Introduction

Jawahar Navodaya Vidyalayas are residential schools set up by Ministry of HRD, Government of India to promote talent in the rural areas. The ministry has built up good infrastructure and human resource to impart education to these children’s.

The curriculum is developed holistically by laying attention to studies, art, sports and various other ingredients to make up the personality of the students. However, any set up requires continuous up-gradation, improvement and innovations.

Kaivalyadhama Yoga Institute which was established in the year 1924, is an institute aided by the Ministry of HRD, Government of India since the year 1949. It carries on work in the field of Scientific & Philosophico Literary Research, Training and Therapy in Yoga.
A novel proposal was put to the NVS to introduce Yoga in the Vidyalays in a systematic manner to educate the students as well as teachers in the subject. It was suggested that for three months the Yoga training would go on in the Vidyalay wherein both the teachers as well as the students would undergo the learning process. After three months the master trainers from the teachers would be identified, who would carry forward the practice.

The process has been completed for 300 schools in last FIFTEEN years. Through interactions with the Yoga teachers who were deputed and the coordinators who visited the schools we observed few points as follows:

1. The training programme by an large was very successful. The students & the teachers felt immense benefits.

2. Though the teachers participated, due to their hectic schedule their participation was limited.

3. Enlisting teachers as a resource person with their consent was not very easy, since they were apprehensive about additional responsibility.

4. Vidyalayss are Principal Centric. Almost in all the cases where the Principals attended the orientation camp at Kaivalyadhama Lonavla, they extended full support to the training in their schools. Where the principals did not attend the orientation, they showed lack of concern to an extent.

5. For the three months the training went on it benefited the teachers as well as the students through their practices. Even if the classes don’t continue, three months is a reasonable period to leave impression in the minds.

Suggestions:

1. Three days in a week at least for six months in a year the students should practice Yoga in the morning alternatively to sports.

2. During the exam time and study period the students should be specifically asked to practice Pranayama and Tratak.

3. Teachers inclined towards Yoga should be identified though KYAS and could be oriented in Yoga. These teachers would be willing to impart Yoga training to the students at least in the simplest form.
4. In the training programmes held at the centre of NVS, an MOU may be signed with Yoga institute/s to impart Yoga as part of the training. A module should be standardized for the same keeping in mind the nature of the JNV’s.

5. Kaivalyadhama is an institute aided by the Ministry of HRD and could be used by the NVS for organizing some training programmes of the NVS. This will give exposure to the teachers/principals/officers of NVS to a different environment. It may serve as a motivating factor for the individuals to introspect.

Subodh Tiwari
CEO
# Year wise Statement
Total Number of JNVs covered, teachers and students trained

*(Fifteen Years data)  
(2003-2004 TO 2018-2019)*

<table>
<thead>
<tr>
<th>YEAR</th>
<th>No. of JNV’s COVERED</th>
<th>No. of STUDENT’S Trained</th>
<th>No. of TEACHER’S Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>20</td>
<td>6,477</td>
<td>303</td>
</tr>
<tr>
<td>2004</td>
<td>20</td>
<td>8,238</td>
<td>450</td>
</tr>
<tr>
<td>2005</td>
<td>20</td>
<td>5,958</td>
<td>336</td>
</tr>
<tr>
<td>2006</td>
<td>20</td>
<td>8,062</td>
<td>345</td>
</tr>
<tr>
<td>2007</td>
<td>20</td>
<td>7,249</td>
<td>258</td>
</tr>
<tr>
<td>2008</td>
<td>20</td>
<td>7,860</td>
<td>288</td>
</tr>
<tr>
<td>2009</td>
<td>20</td>
<td>6,749</td>
<td>245</td>
</tr>
<tr>
<td>2010</td>
<td>20</td>
<td>6,218</td>
<td>375</td>
</tr>
<tr>
<td>2011</td>
<td>20</td>
<td>6,057</td>
<td>213</td>
</tr>
<tr>
<td>2012</td>
<td>20</td>
<td>7,002</td>
<td>155</td>
</tr>
<tr>
<td>2013</td>
<td>20</td>
<td>7,294</td>
<td>156</td>
</tr>
<tr>
<td>2014</td>
<td>20</td>
<td>6,584</td>
<td>156</td>
</tr>
<tr>
<td>2015</td>
<td>20</td>
<td>8,502</td>
<td>200</td>
</tr>
<tr>
<td>2016</td>
<td>20</td>
<td>7,466</td>
<td>161</td>
</tr>
<tr>
<td>2018</td>
<td>20</td>
<td>8,639</td>
<td>208</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>300</strong></td>
<td><strong>1,07,744</strong></td>
<td><strong>3,831</strong></td>
</tr>
</tbody>
</table>

1. During the year 2017-18 we could not conduct the Yoga Training Programme, because of non sanction of the scheme by the NVS Hq, Noida
2. This financial year also (i.e 2019-20) we could not conduct the Yoga Training Programme, because of non sanction of the scheme by the NVS Hq, Noida

Introduction

What is Yoga?

