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To Study the Concept of Asana and Pranayam

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ABSTRACT

The capacity to remember past experiences is known as memory. Since memory and learning are intertwined, they should be examined jointly. Learning is the first step in the memory process. Strong memories require the steps of perception, restoration, retrieval, rehearsal, and output. Memory is the ability to store knowledge that has been learned. Verbal and visual material memory is a crucial area of explicit memory. The lifestyle of yoga is defined by harmony, balance, health, and happiness. Worldwide, yoga is gaining popularity in many regions. It provides comfort to the restless mind. It's a blessing for the ailing. Some people take it to enhance their creativity, IQ, and memory. Owing to its many benefits, it is finding its way into the classroom. Yoga brings balance to the physical, mental, psychic, and spiritual facets of an individual's being. The science of yoga is a potent wellspring of knowledge that gives practitioners radiant physical health, a calm mind, ongoing spiritual uplift, and the capacity for harmonious interpersonal relationships. Yoga breathing via a specific nostril improved scores related to spatial memory.

KEYWORD: Physical Health, Worldwide, Memories, Learning

INTRODUCTION

The reason yoga is the greatest discovery of all sciences is because it directly affects human life and has the ability to provide the best answer for any internal or external issue that arises in daily life.The unification of individual awareness (Atma) and global consciousness (God) is the general definition of yoga.

In essence, yoga is a spiritual discipline grounded in an extremely subtle science that seeks to create a state of balance between the mind and body. It is the science and art of leading a healthy life. The Sanskrit root "yuj," which meaning to merge or join, is where the word yoga originates. Yoga literature state that practicing yoga connects one's consciousness to the consciousness of the cosmos, signifying the perfect balance between the mind and body and between nature and man. Modern science holds that everything in the cosmos is an expression of the same sky's magnitude. In the yoga tradition, the realization of this unity of being is referred to as mukti, nirvana, or moksha, and the attainment of this state is termed yogi. Consequently, the ultimate aim of yoga is self-realization, or the eradication of all forms of suffering that lead to Kaivalya, the state of salvation. The primary goals of practicing yoga are health, harmony, and living freely in all aspects of life. Yoga is also the name given to an internal science that includes a variety of techniques for realizing this unity and taking charge of one's own life. As yoga is considered the eternal cultural product of the Indus-Saraswati Valley civilization, which emerged around 2700 BC, it has demonstrated the ability to elevate humanity both physically and spiritually. The core principles of yoga practice are fundamental human ideals.

Yoga is an integrative subject that considers man as a whole and is a practical, comprehensive philosophy intended to induce profound states. Developing strategies and techniques for improved mental and emotional focus is the goal of yoga. Yoga benefits the physical, mental, emotional, psychic, and spiritual facets of the individual.

Undoubtedly, we live in a time of unprecedented information, knowledge, and technological advancements, especially in Western nations where the value of yogic education at all levels is widely acknowledged. The government of Gujarat has made yoga a required topic in the school curriculum. Since yoga is now regarded as a living science, it has already been widely acknowledged that it should be taught in textbooks and in classrooms.

Yoga is a Sanskrit term that meaning "to join," and its root, yuj, signifies "unity" or "oneness." The practice of pranayama is crucial to the study of yoga. In the words of "Patanjaili" Pranayama is in the fourth stage and Pranayama is also a way to acquire “Samadhi" . "Hatha Yoga Pradipika" states that Pranayama is in a phase two. Joshi defines pranayama as the breathing technique used in yoga that causes "Prana" to become silent. These days, yoga has become more and more popular all over the world as a subject of many interests. According to recent research trends, it can be used as an applied science in a variety of sectors, including education, sports and physical education, health and family welfare, psychology, and medicine. It can also be used as a tool for productivity and performance.

2. RATIONALE OF STUDY

Although modern medical approaches are being used to cure the intellectual impairment, they have only a small amount of success. In comparison to some treatment given to such children *yogic therapy* has been found to be more beneficial, because the mode of action of many psychically active drugs is not fully clear. It is probable that this is because the role of neurotransmitter agents themselves in mental disorder is poorly understood. Mostly major and minor transquillisers, antidepressants and anticonvulsants are given to children during mental disorders. It has been observed that many of these drugs have wide actions and a considerable number of side effects, some bad and some very serious.

Certain yogic techniques, for example, specified asana, some of the shatkarmas- such as trataka, kapalbhati, etc., may be very useful for the development of mentally handicapped people, and have no side-effects. They act immediately, and are the most useful tranquillisers, which can be given very safely to each and every mentally retarded child. This may also become very useful for family members. However, parental training is necessary.

