

Impact of Yoga Practice on Working Faculties in Dronacharya PG College Rait Kangra HP

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Abstract: *The aim of this paper is to explain the possibilities of applying yoga in education through the presentation of the conducted research. Yoga involves various techniques with the aim of achieving psycho-social balance. We are witnessing an increase in stress and emotional disorders in Teachers & children are becoming more sedentary, and are preoccupied with the multitude of stimuli that come constantly via cell phone, computer, and television. By examining a series of research effects of yoga, we can conclude that yoga has proved to be effective in treating a variety of conditions and diseases. Practicing yoga can help reduce stress, anxiety symptoms, and depression. It examines the possibilities of introducing yoga as part of the school/Colleges curriculum for healthy children and teachers with mental disability . Results have so far shown possible contributions of yoga in schools/colleges in the form of attention improvement, self-regulation and reduction of tension.*

Keywords: Teachers, Yoga, Mental well-being, State anxiety

I. INTRODUCTION

Education is increasingly becoming a challenge in the world we live in. Surrounded by mobile phones and other forms of modern technology that bring something new every day, accustomed to speed, frequent activity changes and bombarded with stimuli, teachers/children come to schools/colleges where the most common method is listening and transcribing from the blackboard while sitting at a desk for six hours. Excessive demands and too high expectations that are often put on children/teachers result in increasing stress and anxiety. Difficulties in meeting teachers and parents' expectations are often a cause of stress in children as well as teachers . At the same time, those same parents and teachers are often under stress themselves. We teach children, for example, about the reproduction of annelids, while no one teaches them how to breathe properly and thus reduce stress. Young people are increasingly under stress. For example, in a Finnish study by Santalahti et al (2005), as many as 50% of adolescents have symptoms of emotional and psychosomatic disorders. In a Croatian study, Vulić Prtorić and Lončarević (2016) found that 13 – 17% of Teachers aged 35 to 45 experience intense internalized symptoms (stress, anxiety, depression). Stress levels are even higher in younger people compared to older people .

Chronic stress can result in many health problems such as anxiety, insomnia, muscle pain, high blood pressure and weakened immunity, heart disease, depression and others. . Attention levels are also strongly influenced by stress levels. Stress reduces the amount of norepinephrine, in charge of attention and mental vitality, and dopamine, which causes weakening of the enjoyment of activities that were previously enjoyable. It also reduces the amount of serotonin, which is responsible for good mood . On the other hand, it increases the level of cortisol, which is associated with the death of dendritic cells, atrophy of hippocampus, and thus with memory difficulties . In our Croatian education system, movement is limited to a physical education class. In addition, children and teachers are allowed to move during breaks, while during classes movement is prohibited or very restricted. Paradoxically, modern research suggests a direct link between movement and learning. Muscle activity, particularly coordinated, balanced movements, stimulate the production of neuron-trophins, such as dopamine, which stimulate the growth of existing neurons and increase the number of new neurons and neural connections in the brain .

There is an urgent need for an education reform that would create a more conducive climate for learning in Schools/ Colleges and result in better outcomes. The aim of this paper is to describe the effects of practicing yoga on health

through a review of research, and to analyze the applying possibilities and role of yoga in teacher /students education for healthy Teachers/ students, but also for students with disabilities.

II. WHAT IS YOGA?

The word “yoga” comes from Sanskrit and has the original meaning of “unite, connect” . In its original meaning, the word “yoga” means “an all-pervasive, eternally awake consciousness that keeps the entire universe in balance” .Yoga refers to the goal, unity and harmony with oneself and others, but also to the methods by which that goal is achieved. The first written sources date, according to some sources, to around 3000 BC, but according to the scriptures, it can be assumed that the knowledge of yoga originates from much earlier, from the time when it was transmitted by the word of mouth.