In the old scriptures Yoga is defined as control of the thoughts in the mind. The means and benefits, the path and the goal of this is the concern of yogic thought. The practical aspect of this is astanga yoga or the eight-fold path, which consists out of Yama (guidelines for social conduct), Niyama (advice for ones personal life), Asana (body postures), Pranayama (manipulation of breath), Pratyahara (focusing within), Dharana (concentration), Dhyana (concentrated-ness) and samadhi (absorption).

While acknowledging the interdependence of body and mind Yoga holds that the influence of the mind on the body is far more powerful than the influence of the body on the mind. Hence mental exercises form the bulk of the Yogic curriculum.

In the ancient tradition, Yoga being essentially a spiritual practice was aimed at attainment a state free from the worries and anxieties of the world, where the practitioner rests within his own self. (tada drashtuh svarupe'vasthanam; Patanjanli Yoga Sutra-s)

What is the need for a controlled mind in day-to-day modern life? There are infinite benefits in all situations, if our mind is under our control rather than we being under the control of the mind. Having control over our mind would mean that we can apply it to the subject of our choice for a chosen amount of time. What seems even more important in the modern hectic life is to withdraw our mind from a subject at our will. Many times stress is caused by the inability of the mind to drop an issue. Unnecessary the same thoughts are repeated over again, causing exhaustion and mental fatigue; our mind is not available for the task before us.

Another problem our mind creates for us is that while concentrating on one subject it gets distracted and drawn to a different subject. Thus leaving one job half thought through. Having our thoughts under control frees us of these problems.
Why Yoga?

It is well established that body and mind are interdependent. Therefore in Yoga exercises for both body and mind are prescribed, so that the two might develop themselves in a spirit of co-operation to such a psycho-physiological condition that they should cease to enslave the human soul. The old saying goes “sound mind in a sound body”.

Yoga is renowned to calm the mind. The asana-s that are part of the yogic curriculum can be helpful in therapeutic aspects.

Some benefits of Yoga that have been revealed by modern research:

Research on Fitness Factors

a) Muscular Fitness

School children require a good level of muscular fitness to sit or stand comfortably during teaching learning situation. Moreover, proper muscular fitness level is essential for maintaining a good posture so as to prevent postural defects in future life. However, a survey research on Kendriya Vidyalaya students reveals that about 40.3% students failed in muscular fitness test (Gharote & Ganguly, 1975). Further, different controlled experiments (Gharote, 1976; Gharote, Ganguly & Moorthy, 1976; Moorthy, 1982) indicate that Yoga intervention help the school children to improve muscular fitness.

b) Flexibility

Body flexibility depends upon the coordinated function of joints and muscles. Literature reveals that aging reduces flexibility, which in turn causes musculo-skeletal problems by disintegrating the functions’ of muscles and joints. Such a poor state of flexibility is seen among the urban school children. Our researches indicate that Yoga practices help for significant improvement in flexibility level (Moorthy, 1982; Govindaraju, Gannadeepam & Bera, 2003).

c) Cardiovascular I Cardiac Efficiency

Coordinated functional ability of heart and lungs signifies the cardiovascular efficiency. Many research reports in developed countries indicate that today’s school students are more inclined towards obesity which affects their overall cardiovascular functions. Here we can think of Yoga. The research literature revealed that regular practice of Yoga (both short term and long term) are helpful in improving cardiovascular functions of school students (Ganguly, 1981; Ganguly, 1989; Govindaraju, Gannadeepam & Bera, 2003; Mishra, Tripathi & Bera, 2003).
d) Body Composition I Body Fat I Body Density

Body composition is indicative of one’s organic functions. For example, excessive body fat indicates improper functioning of one’s heart and one becomes hypertensive generally. Kaivalyadhama Laboratory conducted ample of researches in this direction. The findings of our controlled study support that Yoga contributes to reduce excessive body fat not only among school students (Bera & Ganguly, 1990) but also in ‘obese patients (Bera, et al., 2003; Gharote, 1977) in increasing body density (Bera, Rajapurkar, Ganguly, 1993). A direct controlled study (Bera, 1993) reveals that Yoga training helps to keep the body composition of school students under control.