Yoga works on both body and mind, and thus helps to improve our overall condition. It works on a very deep level on our body that has a powerful impact on our system. All mental abilities and strength can be developed by Yogasanas. This can be verified through various psychological tests. In fact, students who practice asanas become sharp and secure good marks.

Asana is based on a sound knowledge of human anatomy and physiology. Placing the body in certain positions stimulate specific nerves, organs and glands. Children usually tend to have a short attention span and sometimes, frequent changes of mood, coupled with a high level of activity. The balancing postures are especially effective in promoting concentration and calmness, and in improving co-ordination.

The *Sirshasana* causes an increase in circulation to the brain, which stimulates the brain's nerve cells. This results in increased vitality and improved brain function (intelligence and memory).

As we know that children with intellectual impairment take longer to respond to what others says or to what happened around them. They cannot express needs and feelings clearly. They are not able to pay attention to a person or to an activity for long. They may remember only for a short time what they have been told or what has happened in the past.

As a therapy, asana has the following advantages—

- Easy to understand and simple to practice
- Economical i.e., requires no special equipment.
- Possible to teach individually and also in groups
- Easily adaptable to suit individual's needs
- Brings about the body-mind coordination in a natural way.

3. OBJECTIVE (S) /NEED OF THE STUDY

Following objectives will be used in this study.

1. To examine the concept of Asana and Pranayam.
2. To verify the significance of training related with Asana, Pranayam and combined for health of students.

REVIEW OF LITERATURE

Avinash et al. (2010) used three distinct integrated yoga courses to compare how well schoolchildren performed in fine motor skills. After stratifying by sex and age (girls = 243, boys = 403; juniors 9–12 years, seniors 13–17 years), Avinash et al. (2010) randomly assigned 604 pupils to three groups. For ten days, in a residential setting in South India, each of the three groups received instruction in particular yoga modules intended to increase their physical stamina (PS = 218), creativity (CR = 216), and analytical intelligence (IQ = 212). We evaluated fine motor skills on days 1 and 9 using the Minnesota Manual Dexterity Test. Manual dexterity significantly improved in all three groups (PS = 13.5%, CR = 14.4%, and IQ = 9.1%) (Paired t test, p = <0.001). There was no significant difference between PS and CR, although PS showed substantially more improvement than IQ, according to multiple comparisons (ANOVA and Tukey test). Compared to the senior group, the junior group's improvement was noticeably bigger.

In his evaluation of the impact of yoga on students' personality development, Venkatesh (2010) examined the effects of yoga poses on students' physical strength, mental acuity, emotional and behavioral characteristics, and cognitive capacities. This study used a non-equivalent control group design in a quasi-experimental framework. Participants in this study came from two coeducational schools in Bangalore, representing a range of socioeconomic backgrounds. Four hundred and three students participated in this study. Within each school, we randomly assigned two classes to the "Yoga" group and another two to the "control" group. The "yoga" group in both schools received yoga instruction from certified yoga instructors, while the "control" group continued with their regular coursework. For one academic year, the "Yoga" groups underwent yogic instruction for about 45 minutes per day, five days a week. We evaluated each

group's physical development at the start and end of the academic year using the grip strength and dexterity tests. We used the personality inventory, school and home inventories, GASC, anxiety test, and EQ test to assess each group's emotional and behavioral development. The letter recognition and structure of intellectual abilities test was used to evaluate the development of the primary mental functions and intellectual abilities. The study's design allows for the use of various methods of data analysis. The studies employed a multivariate model to mitigate type I errors. We determined that the most potent and comprehensive analytical framework to assess the study's results was to compare the posttest scores of the "Yoga" vs. "control" using multivariate analysis of covariance (MANCOVA) with the current scores as covariates, followed by gain score analysis (posttest-pretest, independent "t" test). Additionally, we performed paired t-tests to search for mean variations within groups. The present study's findings suggest that students' personality development—physical, mental, emotional, and intellectual—benefited from consistent application of the different strategies.

RESEARCH METHODOLOGY

(i) STUDY DESIGN
The researcher will use *single-subject research design* which is a particular type of Experimental Design.

(ii) POPULATION AND SAMPLE
All the students of secondary schools of East Singhbhum district of Jharkhand will constitute the population of the study.
The researcher will use Non-Probability *Purposive Sampling* to select the sample of the study. The sample size will be 30.

(iii) TOOLS AND MATERIALS TO BE USED
- The researcher will use the test “Long term Memory “developed by Smt. Meena Tiwari.

(iv) COLLECTION OF DATA
Pre-test and post-test will be used for collection of the data.