One of the fundamental works of the philosophy of yoga is “Yoga Sutra of Patanjali”. Patanjali shaped the eight degrees of yoga: yama, niyama, asana, pranayama, pratyahara, dharana, dhyana, samadhi . Yama and niyama relate to learning self-control and discipline, pranayama is a breathing exercise, pratyahara is a sensory withdrawal exercise, dharana are concentration exercises, dhyana is meditation, and samadhi is a state of unity consciousness. In accordance with Patanjali’s “Yoga Sutras”, it is still practiced all over the world today.

In a broader sense, yoga is a lifestyle that involves practicing awareness and achieving harmony using a variety of methods. A typical yoga class begins with relaxation exercises. We consciously relax each part of the body for five to ten minutes. During relaxation, we focus on breathing and practice proper breathing, which, in addition to chest and clavicular breathing, also includes diaphragm breathing (so-called abdominal breathing).

This is followed by dynamic exercises to warm up the joints, warm up and relax the muscles. Next are asanas. Asana means “position”. Asanas are such positions that are the least tiring, and are beneficial for the psycho-physical state. Movement is aligned with breathing, while being aware of the motion. This is followed by a conscious breathing exercise (pranayama) and meditation.

Relaxation at the beginning of exercises is very important because it brings a number of benefits. Conscious relaxation activates the circles of the parasympathetic system and thus strengthens them . It also calms the sympathetic nervous system . The relaxation response

can even alter gene reflection and thus alleviate cell damage due to chronic stress . Relaxation can be achieved through conscious techniques of relaxation, breathing and meditation.

Breathing in yoga is conscious, which means controlled; it is deeper than during usual exercising. If, for example, we inhale and exhale five times, each time a little deeper than usually, it raises the energy level and relaxes; it first activates the sympathetic and then the parasympathetic nervous system, and can lead to the so- called flow or a meditative state known to athletes, artists, etc.

Practicing yoga involves coordination of movements, stretching muscles in combination with abdominal breathing, which improves circulation and results in release of tension, increased oxygen, and has a beneficial effect on the central and autonomic nervous system .When practicing yoga, the movements are performed consciously. Awareness activates central areas of the brain and improves coordination between the prefrontal cortex and the limbic system and emphasize the importance of body awareness. Body awareness allows us to also be aware of the feelings that manifest as physical reactions that the body creates. Yoga develops body awareness, which is confirmed by present research .

By present research . Body awareness can also lead to increased calmness, decreased tension, and improved concentration . Yoga exercises deactivate the sympathetic and stimulate the parasympathetic nervous system, which results in a sense of peace, emotional balance, improved concentration, and a sense of serenity .

Meditation is a part of yoga. According to Patanjali, dharana, a concentration exercise, precedes dhyana, a meditative state. Meditation can be described as the intentional regulation of attention to the present moment. It encompasses concentration, relaxation, altered states of consciousness, interruption of thought, and achieving the attitude of the self-observer . It is described as a practice that puts the emphasis on achieving alertness, expanding self-awareness, and increasing cohesiveness . When experienced Tibetan meditation practitioners enter deep meditation, they emit gamma brain waves due to which large areas in the brain pulse in unison 30 to 80 times per second .

Yoga Practices Adjustment for Teachers :

Yoga exercises, the way of performing and duration should be adapted to the psycho-physical abilities of teachers . Exercises last less time, and the time can be gradually extended. Since the skeletal and hormonal systems are still developing, teachers should not stay in certain positions for too long. Practicing yoga also requires certain prerequisites, such as knowing the main parts of the body, knowing the breathing process, and distinguishing the state of tension from the state of relaxation. Graduality in the introduction of new exercises is also important; certain exercises can be performed only when the previous steps have been mastered. So, for example, pranayama exercises in teachers are performed only when they had mastered the process of proper breathing and can, to some extent, control that process.



Faculty Members were in Yoga Position



Faculty members were in Meditation Posture

Objectives:

- i) To assess if teachers’ age or gender could predict their baseline levels of mental well-being .
- ii) To Assess anxiety and any change after yoga.