Physical Fitness & Health-related Fitness

A good level of physical fitness does not signify that the person is healthy. Therefore, AAHPERD (American Alliance of Health, Physical Education, Recreation and Dance) has developed the concept of “Health related Fitness.” Our researches on school children have revealed that Yoga practices help not only to improve overall physical fitness (Gharote, 1976a, 1976b, 1979, 1987), but also responsible for better level of health related fitness.

Research on Psychological Factors

a) Stress, Anxiety, Neuroticism & Hostility

Body and mind function together. Once physiological organs start improper function our body experiences stress, which in turn affects our psychological states. Thus, controlling physiological stress may be indicative of controlled psychological stress and vice-versa. One of our findings indicates that practice of Shavasana reduces physiological stress (Bera et al., 1998). However, psychological stress as experienced in terms of anxiety, neuroticism, emotional imbalance and hostility is also reduced significantly with the help of Yoga practices (Bhogal, 1997; Kocher & Pratap, 1971, 1972 & 1973). 9-month yoga programme has been found to be instrumental in enhancing human values (Bhogal, Oak, & Bera, 2002). Although these studies were conducted on college students, Yoga may be equally important for school students in tackling stress in academic situations.

b) Memory, Perception & Mental Fatigue

Memory and proper perception, without doubt, help for better learning. Some times appearance of mental fatigue, the state of perception and memory is disturbed which affects learning. It is important to note that regular practice of Yoga increases both memory (Kocher, 1976a) and perception (Sahu & Gharote, 1985) on one hand and delays mental fatigue (Kocher, 1976b) on the other. Thus, Yoga is really conducive for better learning.
c) Psychomotor Performance, Steadiness, Hand Coordination

For school students, high level of psychomotor performance is essential mostly while writing notes or during interaction in classroom situation. In fact, psychomotor performance depends upon one’s state of steadiness (mind and body) and coordination of body parts. This performance ability can be improved by practicing omkara recitation, pranadharana and nadanusandhana, which are known as higher yoga practices (Kocher & Pratap, 1972; Pratap, 1968; Sahu & Bhole, 1983a & 1983b).

Research on Physiological Factors

a) Motor Functions, Aerobic Power, Work Capacity & Oxygen Consumption

Healthy body is the temple of healthy mind and spirit - it is generally believed. Healthy body signifies systematic and coordinated functions of all internal organs indicating better motor functions, aerobic power and physical work capacity. Controlled experiments on school students revealed that long term practice of yoga influences one’s motor functions (Bera, Jolly, Ganguly, Gharote, 1999) along with aerobic power (Bera, 1993), oxygen consumption and work capacity (Bera', 2004; Govindarajulu, Murugesan, & Bera, 2002).

b) Vital Capacity & Lung Functions

Research literature in sports informs that higher state of vital capacity and lungs functioning are the indicative of top performance. Similarly, for common people, respiratory disorders can be prevented if one secures better level of vital capacity and lungs function. Moreover, as the functions of lungs and heart are interrelated, the abnormal function of lungs and low vital capacity would adversely affect the function of one's heart. This, in fact, indicates that coordinated functions of lungs and heart increase stability of body that in turn brings about stability or tranquility of mind and, therefore, helping for better learning. In case of yoga practice, similar mechanism might be working so that one can improve vital capacity (Bhole, Karambelkar, & Gharote, 1970) and lungs function (Gore & Gharote, 1981a, 1981b) along with psychophysical stability which seems to be conducive for better learning.

Research on Sports Skills & Performance

The research evidences, available so far, have created an impression that Yoga is useful for improving one's health and fitness and it can be used as an easy technique for controlling stress. However, its implication in the area of sports skill and performance is found significant (Lolage & Sera, 2003; Govindarajulu, Tiroumourougane, & Sera, 2003; Pargaonkar, Joglekar, Dhope, & Sera, 2001).
Research on Health in association with Biochemical Parameters

a) Cholesterol

Although HDL-Cholesterol is good for health, excessive level of LDL and VLDL cholesterol affects health not only for adults and old, but also for the children. Many recent studies on urban school population are in agreement that a significant percent of school students are obese who are prone to excessive level of LDL and VLDL. In this case yoga plays very important role in controlling the aforesaid cholesterol (Karambelkar et al., 1981; Moorthy, Ganguly, Gharote, & Karambelkar, 1978). This principle of Yoga may be of immense use for school children who are prone to obesity having excessive level of bad cholesterol.

