind of menstrual dysfunction. Similar results were presented by Vigário and Oliveira¹⁶, who found menstrual alterations in 22.5% of the Indian adolescents who practiced synchronized swimming.

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A series of studies suggest association between prevalence of irregularities in the menstrual cycle in athletes and their body composition^{13,17,18}, as well as with low percentage of body fat¹⁹. Carlberg *et al*¹⁹. investigated the correlation between body composition and menstrual cycle in 14 athletes with menstrual dysfunctions and 28 athletes with normal cycles in different modalities. In all the analyzed parameters, including body fat percentage, the results were significantly lower in athletes with menstrual alterations, suggesting hence that this occurrence may be related to the low body fat percentage. Nevertheless, no difference has been identified in the body fat percentage among synchronized swimming athletes with or without menstrual dysfunctions²⁰. Tomten and Hostmark²¹ evaluated runners and found the same results. On the other hand, a study with 30 ballet dancers and 30 non-athletes concluded that there is a significant association between menstrual dysfunction and body fat¹⁴.

It is rare to find differences in the body fat percentage among female swimmers; for this reason, alterations in the body fat are not related to improvement in performance²³. Female swimmers present body fat percentage similar to the girls in the general population^{24,25}. It is believed that in this sport the athletes need greater amount of body fat for flotation and dislocation in the water, which end up causing better results in competitions²⁶.

Besides that, other factors may be related to the presence of alterations in the menstrual cycle, as genetic predisposition, restrictive diets, eating disorders (anorexia nervosa, bulimia nervosa and their respective precursors), psychological stress, intense training routines (high intensity and volume), suppression of the reproductive hormone (estrogen and progesterone) and high blood cortisol levels^{1,3,17,22,26}. In our study, the age of the onset of training was different among swimmers with and without menstrual dysfunction.

Torstveit *et al*.²⁷ suggested the use of a risk criterion model including questions about menstrual dysfunction for detection of disorders such as eating disorders (ED) in athletes of sports which require thinness. Moreover, in non-thin athletes the self-report of ED is suggested for the early detection of clinical eating disorders. However, extra factors not elucidated yet may be associated with the development of these alterations. Further studies with the goal to help to prevent menstrual dysfunctions in athletes should be carried out. We suggest that coaches and trainers systematically monitor adolescent athletes, contributing hence to the decrease in the prevalence of menstrual dysfunctions as well as reduction in the risk to the health of these athletes.

