

Awareness of Secondary Student-teachers Towards Yog Education**Dr. Sheetal N Rawat***Asst. Professor, Shikshan Mahavidyalaya, Gujarat Vidyapith, Ahmadabad, (Gujarat) India***Abstract**

Yog is a valuable feature of Indian tradition. Yogshastra is an invaluable gift given by India to the world. By the medium of Yog, millions of people of the world have become competent to obtain physical, mental, social and spiritual health. In present time many problems have raised among children. They are seen to be the victim of idleness, anger, fear and many other such tendencies. Its effect is visible on their health. In Gujarat during the school medical check-up program, serious diseases like cancer, T.B., heart diseases, kidney and lungs related disease are noticed. Bad habits, lack of individual and environmental cleanliness as well as pollution of air-water -food have bad effects upon the health of the young children. Yog has been introduced in the school as a subject so that the health of our children can be maintained and their overall development can be possible. Yog has also been introduced in secondary teacher education colleges. If the future teachers will be aware of the Yog education then they will be able to impart it in a good manner. So that students will be able to have healthy body and sound mind. By that their concentration and interest in study can be increased as well as their memory power can be developed. If this service can be provided by the medium of education than fragrance will be added to gold. The need arises to undertake the present study to know that how much aware are the secondary student teachers of Yog education. The present paper therefore focus upon the awareness of Yog education among student teachers of teacher education colleges who will be the future teacher in schools. The attempt is made to know about the knowledge and importance of Yog education among student teachers and in a way to arrive certain necessary implications and suggestions for craving necessity of Yog in the field of education

Key Words: Awareness, Yog, Student teachers, Yog Education, Secondary School Level**Introduction:**

Yog is a valuable feature of Indian tradition. *Yogshastra* is an invaluable gift given by India to the world. By the medium of *Yog*, millions of people of the world have become competent to obtain physical, mental, social and spiritual health. *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 NCF 2005 adopted a holistic definition of health in which yoga is an integral part of it. Both yoga and physical education contribute to not merely the physical development of the child but have a positive impact on psychosocial and mental development as well. Yoga practice contributes to the overall development of the child and various studies have shown that it

contributes to flexibility and muscular fitness and also corrects postural defects among school children.

In modern time Yoga was seen as the science of possibilities, latent within oneself and helpful in dealing with crucial problems of human life. There is a good awareness among people in general. By the study of *Yog* they can live happy and prosperous life without any burden and stress through physical health, mental balance, maturity and the experience of spiritual happiness. However, up till now both yoga and physical education have not been given the due importance and neither has their contribution to the health and overall development of the child been adequately acknowledged. The constraints faced by yoga and physical education are related to a number of factors that affect the quality of school education in general and health and physical education in particular. This is the right time for making health and physical education to be considered as one of the important components of introduction of yoga in schools.

The term Yoga education has been referred to as the training and teaching process of Yoga, though it should also be seen as the application of Yoga techniques to bestow better support to the education process. The target of both the disciplines is the same and that is enhancement of socially useful potentials of human personality. To achieve this target, the system of Yoga lays foundation stones whereupon the education system may flourish in all areas. Modern educationists are taking interest in improving the quality of education with the help of the Yoga system. Therefore it is a

high time to think seriously on inclusion of Yoga and Yogic values in education system. Therefore *Yog* education has given place in the curriculum of primary schools, secondary schools as well as in teacher education colleges. One of the objectives of *Shikshan Mahavidyalaya* IASE is to develop proficiency by providing the training to the teacher and student teachers about the needy subject. Hence by knowing the awareness towards *Yog* education of student teachers, if necessary in order to make them more aware towards theoretically and practically, by training class of *Yog* education one wants to provide training also.

The present paper therefore focuses upon the awareness of *Yog* education among student teachers of teacher education colleges who will be the future teacher in schools. The attempt is made to know about the knowledge and importance of *Yog* education among student teachers and in a way to arrive certain necessary implications and suggestions for craving necessity of *Yog* in the field of education. In order to make this subject as a subject at par with other subjects of school education, this study can help in advocating the area of health to be treated not merely an instructive area but also having strong experiential learning component. The research therefore focuses on bringing awareness among teachers in yoga focusing on the comprehensiveness of the area of health.

Objectives:

1. To study *Yog* awareness of *Yog* education of secondary student teachers
2. To assess the level of awareness of *Yog* education of secondary student teachers

3. To study the effect of some variables such as residential area of student teachers, sex, educational stream, educational qualification , age of student teachers and *Yog* training

Hypotheses:

1. There is no significant difference between the mean scores obtained by secondary student teachers from rural area and urban area on *Yog* education awareness test.
2. There is no significant difference between the mean scores obtained by male secondary student teachers and female secondary student teachers on *Yog* education awareness test.
3. There is no significant difference between the mean scores obtained by secondary student teachers from science stream and general stream on *Yog* education awareness test...
4. There is no significant difference between the mean scores obtained by secondary student teachers above 25 years of age and below 25 years of age on *Yog* education awareness test...
5. There is no significant difference between the mean scores obtained by secondary student teachers having graduation and post graduation degree on *Yog* education awareness test...
6. There is no significant difference between the mean scores obtained by secondary student teachers with *Yog* training and without *Yog* training on *Yog* education awareness test.