III. REVIEW LITERATURE

The number of yoga programme evaluation studies as part of the school curriculum is growing exponentially. Six studies were published in the period from 2005 to 2009, the number increased to 30 in the period from 2010 to 2014, while in 2015 there were 11 studies published (Khalsa, Butzer, 2016). Most studies have been conducted in the US and India. One available study is from Israel and one from Germany. Although yoga has been practiced in European schools for more than 30 years, according to the programmes of various schools, there are no European research in the available databases. The “Research on Yoga in Education” programme founded by Flak (<http://www.ryeuk.org/>) is present in some European countries (France, UK, Italy, Belgium, etc.).

According to the “Yoga in daily life” system by Paramhans Swami Mahewswarananda, it is also practiced in many countries in Europe, America, Australia, Asia, and even Africa. Many teachers in Croatia have completed their education according to the “Yoga in daily life” system and use their knowledge in working with students. Yoga as a programme was most often offered at a time when other students were having physical education classes, but on

multiple occasions some teachers incorporated exercises during or after classes. Most yoga programmes are conducted by trained yoga instructors, and in some programmes, teachers are trained by yoga instructors. Based on the available data, three systematic review papers related to the area of yoga-based school interventions have been conducted so far. The last systematic analysis was in 2016 (Khalsa, Butzer, 2016). Subsequently, a number of other papers in this field were published, only some of which met strict methodological criteria, meaning that they included experimental and control groups in which participants were selected randomly

The Role of yoga in Education

Fitness for Kids” (Peck et al., 2005), Marsha Wenig’s yoga programme (Boeshnaz, 2009), and techniques covered by the programmes, for the most part asanas, exercises for relaxation, breathing, meditation, or guided imagination. A year later, a critical analysis of yoga research in schools was conducted by Kalsa and Butzer (2016), of 47 studies included in the analysis, 27 met the most stringent methodological criteria. The authors conclude that, despite the difficulties of comparing research arising from heterogeneity in yoga programmes and the different duration of programmes, the research findings suggest positive effects of yoga practice. The authors also emphasize the need for more methodologically adequate research that would include various measures of effect, such as psycho-physiological measures. Following these systematic analyses, a few more quantitative randomized experimental studies evaluating the effects of yoga programmes have been published.

The “Trans formative Life Skills” programme that includes teaching about stress, reaction to stress, exercising asanas, relaxation, breathing, and meditation (Frank et al., 2017) showed a significant increase in emotional regulation, positive thoughts, and cognitive restructuring in response to stress, compared to the control group. There was no significant effect on somatization measures, school success, and general mood. The students accepted the programme well and found it useful.

In addition to experimental plans involving quantitative methods, some of the researchers tried to use qualitative methods to examine the effectiveness of yoga as part of the school curriculum. Yoga practitioners often notice non-specific changes that are difficult to measure by classical quantitative methods. Qualitative methods, which collect data on life experiences, are a good tool precisely for researching such complex, unique experiences (Conboy et al., 2013).