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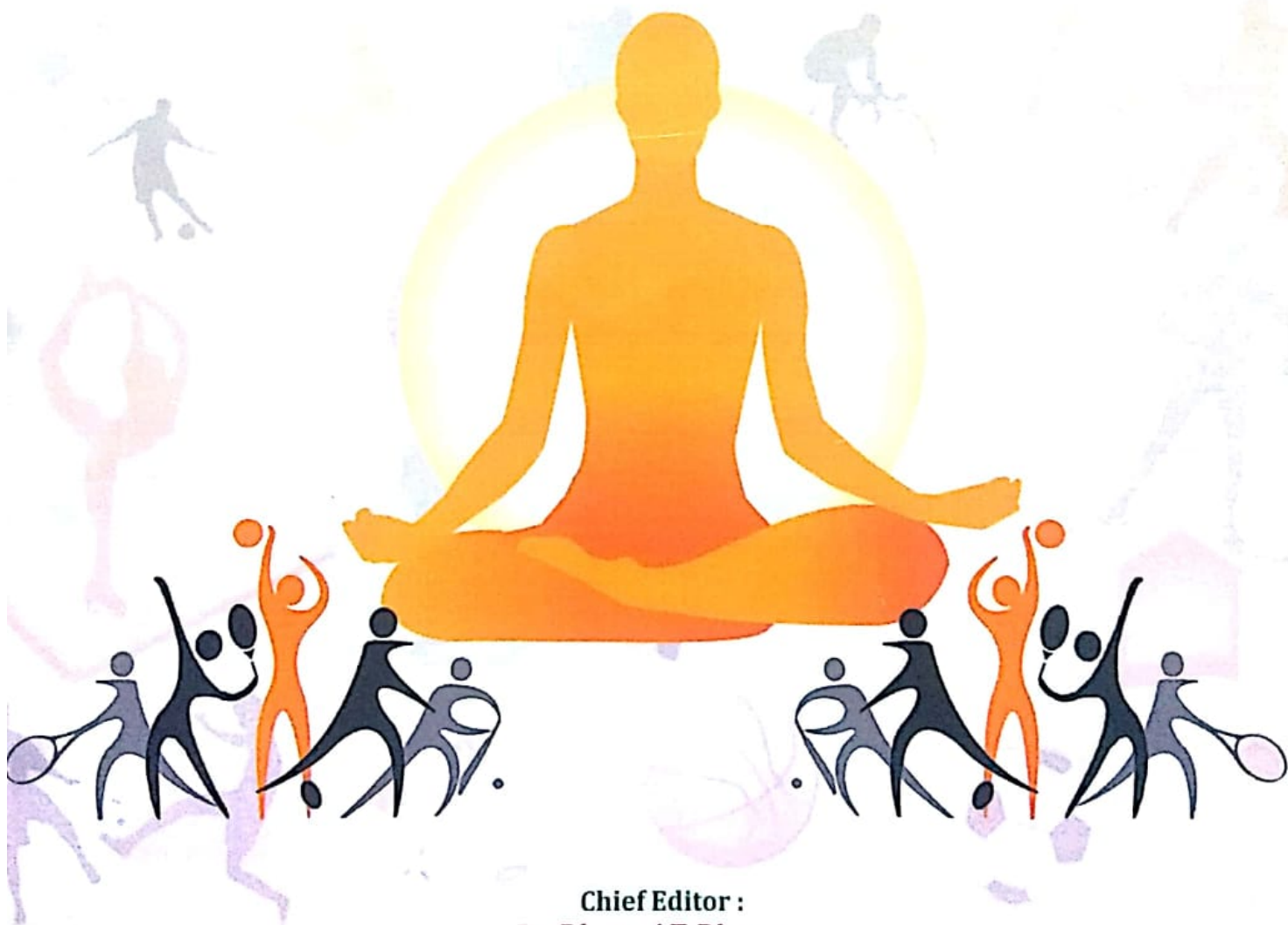
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Analytical Study on Physical Fitness of Volleyball Players And Kabbadi Players in Shree Somnath Sanskrit University

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Introduction:

Physical fitness is a multifaceted continuum extending from birth to death, affected by physical activity. It ranges from optima activities in all aspects of life through high and low levels of different physical fitness to serve disease and dysfunction. The ability to function efficiently and effectively is to enjoy leisure, to be healthy, to resist disease and to cope with emergency situations. Health related components of physical fitness include body composition, cardiovascular fitness, flexibility, muscular endurance and strength. Skill related components include agility, balance, coordination, power, reaction time and speed.

The relative importance of each of the components varies for each sport. Physical fitness is not only sport specific it may also be position specific, combined good health and physical development. The object of any program of physical fitness is to maximize any individual's health, strength, endurance and skill relative to age, sex, body build and physiology.

Significance Of The Study:

The study is to determine the physical fitness of the Volleyball players and Kabaddi players of Shree Somnath Sanskrit University.

Hypotheses:

- There may not be any significant difference between volleyball players and men Kabaddi players of Shree Somnath Sanskrit University in relation to their speed (50M run).
- There may not be any significant difference between volleyball players and men Kabaddi players of Shree Somnath Sanskrit University in relation to their endurance (Cooper Test 12 minutes run walk).

Sample Of The Study:

The study was formulated based on the simple random sampling. The samples were collected from the 50 Volleyball players and 50 Kabaddi players in the age group of 18- 22 years from Shree Somnath Sanskrit University.

Showing The Sample Of The Study:

Sr. No.	Category of the subjects	Number of subjects
1	Volleyball Players	50
2	Kabaddi Players	50

Tools Used:

The present study under investigation selected the following physical fitness test performed are
-Physical Fitness
Speed (50M Run), Endurance (Cooper Test 12 Minute Run/ walk).

