ABSTRACT:
The defense mechanisms are available but child has to be guided at what extent these ego-defense mechanisms have to be used and up to what extent.
"Sound mind leaves in sound body" It indicates co-ordination between body and mind for achieving success whether is in any field. It indicates the importance of physical training. Certainly physical training provokes individual to control over negative psychological traits.

Exercise has been shown to protect against coronary heart disease, high blood pressure, diabetes, osteoporosis, and some cancers. Regular exercisers also benefit from leaner bodies, improved flexibility and stamina. While most people are aware of these physical health benefits, many are not familiar with the range of mental health benefits that can be derived from regular exercise.

KEYWORDS: physical health benefits, Sports, Health Benefits.

INTRODUCTION

Construction of Physical Training Module
Module of physical training for adolescents of was prepared on the basis of previous researches and with the help of trained instructors of the respective fields. Module 1 was related to Yoga and module 2 was related to Physical exercises. Modules were prepared with the help of yoga and physical experts the necessary changes were incorporated and finally two modules for training were prepared.

MODULE 2 – Physical Exercises
Students learn yoga and physical exercises by observing a demonstration given by the instructor while listening to instructions. In addition, the instructor spent time with each subject correcting then practice (e.g. repositioning their limbs) with verbal instructions. The detailed description of these modules are given below: Table 1 represents the outline training module 2.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Schedule</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>Daily</td>
<td>3 – 5 minutes</td>
</tr>
<tr>
<td>Running</td>
<td>Daily</td>
<td>5 – 10 minutes</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Daily</td>
<td>5 – 10 minutes</td>
</tr>
<tr>
<td>Pull ups, Push ups, Sit ups, Standing Broad Jump</td>
<td>One daily</td>
<td>3 – 5 minutes</td>
</tr>
<tr>
<td>Kho-Kho, Kabaddi, Khoon Ball</td>
<td>Daily but one game in a day</td>
<td>25 – 50 minutes</td>
</tr>
</tbody>
</table>
Module 2 included physical exercises (aerobic and anaerobic) to develop and maintain overall health (Appendix 3). It is said that frequent and regular physical exercise boost immune system and thus improve physical and mental health. It also increases energy and raise one's threshold for pain. In this module aerobic exercise like walking running and anaerobic exercise like push ups pull ups etc. were included to increase muscles strength. Module was formed in such a way that it became interesting for subjects. At initial level subject were given logic of these exercises through lecture to inculcate their interest in the training programme.

The details of these exercise are as follows.

Warm up
Small steps of jogging were initiated to warm-up the body. It is essential to tone the body for any type of physical exercise.

Running
The next best step of the warm-up is light running. It was done in groups of 10 adolescents each. This activity accelerates the oxygen intake in body and also increases the capacity of lungs and heart.

Cross Country
It was done in their respective school grounds. The distance was 4 kms. This activity also includes oxygen intake and increases the ability of muscles to take use of oxygen. In long term, oxygen is beneficial for the brain as it increases the oxygen flow to the brain.

Pull ups
This physical exercise increases arm and shoulder strength. A student should grasp the bar with his palms facing away from his body until his chin is over the bar and then lower it again to the starting position with his arms fully extended.

Sit ups
This physical exercise is done to increase abdominal strength and endurance. In this exercise the student lies flat on the back with knees bent and feet on the mat with the heels no more than 1 foot from the buttocks. The knee angle should not be less than 90 degrees. The fingers are interlocked and placed behind the neck he elbows touching the floor. The feet are held securely by a partner. The students then curls up to a sitting position and touches the elbows to the knees. This exercise is repeated as many times as possible in the time requirement.

Push ups
This physical exercise is done for strengthening capacity and power of arms and shoulders. It is done by laying down the student in the manner that his face is towards the ground then body is pushed upwards with the support of both hands, with both palms on the ground. Again student has to pull up his body upwards remaining his hand on the ground in the initial posture. It is repeated till student regrets to do it.

Standing Broad Jump
This physical exercise is done to increase the power. In this exercise the student stands behind a takeoff line with his feet several inches apart. Before jumping, the student dips at the knees and swings the arms backward. He then jumps forward by simultaneously extending the knees and swinging the arms forward.