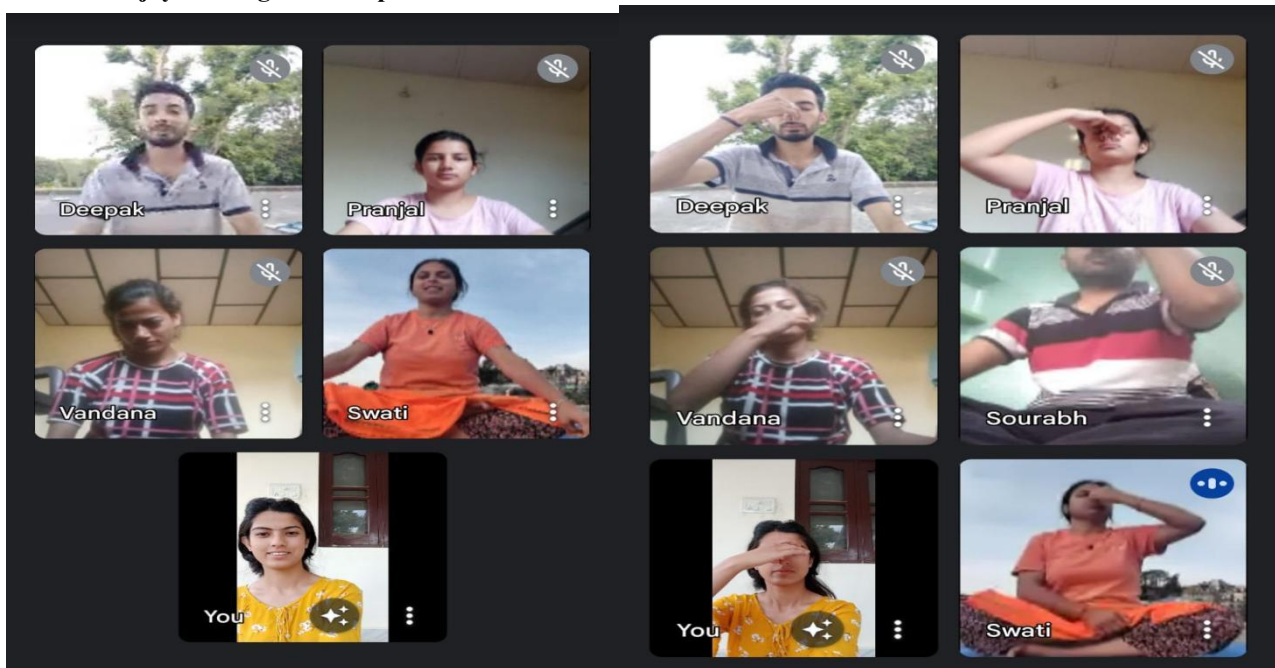
By reviewing research that included qualitative methods, we can conclude that most participants report positive experiences during and after practicing yoga. Elementary and high school students also reported that practicing yoga helped them recognize signs of stress, and that they used some exercises in stressful and emotionally demanding situations (Conboy, 2013; Mendelson et al., 2010; Charbonneau, 2011; Thomas, 2014), when angry (Thomas, 2014), before going to bed, and in other situations (Butzer et al., 2017; Thomas, 2014; Conboy, 2013). Older students, aged 15 to 16, noticed increased awareness of the body, thoughts and emotions (Charbonneau, 2011). They stated that they felt calmer after relaxation and breathing exercises (Conboy, 2013; Thomas, 2014).

Glimbs of Yoga Practices





Students Enjoy the Yoga In Campus offline mode



Online Mode students Join Us

We use the following aasana:

Table 1:

Sr. No.	Types of activities	Name of the practice	Time (in Mints)
1.	Meditaion	Om (Uchharna)	3 -mints
2.	Warmup	Sun Solution (Surya Namaskar)	7-mint
3.	Loosening exercises	Neck rotation Shoulder Rotation Butterfly Knee & Anckels Rotations	10-mints
4.	Asanas	Triyakadasana,kanasanaboth sides, Padahastasan, Mandukasan, Sasakasana, vakrasana, gomukhasana both side .	15 mints

5.	Prone postures	Makarasana ,bhujangasana ,salbhasana,Ardhchkarasana,	10 -Mints
6 .	Spinl posture	Padavritasana, Dwichakrasana,	5 -Mints
7.	Relaxation	Shavasana	
8.	Pranyamas	Bastrika , Kapalbhathi, Anulan-Vilon ,Bhraman Beebreathing, ujjayiu dyeeth.	10 -mints
9.	Relaxation	Shabasana	3
10.	Prayer	Sarve bhavntu sukhi na	1
		TOTAL TIME SPAN	65 MINTS

Although most programmes include exercises that traditionally belong to yoga, they differ in the choice and order of exercises, as well as the way they are performed and the approach of the instructor. Due to that, the outcomes of individual programmes may differ. Many programmes, not having knowledge of how to perform and effects, have taken some yoga exercises from the traditional corpus while excluding some exercises without which the effect is not complete. Many programmes that were a part of individual research lasted very short. Given the duration of the programme, it is logical to expect that programmes that last longer will produce greater changes in the practitioners.

