



## **YOGA EDUCATION ACTIVITIES IN SECONDARY SCHOOLS OF BHUBANESWAR: AN EXPLORATORY STUDY**

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### **Abstract**

*The main objective of this paper is to study the curriculum and activities related to Yoga Education practised in different secondary schools. Survey method was adopted with sample of five CBSE secondary schools located in Bhubaneswar. Self developed checklist was used as tool and data were analysed in terms of frequency and percentage. The study found that all schools are organising some Yoga education related activities for students but all activities are not regularly done in schools. Hence it is recommended to orient all school Principals and teachers on Yoga Education and its benefits for overall development of students.*



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### **Conceptualisation of the Problem**

A healthy mind lies in a healthy body. Yoga not only prepares a healthy body, also prepares a healthy mind which enables to learn at highest level. Yoga is a group of physical, mental, and spiritual practices or disciplines which originated in ancient India. It creates a balance between body, mind as well as the soul. Yoga enhances the physical, spiritual and mental status of the human body. Swami Vivekananda, Sri Aurobindo also considered physical, mental and spiritual health as the major aspects of educating a child. Education deals with all round development of child and yoga helps in full filling aims of education providing a healthy mind and healthy body and develops self-realization. So to provide healthy body and mind to each and every child yoga should be a part of school curriculum. Integrating yoga education with school curriculum enhances process of learning.

Yoga has been an integral part of Health and Physical Education that has been a compulsory subject up to the secondary school stage since 1988. The National Curriculum Framework (NCF) 2005 adopted a holistic definition of health in which yoga is an integral part of it. The focus of preparation of teacher training programme need to be based on the stipulations made in the NCF 2005 and the syllabus of Health and Physical Education prepared for various classes of school education. In several schools, colleges and universities around the world several programs and courses have been made compulsory for the students to join. Yoga is

one of amongst them. Students from all around the world have gained benefits by doing yoga. It helps the body to relax and soothes the mind and also it helps to make your body flexible and improves concentration power. Students can gain various other benefits from yoga that will help them in completing their work perfectly and make them high scorer in the class.

The word “Yoga” is derived from Sanskrit word “Yuj” which means “join” or “unite”. This may be taken as the union of body, mind and soul, and is used in the literature both as an end as well as means. As an end, yoga signifies “integration of personality” at the highest level. As means, yoga includes various practices and techniques which are employed to achieve the development of such integration. These practices and techniques are means in the yogic literature and are also referred collectively as “Yoga”. Yogic practices help in developing an understanding of the yogic practices and apply this understanding accordingly in one’s life and living, developing a healthy habit and lifestyle in children, in inculcating humane values among children and developing physical, emotional and mental health through yogic activities.

Many texts discuss aspects of Yoga, including Upanishads, the Bhagwat Gita, the Hatha Yoga Pradipika, the Shiva Samhita and various Tantras. The Yoga Sutras of Patanjali is a foundational text of Yoga. It contains 4 chapters. The first Chapter speaks on Samadhi Pada (51 sutras) sutras which refers to a blissful state where the yogi is absorbed into the one. It contains the famous definitional verse: “Yoga Schitta Vritti Nirodhah” means the arrest of the thoughts of the Chitta. In another chapter the Sadhana Pada (55 sutras) exists. Sadhana is the Sanskrit word for “Practice” or “discipline”. This chapter includes Kriya Yoga (Action Yoga) and Astanga Yoga (Eight-fold or Eight Limbed Yoga). It involves **eight steps** which has been divided into two groups such as in the following

- Bahiranga Sadhana (external practices which includes 5 steps) (1). To step the lower human instinct (Yama) (2) To culture positive human virtues (Niyama) (3) To train the body for an upward mental journey (Asana) (4) To use the breath in the upward journey (pranayama) (5) To sense the organs not to disturb & cooperate (Pratyahara)
- Antaranga Sadhana means internal practices. The practices are exclusively mental (6) To hold the mind on a point (Dharana) (7) To elongate one Vritti in the mind (Dhyana) (8) To be one with the object of concentration to the extent of forgetting the existence of the mind (Samadhi).