Population and Sample:

The population of the present study consists of the student teachers studying during the

year 2013-14 of secondary teachers training colleges of 2 CTE belonging to *Shikshan Mahavidyalaya*, IASE. Total 6 colleges from 2 CTEs by stratified random sampling methods were selected from all the secondary teachers training colleges belonging to *Shikshan Mahavidyalaya* IASE, from those student teachers were selected by cluster method. Thus total 403 secondary student teachers were selected as a sample of the study.

Research Method:

The survey method was used in the present study, as the data was to be collected in big proportion and the existing condition was to be estimated by study of *Yog* education awareness in context to certain variables.

Research Tool:

The objective of the present study was to check *Yog* education awareness of secondary school teachers. Keeping in view this objective, *Yog* awareness test constructed by Dave Rajesh (2013) was used as a tool. *Yog* education awareness test was constructed of 50 marks on the basis of the curriculum of *Yog* education running in secondary teacher training colleges and on the basis of various theoretical as well as practical aspects of *Yog* education. The items constructed were of MCQ type after constructing 80 items, pilot testing was done and finally a test of 50 items was used after giving it the final form on the basis of the necessary changes suggested by the experts in the field of research and the subject of *Yog* education.

Procedure of Data Collection:

Data was collected from the secondary student teachers by taking advance approval of the principals of the secondary teachers

training colleges. After getting the approval the test was taken with explanation of the objective of the study, method of responding by illustration of rules. When the time limit was over the test was given back and thus data was collected.

Analysis & Interpretation of Data:

The data collected from the student teachers selected in the sample by *Yog* education awareness test was checked. 1 mark for one correct response *Yog* education awareness

quotient was collected according to the marking system and the level of awareness was decided. Descriptive statistical technique was used and "t test" as well as "F test" were used for the assessment of the hypotheses. The results were presented by graphs wherever needed. The hypotheses were tested by analyzing the data with the calculation of "t test" to know the *Yog* education awareness of student teachers. The details of it are given below.

Table 1: Hypotheses Testing

Hypotheses (Variables)	't' value	Significance level	Accepted or Not Accepted
H ₀₁ (rural and urban areas)	2.62	0.01	Not accepted
H ₀₂ (Age)	2.25	0.05	Not accepted
H ₀₃ (type of college)	6.69	0.01	Not accepted
H ₀₄ (Educational Qualification)	1.55	NS	Accepted
H ₀₅ (Educational stream)	0.116	NS	Accepted
H ₀₆ (Training of <i>Yog</i>)	2.44	0.05	Not accepted

The above table shows that in H₀₁ the obtained t value of mean score difference of urban and rural area's student teachers on *Yog* education awareness test was 2.62 which was significant at 0.01 level and therefore it can be said that there is significant difference between the students teachers from rural and urban area in their *Yog* awareness. In H₀₂ the obtained t value of mean score difference of student teachers of above and below 25 years of age on *Yog* education awareness test was 2.25 which was significant at 0.05 level and therefore it can be said that there is significant difference between the students teachers of above and below 25 years of age in their *Yog*

awareness. In H₀₃ the obtained t value of mean score difference of student teachers from grant in aid and self finance college on *Yog* education awareness test was 6.69 which was significant at 0.01 level and therefore it can be said that there is significant difference between the students teachers from grant in aid and self finance college in their *Yog* awareness. In H₀₄ and H₀₅ the obtained t-value of mean score difference of graduate and post graduate student teachers and the student teachers from science stream and general stream on *Yog* education awareness test were 1.55 and 0.116 respectively, which were not significant. Therefore it can be said that there is no significant difference between

graduate and post graduate student teachers and the student teachers from science stream and general stream in their *Yog* awareness. While in H_{06} the obtained 't-value' of mean score difference between the trained and untrained student teachers in *Yog* education training on *Yog* education awareness test was 2.44 which was not significant at 0.05 level and therefore it can be said that there is significant difference between the trained and untrained student teachers in *Yog* education training in their *Yog* awareness.

Findings of the study:

1. Secondary student teachers have medium *Yog* education awareness.
2. The student teachers of rural residential area have very good awareness in compare to those of urban residential area.
3. According to age, those who have less than 25 years of age have more awareness.
4. Secondary student teachers of granted college have more awareness than those of the self-financed college.
5. Secondary student teachers having education qualification of graduation and

post graduation have equal awareness.

6. Secondary student teachers of arts, science and commerce stream have equal awareness.
7. Secondary student teachers having the training of *Yog* education have mere awareness.

Discussion:

The foremost conclusion of the present study indicated that the secondary student teachers were not much aware about the *Yog* education. It was found that their *yog* education awareness was medium and appropriate training is required to aware future teachers about the importance of *yog* education for the holistic development of our school children. Therefore it is necessary to conduct other such researches in the field of *Yog* education. Present study proved as the important footstep towards this direction. The result of this study suggests that systematic training of *Yog* education can be helpful to arise high level of awareness about *yog* education in student teachers. The findings of which can be useful to secondary student teachers and the executives of teacher education.

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