Sports
Three sports activities were executed namely, Kho- Kho, Kabaddi and Basket Ball. These sports activities were conducted to increase strength, power, running capacity, agility, flexibility and endurance. These games are considered important for physical and physiological parameters and inculcate feeling of cooperation, boosting morale and develop competition habits. These games were executed one in a day according to the wish of students. Module was prepared for 1 hour. Rest was given to subjects, whenever required.
Instructions: The separate instructions for test is given below:

Eight State Questionnaire (आठ परीक्षणांश (प्रत्येक परीक्षणांश पाँचवें))

इस पुस्तिका में अधिकांश व्यक्तियों द्वारा किसी एक अथवा अन्य समय पर व्यक्ति ने वातावरण में ऐसा सम्बन्धित कार्य गरे हैं। इन्हें कहते हैं “सही” अथवा “गला” उत्तर प्रश्न की ओर बात नहीं है। जून कि हर व्यक्ति के विचार एक बुद्धिमान समझौते के संदर्भ में हैं, इसलिए आपको इन कामों के उत्तर व्यक्ति जो आश्चर्य प्रदान कर देंगे, कि प्रेम प्यूरी के बाद कथन या प्रेम के संबंध में आप उस क्षण कैसे महसूस कर रहे हैं। आपके प्रश्नों के उत्तर आपकी भावनाओं के साथ-साथ रूप से महसूस होने वाले विचारों की आश्चर्य न होकर, कथन या प्रेम की तत्काल होने वाली प्रतिक्रियाओं के आधार पर होने वाले हैं।

हृदय अपने उत्तर पत्र पर ही लिखें। प्रश्न के चार विकल्प रखे –ए एवं CL एवं saL दिखाए हैं। इनमें से एक विकल्प को चुनें जो आपकी उस क्षण महसूस करना है। ऐसे प्रश्नों के संबंध में ही प्रस्तावित प्रश्न कर रहे हैं। तत्परता चूने लेने गए इस उत्तर को आप विकल्प के साथ सही रूप (√) द्वारा निर्दिष्ट कीजिए। प्रश्न के लिए केवल एक ही विकल्प पर सही का किसी अन्तर्गत नहीं करें। इस बात के बाद भी भौतिक सावधानी करें ताकि प्रेम पुस्तिका पर दिखे एवं क्षण क्रमांक वहीं ही जो उत्तर-पत्र में आपका द्वारा लगाए गए उस दिन से भी किसी वाले विचार के आधार का उत्तर क्रमांक है।

उदाहरण
(1) मैं प्रस्तावित महसूस करता हूँ।

अध्यक्ष
I. प्रायः सत्य
II. प्रायः असत्य
III. अभिकर्ष प्रायः

इनमें से किसी एक उत्तर का चुनाव निष्ठित ही आपको करना है। यदि इस समय आप सत्यभाव में ही प्रस्तावित महसूस कर रहे हैं तो आप ‘ए’ का चुनाव करें तथा उसी पर सही का चिह्न (√) अंकित करें। यदि आप यह क्षण अध्यक्ष अर्थात महसूस कर रहे हैं तो आप ‘क’ विकल्प पर सही का चिह्न (√) लगाइए। विकल्प I एवं CL के द्वारा निर्दिष्ट उत्तर तो सामान्य प्रस्तावित अर्थात अर्थात प्रक्रिया को ही ज्ञात करेंगे। परन्तु CL एवं saL उत्तरों का उपयोग तब तक न कीजिए जब तक आप यह महसूस नहीं कर लें कि तत्काल भाव के आधार पर अपना विकल्प को चुनने में आप असर्वहार हैं।

निम्न बातों का ध्यान रखिए:
1. अपने उत्तरों का सोचने में अवधिकार समय न लगाएं। इस क्षण आप उस कथन के संबंध में केसा महसूस करते हैं, उसके प्रस्ताव में महसूस होने वाले व्यवहार को ही लिखें।
2. जॉब कर लें कि उत्तर पुस्तिका पर लिखें गए उत्तर क्रमांक वहीं हैं जो प्रेम-पुस्तिका में कथन क्रमांक है।
3. प्रश्नक्रम उत्तर पर प्रश्नक्रम दीजिए। आपकी दृष्टि में उस कथन का उत्तर आप प्रस्तुत नहीं होता है। आपका उत्तर पुरातन गोपनीय रखा जाएगा।
4. जो भी आपकी भावनाओं एवं विचारों में हैं, वह लघु सत्य एवं ईमाददार से प्रभाव रूप में लिखिए। कृपया किसी ऐसे उत्तर पर चिन्ह न लगाएं जो सही बात कहने से प्रतिबंधित हो रहा है।
5. इस क्षण में जो आपकी स्थिति है उसे के अनुसार ही उत्तर लिखिए।

HEALTH BENEFITS

The health benefits of regular physical activity have been studied and are well described in the literature. The psychosocial benefits of regular physical activity, which are considered to be as important as the health benefits, are less clear.

The current data regarding the impact of physical activity on children’s psychosocial health confirm an associative, rather than a causal link in many studies. Definitive research is also made difficult by the Hawthorne effect. The Hawthorne effect refers to subjects who change their behaviour as a result of being part of a study.