The next chapter is Vibhutu Pada (55 sutras) and the last chapter is Kaivalya Pada (51 sutras).

### **Rationale of the Study**

Yoga has been accepted as means for all round development of person throughout the World. It has been part of school curriculum of different affiliating bodies like CBSE, ICSE and state Boards. Recently, many scholars have conducted research on yoga education in schools. Some of these researches are discussed below.

**Meena and Reddy (2018)** found that there was no significant difference between girls and boys in their level of Mental Health. There was a significant difference between Yoga performance of boys and girls. There was a positive relation between Mental Health and Yoga performance of adolescents. **Sarkar (2017)** reported that the boys students were not significantly different from girl students in respect to their attitude towards Yoga education. Urban students were significantly different from rural students in respect to their towards Yoga. Male students were significantly different from female students in respect to their Peace of mind. Rural students were not significantly different from urban students in respect to their Peace of mind. The attitude towards yoga and peace of mind in secondary level student is correlated. **Khatun (2016)** found that more than 64% male teacher-students possess positive attitude towards yoga education than female teacher students. More than 75% urban people possessed positive attitude towards yoga education than teacher students from the rural areas. **Parmar (2015)** revealed that there exist significant difference in attitude of boys and girls towards Yoga Education. There existed no significant difference in attitude of male and female teachers towards Yoga Education. There existed no significant difference in attitude of Teachers and Students towards Yoga Education. **Singh and Solanki (2015)** revealed that there was insignificant difference in attitude towards Yoga between male and female secondary school students. **Yadav and Kumar (2014)** reported that the role of Yoga Education in present social context is very important as majority of the respondents agreed that Yoga Education helps to develop the sound mind for controlling anger and irritability, helps in reducing stress, anxiety, fatigue and depression, develops the awareness of ones strengths and weakness, develops the devotion to the almighty, develops values, positive thinking, attitude of non-violence, truthfulness, non stealing, improves interpersonal relations and helps in developing good habits. **Felver et al. (2014)** found that participants reported significantly greater decreases in anger, depression, and fatigue from before to after

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participating in yoga compared to physical education. **Bilderbeck et al. (2013)** found that participants in the yoga group showed increased self-reported positive effect, and reduced stress and psychological distress, compared to participants in the control group. Participants who completed the yoga course also showed better performance in the cognitive-behavioural task. **Umatiya (2013)** found that significant difference has been shown of mean score of 0.05 and 0.01 levels between pre test and post test of Academic Achievement of the secondary schools students of experiment group. **Khalsa et.al. (2012)** found that implementation of yoga is acceptable and feasible in a secondary school setting and has the potential of playing a protective or preventive role in maintaining mental health.

On the basis of above research studies it can be concluded that yoga is meant to enable the students to have good mental health and possess emotional stability and to integrate moral values and practice mental hygiene. No comprehensive research studies are available in Odisha on Yoga education in schools. Hence the present study is relevant.

**Statement of the Problem:** The present problem is stated as “Yoga Education Activities in Secondary Schools of Bhubaneswar: An Exploratory Study”

**Objectives:**

- To study the curriculum of Yoga education in secondary schools.
- To find out different Yoga education activities practiced in secondary schools.

**Methodology:**

Survey method was followed for this study. The study involved five CBSE affiliated secondary schools of Bhubaneswar city. The sample was selected purposefully. Content analysis of Yoga curriculum of secondary school was done. Self-developed checklist based on facilities for Yoga Education used as tool. The collected data analysed in terms of frequency and percentage and qualitative descriptions.

**Data Analysis and Interpretation**

This section deals with analysis and interpretation of the data. The collected data are analysed as per the objectives of the study. The investigator used frequency, percentage and qualitative descriptions and accordingly interpretations are made. The data are presented in the tabular form in the following pages.