6. ANALYSIS OF DATA

The following presents an analysis and presentation of the impact of independent variables on each of the criteria variables.

MEMORY

Table 6.1 presents the analysis and mean and standard deviation values for memory at three distinct test periods for the asana, pranayama, asana & pranayama, and control groups.

TABLE 6.1

The Mean and Standard Deviation on Memory of Pre Test, Progressive Test and Post Test of Secondary School Students

Groups		Pre Test	Progressive Test	Post Test
Asanas Group	Mean	5.26	6.20	7.51
	SD ±	0.92	1.15	1.10
Pranayama Group	Mean	5.21	6.35	7.66
	SD ±	0.84	1.22	0.88
Asanas andPranayama Group	Mean	5.11	6.75	8.31
	SD ±	0.86	1.01	0.74
Control group	Mean	5.16	5.20	5.41
	SD ±	0.94	1.00	0.50

The pre-test, progressive test, and post-test means and standard deviations for the subjects in the various memory groups are displayed in the above table.

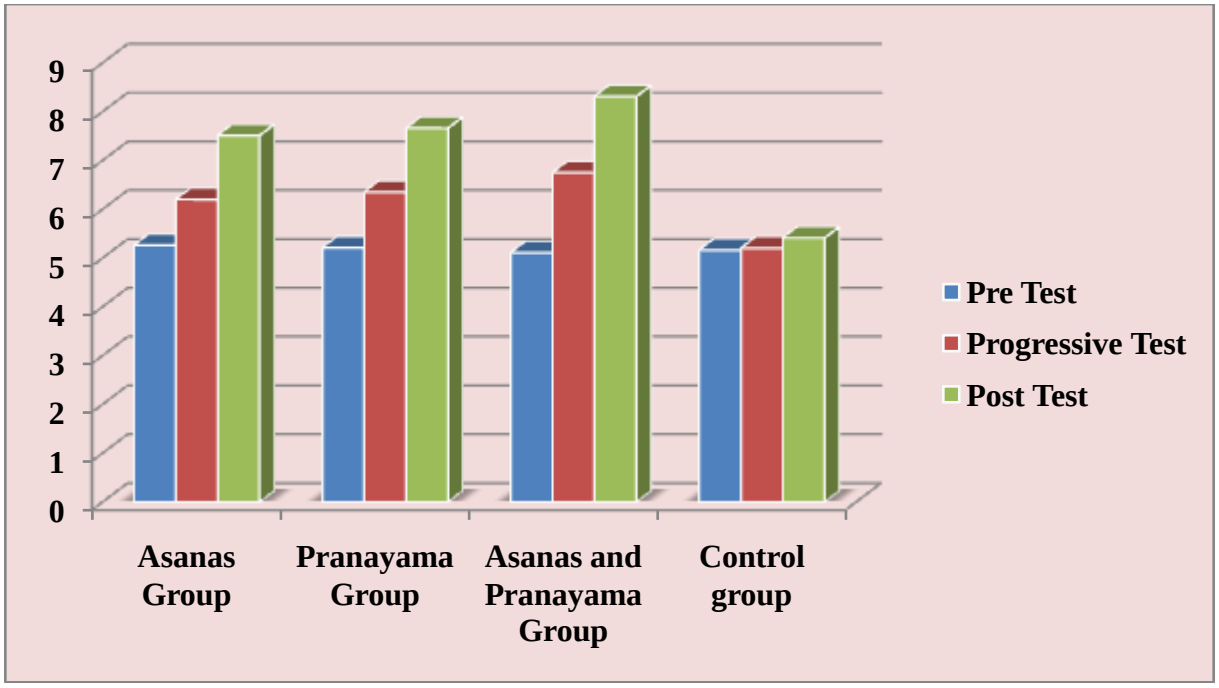

Figure 6.1 Shows A Graphic Representation Of The Experimental And Control Groups' Mean Scores For The Memory Pre-, Progressive-, And Post-Tests.

Table 6.2

Two-Factor Anova on Memory of Experimental andControl Groups among Secondary School Students

Source of Variance	Sum of Squares	df	Mean Squares	Obtained F-ratio
A factor (Groups)	73.18	3	24.39	26.41*
B factor (Test)	166.31	2	83.16	90.04*
AB factor (Interaction) (Groups and Test)	47.96	6	7.90	8.65*
Error I	210.56	24	0.93	

*Significant at 00.05 level
(The table values for df 3 & 24; 2 & 24 are 2.64 and 3.03, respectively, required for significance at the 0.05 level.)
The F-ratio for Factor A (Groups) is 26.41, which is higher than the table value of 2.64 with df 3 and 24 needed for significance at the 0.05 level of confidence, according to the above table. The study's findings show that the paired means of Factor A (Groups) on memory differ significantly from one another. The F-ratio for Factor B (Testing Periods) is 90.04, as indicated in the above table. This result is higher than the table value of 2.64 with df 3 and 24 needed for significance at the 0.05 level of confidence. The study's findings showed that the paired means of Factor B (Testing Periods) on memory differ significantly from one another.