Data Collection Procedure:

The study under report focuses the physical fitness, basis of team game players, which is the order of the day in everlasting sports scenario. The study was formulated based on the simple random sampling. The samples were collected from the 50 Volleyball players and 50 Kabaddi players in Shree Somnath Sanskrit University in the age group of 18-22 years were considered. Physical fitness test was administrated on Shree Somnath Sanskrit University players i.e. the speed (50m run) and endurance (Cooper Test 12 minutes run/walk).



Results and Discussions:

The results pertaining to the study are present in the following
 Table - I Showing the Mean Values, SD, df, 't' value and p-value between volleyball players and kabaddi players of Shree Somnath Sanskrit University Players in relation to their speed (50m run).

SL. No.	Subjects	Speed (50 m run)			't' ratio	P value
		N	Mean	S.D.		
1	Volleyball Players	50	7.00	0.46	2.601	0.01
2	Kabaddi Players	50	6.11	0.34		

Table 2 Showing the Mean Values, SD, df 't' value and p-value between volleyball players and kabaddi players of Shree Somnath Sanskrit University Players in relation to their Endurance (cooper test).

SL. No.	Subjects	Endurance (Cooper Test - 12 minutes run/walk)			't' ratio	P value
		N	Mean	S.D.		
1	Volleyball Players	50	2016	296.76	4.01	0.01
2	Kabaddi Players	50	2264	238.62		

Conclusion:

The study under report has scientifically examined the various factors which influence the power game, especially the physical fitness variables pertinent to speed and endurance. A trained individual is in a better state of physical fitness than the person who follows a sedentary, inactive life. When two persons, one trained and one untrained or approximately the same build are performing the same amount of moderate muscular work, evidence indicates that the trained individual has a lower oxygen consumption lower pulse rate, larger stroke volume poor heartbeat, less in blood pressure, greater red and white blood cell counts, slower rate of breathing, lower rate of lactic acid formation, and a faster return to normal of blood pressure and heart rate.

Since a greater efficiency of heart action enables a larger flow of blood to reach the muscles and thus ensure an increased supply of fuel and oxygen, more work is performed at less cost, improvements in strength, power, neuromuscular coordination, and endurance occur, coordination and timing of movements as better, and an improved state of physical fitness results. Physical fitness is a multifaceted continuum extending from birth to death, affected by physical activity. It ranges from optimal activities in all aspects of life through high and low levels of different physical fitness to serve disease and dysfunction.

Hence it is concluded that the physical fitness plays a vital role on the performance of the players. Physical activity can act as an antidote to some kinds of fatigue; youngsters will be harmed through sustained exercise if they are fit, their physical endurance is great, and the exercise will be conducive to good health.

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Stress Management Through Yoga

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Introduction

Stress is the body's automatic response to any physical or mental demand placed on it. It is subjective and unpleasant feeling of distress. Every one of us irrespective of our age, sex, education, occupation, socio-economic status, whether live in rural or urban area face stress. Stress affects body, mind, behavior in many ways and everyone experiences stress differently. It adversely affects a wide range of health condition and yoga is the most comprehensive approach to fighting stress.

When we are in stress our nervous system responds by releasing a flood of stress hormone. This hormone stimulates the body for emergency action by "fight-flight or freeze" reaction also known as stress response. The agent which causes stress is known as 'stressors'. Stress causes many harmful effects on the body such as, Physical impact - Weight gain/loss, Unexpected hair loss, Heart palpitations, High blood pressure, Digestive symptoms (such as dryness of mouth, flatulence, nausea, butterfly stomach) etc. Emotional negative effect includes Mood swing, Anxiety, Can lead to depression & unhealthy coping strategies (i.e. alcohol, drugs).

All these changes occur because of excess secretion of adrenaline as hypothalamus-pituitary-adrenal glands become hyper active under stress.