A physical exercise is a bodily activity that develops and maintains physical fitness and overall health. It is often practiced to strengthen muscles and the cardiovascular system, and to have athletic skills. These physical exercises help in increasing the blood and oxygen flow to brain, creating new nerve cells and increasing chemicals in the brain that helps cognition.

Various studies have been conducted on effect of physical exercises on physical and psychological aspects of individuals. Such as Karp (1985), Murphy (1995), Selly (1998), Homme and Tosti (1998). Very few
literature is viewed regarding the effect of physical activities on psychological parameters of adolescents. Therefore, the present study is aimed to find out the differential impact of yoga and physical exercise on psychological variables namely anxiety, stress, depression, regression, fatigue, guilt, extraversion, arousal, intelligence and body image.

The systematic plan was made for the present study. As it is mentioned that the study design is pre-post the subjects were selected in a manner that it fulfills the requirement of the design. First of listing all the schools of Sangli District of Maharashtra is done and through randomization total 10 schools were selected after contacting personally a permission is taken for conducting the study. After getting the permission the total 300 subjects were contacted 25 subjects together at their respective schools. After they were seated comfortably and rapport building they were asked to fill the personal bio-data sheet ensuring them that all the information should be used for study purpose and also should be kept confidential. Then, the selected tests were conducted with a systematic manner and according to standardized test conduction procedures. The intervention programme of physical training is introduced for experimental group for a time of 3 months.

On the basis of results they were categorized according to necessity of prepost experimental design of the study.

Table 2 Detailed Plan of Study

<table>
<thead>
<tr>
<th>Aspects of Study</th>
<th>Tests &amp; Techniques Used</th>
<th>Mode of Instruction and Administration</th>
<th>Average time Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Testing of Both Groups (Control and Experimental)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anxiety, Stress, Depression, Regression, Fatigue, Guilt Arousal, Extraversion</td>
<td>Eight State Questionnaire by Curran &amp; Cattell adopted in Hindi by Malay Kapoor &amp; Mahesh Bhargava</td>
<td>maximum 05 subjects at a time</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Physical Training I and 75 females)</td>
<td>ntervention of 3 months for Experimental Group (75 males 3 months for Control Group (75 males and 75 females)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anxiety, Stress, Depression, Regression, Fatigue, Guilt Arousal, Extraversion</td>
<td>Eight State Questionnaire by Curran &amp; Cattell adopted in Hindi by Malay Kapoor &amp; Mahesh Bhargava</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Data Collection according to the need of experimental design.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Scoring through Manuals &amp; Scoring Keys of selected tests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Data Analysis.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
OBJECTIVES
1. To study the overall psyche of boys and girls studying in Xth grade.
2. To study the Anxiety and Stress level of selected subjects before and after imparting physical training.
3. To study the Depression and Regression level of selected subjects before and after imparting physical training.
4. To study the Fatigue and Guilt level of selected subjects before and after imparting physical training.
5. To study the Extraversion level and arousal state of selected subjects before and after imparting physical training.

HYPOTHESES
1. There is no effect of physical training on anxiety and stress of secondary students.
2. There is no effect of physical training on depression and regression of secondary students.
3. There is no effect of physical training on fatigue and guilt of secondary students.
4. There is no effect of physical training on extraversion and arousal of secondary students.

CONCLUSIONS
There is no significant difference between anxiety scores of control and experimental group during pre-test situation of students (boys & girls). It further infers that both the groups are homogeneous. There is no significant difference between anxiety scores of control and experimental group during Post-test situation of students (boys & girls). It highlights the effectivity of physical exercises on controlling anxiety of students (boys & girls).

There is significant difference between Depression scores of pre and post test situation of boys of experimental group. It infers that due to physical exercises there is a reduction in Depression level of boys. There is significant difference between Depression scores of pre and post test situation of girls of experimental group. It further infers that due to physical exercises there is a reduction in Depression level of girls. There is no significant difference between Depression scores of control and experimental group during Post-test situation of students (boys & girls). It highlights the effectivity of physical exercises on controlling Depression of students (boys & girls).

There is no significant difference between Regression scores of pre and post test situation of boys of control group. There is no significant difference between extraversion scores of pre and post test situation of boys of experimental group. It further infers that due to physical exercises there is enhancement of extraversion level of boys. There is no significant difference between extraversion scores of pre and post test situation of boys of control group. There is no significant difference between regression scores of pre and post test situation of girls of control group. There is no significant difference between arousal scores of pre and post test situation of students (boys & girls) of control group.

REFERENCES:
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