



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2018; 3(2): 1002-1004

© 2020 Yoga

www.theyogicjournal.com

Received: 12-05-2018

Accepted: 27-06-2018

Ranjna Devi

Research Scholar, Department of Education, University of Rajasthan, Jaipur, Rajasthan, India

Mudit Rathore

(Research Supervisor), faculty of Education University of Rajasthan, Jaipur, Rajasthan, India

Effect of pranayama and focused meditation in enhancing the student's concentration level

Ranjna Devi and Mudit Rathore

Abstract

With advancement in educational technology and other supporting methods in order to achieve the educational objectives, leads to negative effects on students behavior with many health problems like anxiety, depression along with sleeping disorders. In order to reduce these problems among students, we have introduced the concept of focused meditation along with anulom-vilom in class room for minimum 10 minutes prior to start of subjective study. After three month of intervention, it is found that students are more confident, learning process improved along with overall change in student's personality.

Keywords: Yoga, educational achievement, mindfulness, stress management

1. Introduction

The modern educational system failing to achieve the objectives of overall development of student's personality. According to secondary education commission (1952-53) the aim of secondary education was to bring all round development among the learners i.e. to promote social virtues, intellectual developments and practical skills of students. As well as to inculcates the qualities essential for living harmoniously and efficiently with one's fellowmen. On later stages there are certain changes in the aim of secondary education system in India like development of manpower for different levels of the economy leading to self-reliance, inculcate democratic values, rights and duties in a democratic set up among the students. Another objective was to inculcate scientific temper and independence of mind. Also there was aim to develop physical health among the students. After 75 years of independence, the question is that either we achieved all the objectives of secondary education or not? After studying the student's behavior closely it is found that we failed to achieve the objective in modern education system. it is found that students indulge in disruptive talking, interfering with teaching activities, harassing classmates, rudeness to teachers. Many research finding have shown that student's misbehavior not only increased with time but also lowered the academic achievements. Also with time increase in students stress level leads to depression, hatred, violating the implicit norms or expectation. To minimize these adverse effects there is immediate need to identify the parameters which are leading to negative effects on student's life. In our study it is found that the various training program for academicians, teachers for improving skills of educational planning and administrations are not effective. There is no dissemination of information in the field of innovation in educational planning and administration. Indian states still struggling to enroll all students in primary or secondary education system, also not able to provide the basic facilities in schools and for private schools main objective to make the profits without providing any support to teachers and students. The information-oriented education cannot make students perfect in overall development of personality. So it's the need of time to integrate the yogic techniques in existing educational system for all round development of students. the yogic techniques influences the different personality parameters like cognitive, emotional, moral and spiritual as well as increase the concentration level minimizes depression and inculcate confidence among the students.

2. Statement of the Study

Effect of yoga practices on Educational Achievements for secondary level students

Corresponding Author:

Ranjna Devi

Research Scholar, Department of Education, University of Rajasthan, Jaipur, Rajasthan, India

3. Objective of study

The main objective of this study is to review current research and will be to find out the “Effect of yoga practices on Educational Achievements for secondary level students” [3].

The objective of study will be therefore

1. To find out whether Yoga practices would increase the concentration level among students.
2. To find out both Yoga practices will help in increasing the retention and memory power among the students.
3. To find out either Yoga practices will increase problem solving skill (insight) among students.

4. Yogic techniques used in research

There are various yogic techniques which are useful for mental as well as physical development of the students, but we applied only two specific techniques which is related to our area of research. The two specific techniques of yoga which we will take under consideration are:

1. Anulom-Vilom
2. Focused meditation

4.1. Anulom-Vilom

Anulom Vilom is a form of Pranayama or breathing exercise which means extension of breath means prana. “it regulates our breathing system. In increases the supply of oxygen to the brain. Due to this our brain functions in a better way and reduces anxiety and anger. Pranayam calms the mind and helps in concentration of mind” [1]. Anuloma Vilom involves inhaling through nostrils and exhaling each breath alternately between the left and right nostrils [5]. Anuloma is opposite to Viloma. Pranayama is the regulation of breath or control of prana which is the stoppage of inhalation and exhalation the Sanskrit word prana means cosmic energy. It is life, Ayama means the control of the prana. So pranayama is the control of energy by concentration and by regulating the breathing. The science of pranayama teaches us how to reduce the respiratory and heart rate, while increasing the oxygen drawn by body while decreasing the outflow of breath [1].

4.1.1. Steps of Anulom-Vilom pranayama

Starting position: sit in the position of Ardh Padmasana or in any comfortable meditative posture and rest your hands on your knees.

1. Using right thumb close the right nostril. Inhale slowly through the left nostril. Inhale as much as you can, this process fill your lungs with air.
2. Remove thumb from right nostril. While you remove thumb from right nostril exhale in normal way.
3. When you exhale use your middle finger to close left nostril then inhale with your right nostril and remove thumb from the right nostril then exhale. Repeat this process for 5 to 10 minutes.
4. During this process concentrate on your breathing.

4.1.2. Benefits of Anulom Vilom Pranayama

1. It calms down the mind.
2. It helps to improve concentration.
3. It provides oxygenated blood to the body.
4. It reduces anxiety.