The interaction factor A x B (Group x Testing Periods) F-ratio value of 8.65 is obtained from the above Table and is greater than the table value of 3.03 with df 2 and 24 necessary for significance at 0.05 level of confidence. The study's findings indicate that the paired means of interaction factor A x B (Group x Testing times) on memory differ significantly from one another.

It is adequate to discuss the interaction effect alone because the interaction is typically the major emphasis. As a result, just the interaction effect is covered. The study's findings show that the interaction effect on memory [between rows (Group) and columns (Testing Periods)] varied significantly.

TABLE 6.3

THE SIMPLE EFFECT TEST SCORES OF GROUPS (ROWS) AND TESTING PERIODS (COLUMNS) ON MEMORY

Source of Variance	Sum of Squares	df	Mean Squares	Obtained F-ratio
Testing periods within Asana Group	51.03	2	25.51	28.63*
Testing periods within Pranayama Group	60.10	2	30.05	33.54*
Testing periods within Asana & Pranayama Group	102.43	2	51.21	56.46*
Testing periods within Control Group	0.70	2	0.35	0.37
Groups within Pre Test	0.25	3	0.08	0.09
Groups within Progressive Test	26.05	3	8.68	9.40*
Groups within Post Test	94.83	3	31.61	34.23*
Error	210.55	27	0.92	

*Significant at 0.05 level of confidence

(The table values with df 2 and 27 and 3 and 27 that are needed for significance at the 0.05 level are 3.03 and 2.64, respectively.)

The F-ratio values for the testing periods within the Asana group, the Pranayama group, and the Asana & Pranayama group are shown in the above table as 28.63, 33.54, and 56.46, respectively. These values are higher than the table value of 3.03 with df 2 and 27 required for significance at the 0.05 level of confidence. The study's findings show that there was a substantial variation in memory across the matched means of the testing periods within the experimental groups. At the 0.05 level of confidence, the F-ratio values obtained for the testing periods with the control group are 0.37 less than the table value of 3.03 with df 2 and 27 necessary for significance. The study's findings show that there was no discernible difference in the paired means of the memory testing times within the control group.

According to the above table, the F-ratio values for the groups in the progressive test and the post-test groups are, respectively, 9.40 and 34.23, which are higher than the 2.64 table value with df 3 and 27 needed for significance at the 0.05 level of confidence. The study's findings show a significant difference between the paired means of the groups taking the progressive test and the groups taking the memory post-test. For the pre-test groups, the obtained F-ratio value was 0.09, which was less than the 2.64 table value with df 3 and 27 needed for significance at the 0.05 level of confidence. The study's findings show that there was no discernible difference between the paired means of the groups in the memory pre-test.

CONCLUSION

Yoga is an integrative subject that considers man as a whole and is a practical, comprehensive philosophy intended to induce profound states. Developing strategies and techniques for improved mental and emotional focus is the goal of yoga. Yoga benefits the physical, mental, emotional, psychic, and spiritual facets of the individual.

These days, yoga has become more and more popular all over the world as a subject of many interests. According to recent research trends, it can be used as an applied science in a variety of sectors, including education, sports and physical education, health and family welfare, psychology, and medicine. It can also be used as a tool for productivity and performance. Studies on the benefits of yoga have shown that the asanas, pranayamas, and kriyas are the most effective and beneficial because they not only help to develop all of the body's muscles and strengthen every organ, but also to control blood circulation, cleanse the lungs, stimulate the mind, and ultimately result in a child's personality developing harmoniously. Pro athletes and world champions from numerous nations practice various forms of yoga as a way of conditioning or relaxation.

The process of bringing fresh, inventive concepts to life is called creativity. The capacity to observe the world in novel ways, to identify hidden patterns, to draw connections between seemingly unconnected events, and to come up with solutions are traits of creativity. Thinking and then producing are the two processes that go into creativity. You are imaginative but not creative if you have ideas but don't follow through on them.

Building a solid knowledge base, picking up a skill, and developing a thought process are the first steps toward becoming creative. By utilizing your imagination, questioning presumptions, experimenting, and synthesizing information, you can develop your creative skills. Acquiring creativity is similar to learning a sport. To build the proper muscles, one needs to practice and be in a nurturing environment.

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