**Table-1: Shat Karma Related Yoga Activity**

Sl. No.	Items	Yes (F & %)	No (F & %)
1	Kapalbhati(11-30 strokes)	76(63.3)*	44(36.7)
2	Introduction of Trataka	62(51.7)	58(48.3)
3	Practice of concentration on nose tip	65(54.2)	55(45.8)
4	Introduction of Nauli	33(27.5)	87(72.5)
5	Introduction of Kunjal	8(6.7)	112(93.3)
6	Introduction of Jalaneti	6(5)	114(95)

\*Numbers in bracket indicate the percentage

Table 1 indicates that 63.3% of students practice Kapalbhati whereas 36.7% of students never practice Kapalbhati. It also reflects that to 51.7% of students Trataka has been introduced whereas to 48.3% of students Trataka has not been introduced. 55% of students practice concentration on nose-tip whereas 45.8% never practice it. The table further shows that 27.5% of students practice Nauli whereas 72.5% never practice it. Only to 6.7% of students Kunjal has been introduced whereas 93.3 % do not practice it. The table also reflects that to only 5% of students, Jalaneti has been introduced whereas to 95% it is not introduced.

It can be concluded that more than 50% students practice Kapalbhati, Trataka and Practice of concentration on nose tips. Less than 50% students do Nauli, Kunjal and Jalaneti as their Shatkarma in the school.

**Table-2: Asanas and Standing Postures Related Yoga Activity**

Sl.No.	Items	Yes (F & %)	No (F & %)
1	Sukhma Vyayama	33(27.5)	87(72.5)
2	Tadasana	98(81.7)	22(18.3)
3	Trikonasana	86(71.7)	34(28.3)
4	Parivrittatrikonasana	33(27.5)	87(72.5)
5	Ardha-Kati-Chakrasana	66(55)	54(45)
6	Katichakrasana	51(42.5)	69(57.5)
7	Natrajasana	47(39.2)	73(60.8)
8	Vrikhyasana	38(31.7)	82(68.3)
9	Birabhadrasana	33(27.5)	87(72.5)
10	Padahasthasana	54(45)	66(55)
11	Garudasana	70(58.3)	50(41.7)
12	Ek-Pada Pranamasana	47(39.2)	72(60.8)
13	Urdhava hastottanasana	32(26.7)	88(73.3)
14	Urdhava Pranamasana	33(27.5)	87(72.5)
15	Konasana	47(39.2)	73(60.8)
16	Hanumanasana	44(36.7)	76(63.3)

Numbers in bracket indicate the percentage

The table 2 reveals that only 27.5% of students practice Sukhma Vyayama but 72.5% of students never practice it. 81.7% and 71.7% of students practice Tadasana and Trikonasana respectively whereas 18.3% and 28.3% never practiced Tadasana and Trikonasana respectively. only 27.5% of students practice Parivrittatrikonasana, Birabhadrasana and Urdhava Pranamasana, 39.2% and 36.7% students practice Konasana and Hanumanasana . It can be concluded that more than 80% and 70% students do Tadasana and Trikonasana respectively and very interestingly it is found that more than 50% students practice Garudasana. More than 50% practice Ardhakatichakrasana, and Katichakrasana as their standing asanas. Less than 50% students practice Sukhma Vyayama, Parivrittatrikonasana, Natrajasana Vrikhyasana, Birabhadrasana, Ek-Pad Pranamasana, Urdhava hastottanasana, Urdhava Pranamasana, Konasana and Hanumanasana .

**Table-3: Sitting Postures Related Yoga Activities**

Sl. No.	Items	Yes (F & %)	No (F & %)
1	Padmasana	108(90)	12(10)
2	Simhasana	45(37.5)	75(62.5)
3	Paschimottanasana	43(35.8)	77(64.2)
4	Kukkutasana	42(35)	78(65)
5	Pawanmuktasana	36(30)	84(70)
6	Vajrasana	81(67.5)	39(32.5)
7	Mandukasana	31(25.8)	89(74.2)
8	Supta Vajrasana	34(28.3)	86(71.7)
9	Shashankasana	29(24.2)	91(75.8)
10	Gomukhasana	54(46.7)	64(53.3)
11	Janusirasana	30(25)	90(75)
12	Vristitapada Bhoonamasana	33(27.5)	87(72.5)

Numbers in bracket indicate the percentage

The table 3 indicates that 90% of students practice Padmasana whereas 10% of students do not practice it. 35% of students practice Simhasana, Paschimottanasana and Kukkutasana. 67.5% of students practice Vajrasana whereas 32.5% of students do not practice it. Around 25% of students practice Mandukasana, Janusirasana. 46.7% of students practice Gomukhashana whereas 53.3% never do it.