Prolong stress leads to increased 'wear and tear' of the body and mind, which in turn leads to:

1. Accidental proneness: because of poor attention and concentration it occurs.
2. Mental disorders: Anxiety disorder (panic, phobic disorder) depressions are frequently seen in people who are under stress.
3. Alcohol and other substance use: it is a common experience that when a person is under tension he smokes and takes drinks more than usual and eventually becomes dependent on them.

a) Stress management

Stress can be managed by following Stress Relief Strategies –

1. Breathing meditation techniques.
2. Physical exercise like yoga & work out routine.
3. Meditation

II. Breathing Meditation for Stress Relief

a) Pranadharana (fixation of mind on breath)

Pran means breath and dharana means fixation of mind. The practice of pranadharana is done in 3 graded steps i.e.:

1. Counting of breath-count exhalation and inhalation together as 1 breath.
2. Feel the touch of the incoming and outgoing breath at the wall of the nose.
3. Feel the thermal sensation on the soft palate.

Benefits:

1. The mind becomes more sharp and controllable.
2. It improves the concentration.
3. It prepares the person for meditation.

b) Deep Breathing Meditation



1. The key to deep breathing is to breathe deeply from the abdomen, getting as much fresh air as possible in your lungs. When you take deep breaths from the abdomen, rather than shallow breaths from your upper chest, you inhale more oxygen. The more oxygen you get, the less tense, short of breath, and anxious you feel.
2. Sit comfortably with your back straight.
3. Breathe in through your nose. The hand on your stomach should rise.
4. Exhale through your mouth, pushing out as much air as you can while contracting your abdominal muscles. The hand on your stomach should move in as you exhale.
5. Continue to breathe in through your nose and out through your mouth. Try to inhale enough so that your lower abdomen rises and falls. Count slowly as you exhale.

III. Role of Yoga

It is observed that yoga improves attention and emotional control as well as affects the nervous system, making the parasympathetic nervous system more dominant and stabilizing the autonomic nervous system to enhance resistance to the effect of stress.

Yoga practices including asanas, slow breathing, meditation, increase activation of P.N.S. & leads to mental relaxation.

Yoga is a way of improving our self & understanding our internal state.

IV. Meditation

Meditation on the Basis of Body's Stress Response

a) Fight Stress Response

You may respond best to relaxation techniques that quiet you down, such as meditation, deep breathing.

b) Flight Stress Response

You may respond best to relaxation techniques that are stimulating and that energize your nervous system, such as rhythmic exercise.

c) Freeze Stress Response

Your challenge is to identify relaxation techniques that provide both safety and stimulation to help you "reboot" your system. Techniques such as mindfulness walking.

We can deal with stressful situations by adopting four A'S i.e.

Change the situation

1. Avoid the stressor

2. Alter the stressor

Change your reaction

1. Adapt to the stressor

2. Accept the stressor

d) Stress management strategy-1

Avoid unnecessary stress not all stress can be avoided, and it's not healthy to avoid a situation that needs to be addressed.

Learn how to say "no" – Know your limits and stick to them. Whether in your personal or professional life, & avoid people who stress you out.

e) Stress management strategy-2

1. Alter the situation if you can't avoid a stressful situation; try to alter it by following points.
2. Express your feelings instead of bottling them up. If something or someone is bothering you, communicate your concerns in an open and respectful way.
3. Be willing to compromise. When you ask someone to change their behavior, be willing to do the same.
4. Manage your time better. Poor time management can cause a lot of stress.



f) Stress management strategy-3

Adapt to the stressor if you can't change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

- Reframe problems. Try to view stressful situations from a more positive perspective.
- Focus on the positive. When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts.

g) Stress management strategy-4

Accept the things you can't change some sources of stress are unavoidable. You can't prevent or change stressors such as the death of a loved one, a serious illness, or a national recession. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than railing against a situation you can't change.

Since everyone has a unique response to stress, there is no "one size fits all" solution to dealing with it. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.

We may feel like the stress in our life is out of our control, but we can always control the way we respond. Managing stress is all about taking charge: taking charge of our thoughts, our emotions, our schedule, our environment, and the way we deal with problems.

These are four simple & general strategies to manage stress, by adopting all these methods we can get rid from the stress.

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