It is unrealistic to expect a short-term programme to lead to complex and process changes on the cognitive and socioemotional level. Research also differ in the selected measuring instruments. Certain subtle changes can only be captured by appropriately selected assessment methods, and the conclusion that there are no changes after the programme may be incorrect. Some research has failed to determine the effectiveness of yoga, while most have confirmed the specific contribution of yoga to stress, self-regulation, and cognitive abilities found in evaluations of yoga programmes in centers outside of school. From the research above, it can be concluded that replacing physical education or some other leisure activity with yoga is not a good way of introducing yoga into the school curriculum. It seems that practicing yoga as a separate activity in school and practicing some yoga techniques several times a day, beginning of a class, can yield good results:

Table 2

S.No.	Variable	Yoga Intervention		Percentage change	Vale	Value	P-value
		Before	After				
1.	Mental wellbing Score	51.08+7.35	54.12+7.9	6.53(upward)	0.321	-6.96	Lessthan .0001
2.	Anxiety Score	34.12+8.43	33.36+8.36	3.45(downward)	0.124	3.12	0.002

(ii) Whether mental well-being or anxiety changed following 60 days of yoga in Dronacharya PG college of Education 's teachers. All the faculty Member of Dronacharya took part in this single group longitudinal trial (n = 60, group mean age ± SD; 41.8 ± 5.90 years). They received 60 min of yoga practice in morning session 6 0:00 am to 7:00 am each day. At baseline and after 60 days of yoga the assessments were(i) mental well-being. (ii) state anxiety .

IV. RESULTS

1) Gender acted as a significant predictor for mental well-being scores (P = 0.001) and state anxiety (P = 0.005) in the group at baseline.

2.) Females showed higher anxiety scores and lower mental well-being scores. Following yoga the teachers showed a significant increase in mental well-being by 5.84% and a decrease in state anxiety by 4.48 %.

In addition to the studies described here, a number of studies with greater methodological limitations have been conducted, such as a plan that does not include a control group, includes only small samples, has insufficiently described interventions, etc. Research into the effects of yoga in school are quite heterogeneous in terms of the type, duration and manner of implementation of yoga programmes, sample size, student age, and assessment methods, and are therefore difficult to compare.

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V. FINDING

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Some Students also join our group and they also feel peace and change their thought process in this duration . In this practice our faculties members are getting habit to get up early in the morning those who sleep up 6 o'clock they habit now get up 5 O' Clock and change their habits really this show that Yoga is best practice in the development inner power of the men and students . We find that lot of changing in the behaviour of teacher, Teaching styles also change ,they feel very happy and stress less in their daily life .Their talking way with students was very politely, they feel and understand the problems of the students . After Yoga every Faculty members feel stress-free .

Dronacharya P G College of education Rait Kangra generate Yoga Happy 6 AM club every day in the morning online mode duration (1Hrs.) . Every faculty member are join it relax himself in full day .Some faculty members are share they suffer from BP problem they feel relief from it .Some have habit getup late in the morning . they also improve their habits and getting up early in the morning . Really I found that yoga is best for best living and best status of the universe . Do yoga Stay Healthy Happy and peace .

VI. CONCLUSION

By reviewing a series of research, this paper sought to contribute to answering the question of the role of yoga in education. Interest in researching the possibilities of yoga as a therapy for various conditions and diseases, as a form of prevention and intervention in children with disabilities, and as part of the school curriculum is growing. Previous research confirms the effects of yoga on health condition, cognitive functions, emotions, and self-regulation. In schools that introduced yoga as part of the curriculum, there has been a reduction in stress, improved mood, increased attention and calm in some children, which are prerequisites for successful learning. Possible benefits have been demonstrated through the use of yoga exercises during breaks, during classes, and as a separate activity. Following the above, we can conclude that yoga could play a significant role in education by helping to achieve outcomes and encourage psychosocial development.

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