INTRODUCTION:
In reality, man has explored the outer space but he has not dived sufficiently into the spaces within. Application of science and technology has resulted in cognitive development. Our knowledge and understanding of objects and the world have increased tremendously. In the process, however, man ignored his emotional patterning in life. As a result, in spite of plenty of wealth, physical comfort, and knowledge of sources of energy, space and communication skills, man is dissatisfied, disturbed and unhappy. Selfishness, greed, wrath and lust are playing havoc. They have given rise to distrust, insecurity, anxiety, stress and conflict, and have made individuals and society restless and emotionally and socially weaker. Coleman (1970) rightly remarked, "The seventeenth century has been called the Age of Enlightenment; the eighteenth, the Age of Reason; the nineteenth, the Age of Progress; and the twentieth, the Age of Anxiety". The science and art of yoga has for millennia guided man in his search for truth. Modern man is the victim of stress and stress related disorders which threaten to disrupt his life totally. Being holistic in its approach, yoga offers the best way out of this ‘whirlpool of stress’. Yoga helps us to control our emotions which are linked to breath and develop positive health, enabling him to withstand stress through various yogic practices. A short time (30-45 minutes) of regular yogic practice may give mental relief to the people. Yoga has a sound scientific basis and is an ideal tool for improving the health of our masses. Pranayamas help us to control our emotions which are linked to breathing. Pranayamas also influence our pranamaya kosha i.e. the vital energy sheath. Slow, deep and rhythmic breathing is ideal for controlling stress and overcoming emotional hang-ups. The practice of pranayamas helps us to regulate our emotions and stabilize the mind, which has been compared to a ‘drunken monkey bitten by a scorpion’. The findings of the present study will encourage the people of the world to participate in “Yoga program”. B.P.E.D students (Boys) are those who regularly used to go for Yoga classes and participate various types of games and tournament willingly. On the other hand B.A general students (Boys) are those who never used to take part in any Yoga classes and tournaments.

METHODOLOGY:
In the present study all the subjects (18-25 years) were divided into two groups namely B.P.E.D group and B.A general group. B.P.E.D group consisted of Twenty (20) male students of Garhbeta college, Garhbeta, Paschim Medinipur district, and B.A general group consisted of Twenty (20) male students of S.B.S Mahavidyalaya, Goaltore, Paschim Medinipur district.

RESULTS AND DISCUSSION:
For statistical analysis and interpretation of data ‘t’-test was conducted. The results have been presented in table 1, 2 and 3.

Table – 1: Mean, SD of Systolic Blood Pressure (mmHg) and Heart Rate of B.P.E.D students and B.A general students.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>SD</th>
<th>MD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.E.D Group</td>
<td>121.00</td>
<td>6.08</td>
<td>4.0</td>
<td>1.92*</td>
</tr>
<tr>
<td>B.A General group</td>
<td>125.00</td>
<td>6.67</td>
<td>4.0</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level.

Fig. 1: Graphs Showing Means of Systolic Blood Pressure between B.P.E.D students and B.A general students.
Table-2 gives information regarding Diastolic Blood Pressure of B.P.ED group and B.A general group (Boys). Table shows that there were significant differences in Diastolic Blood Pressure of B.P.ED group and B.A general group (Boys). The Mean of B.P.ED and B.A general group (Boys) were 80.50 and 85.50 respectively. ’t’ test was applied and t-value (4.81) appeared significant at 0.05 level of confidence. Graphical representation (Fig. 2) also indicates similar trend of this study.

Table – 3: Mean, SD of Heart Rate (beats/min) and Comparison of t-test Between B.P.ED group and B.A general group (Boys).

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>SD</th>
<th>MD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.ED Group</td>
<td>72.00</td>
<td>2.65</td>
<td>6.50</td>
<td>5.72*</td>
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<tr>
<td>B.A General group</td>
<td>78.50</td>
<td>4.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level.

Fig. 2: Graphs Showing Means of Diastolic Blood Pressure between B.P.ED group and B.A general group (Boys).

CONCLUSION:
Based on the result of the present study and within the limitation, the following conclusions may be drawn.

- B.P.ED students (Boys) show lower level of Systolic Blood Pressure in comparison to B.A general students (Boys).
- B.P.ED students (Boys) show lower level of Diastolic Blood Pressure in comparison to B.A general (Boys).
- B.P.ED students (Boys) show lower level of Heart Rate in comparison to B.A general students (Boys).

REFERENCE