5. Focused meditation

Meditation is the yogic practice; this makes the body mind relaxed. “It helps in improving concentration and induces peace in mind. Meditation involves in focusing on a single

point. Which could be breath, a mantra? a word or an object? In the beginning focusing of mind is difficult. therefore beginner start meditating or a short duration only and later on can increase its duration” [1, 4].

5.1. Practices for focused meditation

Sit in comfortable posture place your hand on your knees. sit straight, close your eyes gently and breathe normally.

1. Concentrate on your inhalation and exhalation. During this process your mind will go here and there. Try to concentrate on your breath only. Give attention to your breath only.
2. Slowly open your eyes and remove the hands and relax.

5.2. Benefits of focused meditation

1. It gives deep relaxation.
2. It helps to reduce stress.
3. It helps in managing emotions.
4. It increases concentration

6. Method

In order to find the effect of pranyama on education achievements and to increase the concentration level. The study is done on secondary level students. The age of subject ranged between 16-18 years. The sample consisted of 60 students divided in to two groups. They are divided into two groups. The first group 30 students from control group and 30 students from experimental group. The students from experimental group regularly participated in pranayama, anulom-vilom and focused meditation till three months and the control group not participated in such activities. The educational achievements are measured by problem solving skills of mathematical questions. The result showed that the students who participated in in yogic activities increased their problem solving skills in comparison to the students who have not participated in such activities. To compare the educational achievement among the control group and experimental group 't'-test was used to test the hypothesis. The level of significance for the 't'-test was set at 0.05.

7. Results

The comparative study of educational achievement of groups under observation are represented in the following tables

Table 1: Variation of educational accomplishment between groups under observation before the pranayama and focused meditation

Group	N	M	S.D.	T Value	p- value
Experimental Group	30	5.066667	2.450624	1.22973	0.224
Controlled Group	30	6.166667	1.771691		

Significance at 0.05 levels

In this study it was found that educational achievement are insignificant at 0.05 level of confidence as calculated value of 0.224 with 58 degree of freedom.

Table 2: Major difference in educational achievement between group under observations after the pranayama breathing exercise and meditation

Group	N	M	S.D.	T Value	p- value
Experimental Group	30	7.833333	7.722262	2.895259	0.005688
Controlled Group	30	3.521363	7.884584		

Significance at 0.05 level

Experimental group and control group in educational accomplishment was found to be significant at 0.05 level of

confidence as calculated value of 0.005688 with 58 degree of freedom.

8. Conclusion

In the present study, it is found that the concentration level of students have significantly improved after the three month of yoga session for ten minutes before subjective study in class room. On the basis of our finding we can include the following changes in class room teaching in secondary level schools.

1. The ten minute pranayaam and focused meditation session should be added in class room.
2. The pranayaam session must be conducted before teaching the subjective topic.
3. Teachers must be encouraged about promoting the yogic activities in class room.
4. The importance of yoga and yoga teachers must be disseminated in society.

9. References

1. NCERT. Yoga A health Way of living Upper Primary stage ISBN 978-93-5007-345-2 first edition, 2015.
2. Dr. Shiv Kumar. Effect of Pranayama on the Educational Achievement of under graduate students International Journal of education and science Research Review, 2014, 1(3).
3. Ranjna Devi. Effect of Yoga practices on educational achievement: a short summary of reviews International journal of Yogic, Human movement and Sports Sciences, 2018, 3(2).
4. Ayurvedayogashram. Benifits of Pranayam, breathing exercise, pranayam and yoga, 2016. <https://ayurvedayogashram.com>.
5. Pancham Sinh. Hatha Yoga Pradipika, Munshirm Manoharlal Pub. Pvt. Ltd; 5 edition, 1997. ISBN-13:978-8121505758.
6. Rachel CF, Sun Daniel, Shek TL. Student Classroom Misbehavior: An Exploratory Study Based on Teachers Perceptions, Volume, 2012. <https://doi.org/10.1100/2012/208907>.
7. Nabanita Bera. The integration of yoga in modern education: Why and how? International Journal of Yoga, Physiotherapy and Physical Education. 2017; 2(3):37-40.
8. Wolfenden MH, Pumfrey PD. Students Study Behaviour; A Review of Research" Educational Psychology in Practice, 2007, 1(3).
9. Mehta A. Save Your Cognitive Resources: Using Meditation as an Intervention for Smartphone Distractions. J Yoga Phys Ther. 2019; 9:299.
10. Breedvelt Josefien JF *et al.* The Effects of Meditation, Yoga, and Mindfulness on Depression, Anxiety, and Stress in Tertiary Education Students: A Meta-Analysis. Frontiers in psychiatry vol. 10 193. 24 Apr., 2019. doi:10.3389/fpsy.2019.00193.
11. Seppälä, Emma M *et al.* Promoting Mental Health and Psychological Thriving in University Students: A Randomized Controlled Trial of Three Well-Being Interventions. Frontiers in Psychiatry vol. 11 590. 15 Jul., 2020. doi:10.3389/fpsy.2020.00590