It can be concluded that 90% students practice Padmasana and more than 60% students practice Vajrasana in their schools as their sitting posture asanas but less than 50% of them do Simhasana, Paschimottanasana, Kukkutasana, Pawanmuktasana, Mandukasana, Supta

Vajrasana, Shashankasana, Gomukhasana, Janusirasana and Vristitapada Bhoonamanasana as their sitting posture asanas.

**Table-4: Supine Postures Related Yoga Activities**

Sl.No.	Items	Yes (F & %)	No (F & %)
1	Uttanpadasana	38(31.7)	82(68.3)
2	Salabhasana	27(22.5)	93(77.5)
3	Shavasana	50(41.7)	70(58.3)
4	Naukasana	39(32.5)	81(67.5)
5	Halasana	32(26.7)	88(73.3)
6	Chakrasana	78(65)	42(35)
7	Matsyasana	44(36.7)	76(63.3)
8	Pawanmuktasana	37(30.8)	83(69.2)
9	Sarvangasana	30(25)	90(75)

The table 4 reflects that 31.7% of students practice Uttanpadasana whereas 68.3% never practice it. 22.5% of students practice Salabhasana whereas 77.5% never practice it. 41.7% of students practice Shavasana whereas 58.3% of students never practice it. 26.7% of students practice Halasana whereas 73.3% never practice it. only 25% of students practice Sarvangasana.

It can be concluded that 65% students practice Chakrasana and less than 40% students practice Uttanpadasana, Salabhasana, Shavasana, Naukasana, Halasana, Chakrasana, Matsyasana, Pawanmuktasana and Sarvangasana as supine posture yoga.

**Table- 5: Prone Postures Related Yoga Activities**

Sl.No.	Items	Yes(F & %)	No (F & %)
1	Bhujangasana	54(45)	66(55)
2	Dhanurasana	39(32.5)	81(67.5)

The table 5 indicates that 45% of students practice Bhujangasana whereas 55% of students never practice it. 32.5% of students practice Dhanursana whereas 67.5% of students never practice it. It can be concluded that 45% students practice Bhujangasana and less than 40% students practice Dharurasana as Prone Posture Yoga.

**Table -6: Pranayama Practised in School**

Sl.No.	Items	Yes(F & %)	No(F & %)
1	Bhastrika	45(37.5)	75(62.5)
2	Nadi Sodhana(AnulomVilom)	57(47.5)	63(52.5)
3	Bhramari	74(61.7)	46(38.3)
4	Ujjayi	33(27.5)	87(72.5)
5	Kapalbhati	76(63.3)	44(36.7)
6	Suryabhedana	27(22.5)	93(77.5)
7	Seetakari	21(17.5)	99(82.5)

Table-6 indicates that 37.5% of students practice Bhastrika whereas 62.5% never practice it. 47.5% of students practice Nadi Sodhana whereas 52.5% of students never practice it. More than 60% of students practice Bhramari and Kapalbhathi. 22.5% of students practice Suryabhedana and 17.5% of students practice seetakari.

It can be concluded that more than 60% students practice Bhramari, and Kapalbhathi and less than 50% students practice Nadi Sodhana (AnulomVilom), Ujjayi, Suryabhedana and Seetakari as Pranayam in the school

**Table -7: Mudra Practiced in School**

Sl.No.	Items	Yes(F & %)	No(F & %)
1	Veeparitakarani	8(6.7)	112(93.3)
2	Yoga Mudra	52(43.3)	68(56.7)

Table 7 indicates that only 6.7% of students practice Veeparitakarani whereas 93.3% do not practice it. 43.3% of students practice Yoga Mudra whereas 56.7% do not practice it. So, it can be concluded that Veeparitakarani is done by less than 10% students and Yoga Mudra is done by 50% students.