b) Urinary Acidity & Blood Urea

Appearance of excessive acidity and blood urea in urine is the indicator of anxiety, tension, emotional instability and stress. Our investigation reveals that long-term yoga practices are helpful in improving urinary pH by reducing the level of urinary acidity and blood urea (Desai & Gharote, 1986a; Gore, 1976). Thus, in present competitive academic atmosphere, our students population suffer mostly from stress, anxiety, tension, which may increase acidity and urea in urine contents that may in turn affect the excretory organs like kidney, urinary bladder etc. Here yoga may be useful for better health of excretory organs.

c) Plasma fibrinogen, Plasma protein, Gamma globulins.

School children generally participate in games and sports under the curricular subject "Physical Education." Thus, possibility of sports injury cannot be ignored. If there is bleeding due to sports injury, plasma fibrinogen helps for better coagulation of blood and stops the oozing the blood for better quick recovery. Our research finding (Desai & Gharote, 1986b) is very significant which indicates Yoga practices improve fibrinogen level in plasma. Moreover, 3 weeks of Yoga practice also claims to improve plasma protein and gamma globulin (Desai & Gharote, 1986a). Thus, Yoga keeps the health of our blood (pure) which in fact keeps our body healthy.

Research on Learning & Academic Achievement

Above research based evidences support the efficacy of Yoga conducive for creating better teaching-learning atmosphere in schools in improving student's health and fitness.

However, direct controlled experiments conducted in our laboratory indicates usefulness of Yoga better learning ability (Bera, Kulkarni, Gore, Bhogal, & Oak)
and academic achievement (Ganguly, Sera, & Gharote, 2002) especially for school children.

**Objectives of the Scheme**

To design a strategy for successful implementation of Yoga in Jawahar Navoday Vidyalay’s in various states in India.

The aim of the training is not just to impart some education of Yoga to the teachers & students, but also try and imbibe related humane values, which will serve the two fold purpose:

1) The teachers will be made efficient to promote Yoga training in the students; and

2) Own health and fitness of teachers is maintained along with developing motivation and positive thinking so as to do their job more efficiently.

To impart Yoga training to the students in a systematized manner for their physiological & psychological health.

**Action Strategy**

1) An Expert Committee, as appointed by the Kaivalyadhama, has already framed a syllabus on Yoga suitable for both the teachers and students. In fact, the syllabus has been prepared based on the research conducted since past more than seven decades. It lays down what is to be taught & how is it to be taught.

2) It has been the past experience that one-month Yoga training could neither inspire many of the teachers to continue their own practices nor imparting Yoga in their schools in the long run. Moreover, the atmosphere in the schools (working place of teachers) is different from the place of receiving Yoga training (e.g., Kaivalyadhama). Since there is an imbalance in teaching-learning atmospheres in schools and Yoga institutions and as the duration of yoga training is limited for one month or like, it is therefore not as easy to implement Yoga successfully in schools. This time, the Yoga training is being proposed for a longer duration three months for all the teachers and students both, in the school environment, which will make it easier to a great extent to continue the activities of Yoga in the schools even after the training period concluded.
A question was nagging the young Sanskritist, Physical educationist and ardent student of Philosophy and Spiritualism, Jaganath Ganesh Gune (b. 30.8.1883), Swami Kuvalyananda. That was, “There is a world of difference between “ancient” and “archaic” in the sense that all that is archaic is ancient, but all that is ancient is not archaic. What is archaic carries with it the connotation of being somewhat obsolete also. Is yoga which is unquestionably very ancient archaic, too?

He said “I stand convinced that yogic physical culture is a science and that it is worth the best of our attention.”

The fledging outfit of 1924 has now become an institution with global dimensions, thanks to the determination with which Swami Kuvalyananda built it up with the active and able assistance and participation of his immediate disciples and colleagues. The basic tenet of and perspective of the institution was couched in the following terms:

The specific aim is to co-ordinate the ancient yoga with modern science “Divorced from each other Science and Spirituality do not seem to be of much avail. While spirituality without science often tends to become a mass of superstition, science without Spiritual aims as is being increasingly realized, threatens to lead mankind to total annihilation. A propagation of Yoga after due research in it goes a long way in bringing about a healthy rapprochement between sciences and spirituality thereby helping mankind to lead truly regenerative life”

The textual and traditional wisdom of Yoga is so full of
technical terms that its import is mostly lost because of lack of understanding of their exact meaning.

