



A STUDY OF PERCEIVED IMPACT OF INTERNATIONAL YOGA DAY ON SCHOOL CURRICULUM

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Introduction

Ever since the United Nations declared 21st June as the International Yoga Day it has drawn worldwide attention and Yoga all of a sudden became an issue and debate of international deliberations. The celebration of IYD in India is now in Guinness Book of World Records in terms of its magnitude and scale of operations. There was also direction from different ministries especially AYUSH and HRD to practice yoga at different levels. School boards at state as well as national level have tried to introduce in their curriculum. Therefore it becomes very important to develop awareness about Yoga and its practice and its implementation across different Boards. Hence this study is a step forward in this direction.

Yoga is a science of right living and it works when integrated in our daily life. It works on all aspects of the person: the physical, mental, emotional, psychic and spiritual. The word yoga means ‘unity’ or ‘oneness’ and is derived from the Sanskrit word ‘yuj’ which means ‘to join’. There are too many misconceptions clouding the science of Yoga. People perceive it to be some kind of black or white magic, sorcery, physical or mental debauchery through which miraculous feats can be performed. For some it is an extremely dangerous practice which should be limited to only those who have renounced the world. Few others think it to be a kind of mental and physical acrobaticism that is compatible only to a Hindu mind. The human mind is subject to certain weaknesses which are universal. avidya-wrong notions of the external world, asmita-wrong notions of oneself, raga-longing and attachment for sensory objects and affections, dweshad is like and hatred for objects and persons, and abinivesha or the love of life are the five defects of the mind that must be removed. Yoga, the

constant meditation and introspection eradicate these mental flaws. Background information on understanding Yoga better, dated as far back as 1000 years ago.

Introduction of Yoga in Schools

Yoga has been an integral part of the subject “Health and Physical Education”, which is a compulsory subject up to the secondary school stage. The NCF-2005 adopted a holistic definition of health, in which yoga is an integral part. Both yoga and physical education contribute to the physical development of the child and also to the psychosocial and mental development. Thus, Yoga practice contributes to the overall development of the child. Studies have shown that yoga contributes to flexibility and muscular fitness. Also it can help correct the postural defects among school children. Yoga helps in coping up with the concerns related to the process of growing up. It counters stress and strains. Also it helps in reducing the stress. Both yoga and physical education are seen as routes for achieving overall development of children. Due to the reasons mentioned above, both yoga and physical education have to be given due importance in the school education. They can contribute to the quality of school education in general and to health and physical development in particular. This Yoga scheme, therefore, focuses on preparing trained teachers for yoga education and training in Indian schools. The teachers training programme on Yoga conducted under this scheme need to be based on the stipulations made in the National Curriculum Framework (NCF) -2005 and the syllabi of Health and Physical Education prepared by NCERT for various classes of school education. Let’s discuss the summary of the stipulations made in the National Curriculum Framework-2005 prepared by NCERT and the Position Paper on Health and Physical Education:

1. The precondition for all development is healthy physical growth of all children. This requires that the basic needs in terms of adequate nutrition, physical exercise and other psycho-social needs are addressed.
2. Participation of all children in free play, informal and formal games, yoga and sports activities is essential for their physical and psycho-social development.
3. The range of abilities as a result of games, sports and yoga will improve stamina, fine and gross motor skills and dexterities, self-awareness and control, and coordination in team games.

4. Simple adaptation of playgrounds, equipment and rules can make activities and games accessible to all children in the school. Children can achieve high levels of excellence in sports, athletics, gymnastics, yoga and performing arts such as dance.
5. When the emphasis shifts from enjoyment to achievement, such training can make demands of discipline and practice that can create stress at this stage. Whereas all students must be involved in health and physical education activities, those who choose to excel in games and sports need to be provided adequate opportunities.
6. This curricular area adopts a holistic definition of health within which physical education and yoga contribute to the physical, social, emotional and mental development of a child.
7. The entire group (Health and Physical Education and yoga) must be taken together as a comprehensive health and physical education curriculum, replacing the fragmentary approach current in schools today. As a core part of the curriculum, time allocated for games and for yoga must not be reduced, or taken away under any circumstances.
8. Recognizing this subject as a core subject, Health and Physical Education must continue to be a compulsory subject from the primary to the secondary stages and as an optional subject at higher secondary stage. However, it needs to be given equal status with other subjects, a status that is not being given at present. In order to transact the curriculum effectively, it is essential to ensure that the minimum essential physical space and equipment are available in every school.
9. Teacher preparation for this area needs well planned and concerted efforts. This subject area consisting of health education, physical education and yoga must be suitably integrated into the elementary and secondary preservice teacher education courses.
10. The potential of the existing physical education training institutes should be reviewed and utilized adequately. Similarly, their appropriate syllabi and teacher training for transaction of yoga in schools need to be reviewed and reformulated.
11. Yoga could be introduced from the primary level onwards in informal ways, but formal introduction of yogic exercises should begin only from class sixth onwards. All interventions including even health and hygiene education must rely on the practical and experiential dimensions of children's lives.

Objectives of the Research

1. To study the levels of awareness of teachers & parents about yoga
2. To study the opinion of parents and teachers about the impact of yoga on the achievement of students.
3. To study the place of yoga in school curriculum of different Boards after the declaration of international yoga day by UNO.
4. To find out the impact of international yoga day on school curriculum.

Methods

The research is descriptive survey in nature. Questionnaire to know the awareness of teachers & parents about yoga and its impact on the academic achievement of a child is being used.

Sample consists of 100 secondary school teachers of SSC Board schools and CBSE Schools situated in Navi Mumbai through Sstratified random technique. Attitude of secondary school teachers' towards participation and educational administration in Yoga Day is analysed.

The curriculum of CBSE & SSC Board and the time table for curricular & co curricular activities of the school is also analyzed and compared.t-test was used to find the difference in the mean between the groups within the variables.

Major findings

A majority of parents more than 90% are aware of yoga.Level of awareness is better in case of parents of State Board School students than Central Board school students.International yoga day did not influence much impact on the school time table.Teachers of state Board school are more interested in including yoga subject in curriculum than teachers of central Board school.Parents of state Board and Central Board school students showed more awareness level than teachers of the same Board.

Recommendations

It is found from parents' opinion that very few students join yoga classes and very few schools have yoga trainer. Hence it is recommended that parents should send their children to yoga classes. It is also recommended that school should invite yoga trainer to teach the basics of yoga. There should be a yoga period in the time table. Policy makers should include yoga as a subject in the curriculum.

Conclusion

The study revealed that parents and teachers of state Board schools awareness level about yoga are more than central Board school. Teachers of CBSE School are very reluctant to write something. They have the opinion that they are already overloaded with the workload. So yoga should not be introduced in the of school rather it should beteachers training Colleges.Though international yoga day did not bring significant changes in the school curriculum, it creates a mass awareness and awakening among parents, teachers and students. Yoga should be a way of life

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