**Table-8: Bandha Practiced in School**

Sl.No.	Items	Yes(F & %)	No(F & %)
1	Moolabandha	37(30.8)	83(69.2)
2	Uddiyanabandha	31(25.8)	89(74.2)
3	Jalandhara bandha	30(25)	90(75)

Numbers in bracket indicate the percentage

Table 8 reflects that 30.8% of students practice Moolabandha whereas 69.2% never practice it. 25.8% of students practice Uddiyanabandha whereas 74.2% never practice it. only 25% of students practice Jalandhara bandha whereas 75% never practice it.

It can be concluded that less than 50% of students practice Moolabandha, Uddiyanabandha and Jalandhara bandha.

**Table- 9: Meditation Practised in School**

Sl.No.	Items	Yes(F & %)	No(F & %)
1	Concentration on "Dot" or OMM chanting and shantipatha	96(80)	24(20)
2	Yoga Nidra	41(34.2)	79(65.8)

Numbers in bracket indicate the percentage

The table 9 indicates that 80% of students practice concentration on "DOT" whereas 20% never practice it. Only 34.2% of students practice Yoga Nidra whereas 65.8% never practice



it. It can be concluded that majority of students concentrate on Dot or OMM chanting and Shantipatha

### **Major Findings**

1. 50% students practice Kapalbhathi, Trataka and Practice of concentration on nose tips. Less than 50% students do practice Nauli, Kunjal and Jalaneti as their Shatkarma in the school.
2. More than 80% and 70% of students practice Tadasana and Trikonasana respectively. More than 50% students practice Ardhakatichakrasana, and Katichakrasana as their standing asanas but majority of students do not practice Sukhma Vyayama, Parivrittatrikonasana, Birabhadradrasana and Ek-Pada Pranamasana, Urdhv Pranamasana Konasana and Hanumanasana.
3. 90% students practice Padmasana and more than 60% students practice Vajrasana in their schools as their sitting posture asanas but majority of them do not practice Simhasana, Paschimottanasana, Kukkutasana, Pawanmuktasana, Mandukasana, Supta Vajrasana, Shashankasana, Gomukhasana, Janusirasana and Vristitapada Bhoonamanasana as their sitting posture asanas.
4. 65% students practice Chakrasana and majority of students do not practice Uttanpadasana, Salabhasana, Shavasana, Naukasana, Halasana, Chakrasana, Matsyasana, Pawanmuktasana and Sarvangasana as supine posture yoga.
5. 45% students practice Bhujangasana and less than 40% students practice Dharurasana as Prone Posture Yoga.
6. More than 60% students practice Bhramari, and Kapalbhathi and below 50% students practice Nadi Sodhana (Anulom Vilom), Ujjayi, Suryabhedana and Seetakari as Pranayam in the school
7. Veeparitakarani is done by less than 10% students and Yoga Mudra is done by 50% students.
8. Less than 50% of students practice Moolabandha, Uddiyanabandha and Jalandhara bandha majority of students concentrate on Dot or OMM chanting and shantipatha
9. 80% of students concentrate on Dot or Omm chanting which is very beneficial for developing their concentration in different activity whereas majority of students do not practice Yoga Nidra.

### **Educational Implications**

- The students at secondary level require lot of concentration on their study so regular practice of Yoga is essential to develop their level of concentration. For effective

living of balanced life, the school should focus on this kind of activities to lead the teachers and enable the students for successful life with respect to every aspect of life such as physical, mental, moral, social, and spiritual.

- The study found that most of the schools have contractual yoga teacher and in one school physical education teacher teaches yoga education. The school authority should take initiatives for appointing regular yoga teachers in all schools so that regular yoga activities can take place.
- The school Principal should encourage teachers and students for attending classes regularly and giving all facilities for yoga education. Further all students must be motivated to take Yoga Education as optional subject at school level.
- The school authority must provide facilities for conducting Yoga classes. Further, Yoga classes must be reflected in the timetable and must be regularly held for students. Especially in residential schools, care must be taken to conduct Yoga classes in morning or in evening time.
- All teachers and Head teachers must be oriented in practising Yoga as it helps for the development of mental and physical health. So that Head teacher can monitor the organisation of Yoga classes in school and can direct Yoga teacher for conducting all Yoga activities prescribed in syllabus.

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