**The Philosophico – Literary research department (PLRD)** of Kaivalyadhama has been actively engaged in this pursuit and it has numerous publications to its credit. Textual research which will enhance the quality of research in the field of yoga as a whole is basic input of the PLRD.

Collection of the manuscripts pertaining to yoga and preparation of critically edited texts – like Brihadyogi Yajnyavalkya Smriti, Goraksha Shataka, Gheranda Samhita etc., goes a long way in opening up new vistas of research in allied department as well. Reconstruction of extinct texts – like Vasistha Samhita is daunting task. Likewise, preparation of the authentic source books like the Yogic Concordance, Yoga Kosha and encyclopedia of Yoga is job for expert academicians in the field. The PLRD has acquitted itself credibility in this stupendous task with its publications. Others are in the course of preparations.

A crucial part of the Kaivalyadhama which really placed it on the International map is the **Scientific Research Department (SRD)** which initially functioned with rudimentary instruments. After all the Raman effect was also the product of extraordinary research conducted by Sir C.V Raman with many rudimentary instruments that he had himself devised. Swami Kuvalyananda also followed the same path in the 1920's came up with astounding studies that at once
galvanized scientific research activities in the field of yoga, some thing until then not so much as thought of even. When told about the method of research adopted by him no less a person than J.C Bose is said to have remarked to Swami Kuvalyananda: “Well I cannot vouch for your result as yet, but I have no doubt that you are on the right track.”

The SRD has different sections like Biochemistry, Radiology, Psychology, Physiology and Physical Education all fully equipped with the latest instruments for attaining precision in the studies and experiment. The institute has permanent affiliation for its research with Pune University. It is also recognized as a research institute by Department of Scientific and Industrial Research, Government of India.

The dissemination of knowledge gained thus through academic and scientific studies was accorded equal priority by Swami Kuvalyananda. He was no votary of conserving knowledge through secrecy, on the other hand, he believed consolidated through dispersal and extension. The most important vehicle that he devised for this purpose was the internationally renowned journal Yoga – Mimamsa. Complimentary to this was publication of books, monograph, charts, booklets and the like.

As far back as in 50s Swami Kuvalyananda was invited by then Government of the United Provinces to train the few teachers for teaching yoga in schools. He responded to the invitation enthusiastically and conducted camps for the purpose of imparting the training, an activity he continued with great gusto. A more decisive way of institutionalizing the teaching of yoga was to start a regular college, an ambition realized in 1951 in the form of Gordhandas Seksaria College of Yoga & Cultural Synthesis in Lonavla. Both theoretical and practical training in yoga is provided here to the students who in turn impart training to multitudes outside within country and abroad. The college conducts various courses such as Diploma in Yoga Education a one year academic course, which is the only Teachers Training Course in Yoga recognized by the
National Council of Teachers Education, Government of India. The Certificate Course in Yoga is held in Jan and in May for a period of six weeks, a Advanced Yoga Teachers Course designed for Yoga teachers for deeper studies is held for a period of one month in the month of March every year. Three preparatory courses are also being introduced from 2011, they being on Yoga and Ayurveda, Traditional Texts in Yoga and Orientation course for Yoga Teachers for Spa's. The college also conducts various in-service training course for school teachers. It is responsible to execute various schemes of the Government of India such as Promotion of Yoga in Schools – NCERT Scheme, Promotion of Yoga in School health – Department of AYUSH, and specially designed training for Navoday Vidyalay wherein teachers are deputed to teach the students and the teachers in 20 schools every year. Special courses for international students, like Chinese, Korean and Japanese are also conducted by the college. The Diploma In Yoga is recognized by the National Council for Teachers Education, Government of India.

Right from beginning Swami Kuvalyananda organized the institution as spiritual center on one hand and a therapeutic center on the other. It may be recalled that in late 20’s Swamiji was invited by no less a person than Mahatma Gandhi to treat him for certain ailments and also to obtain instructions regarding his exercise and diet. In fact, Swamiji went to the Nandi Hills near Bangalore, Karnataka, and stayed with Gandhiji to give him treatment for quite a few days and then followed it up with regular correspondence. Prominent amongst Swamijis students were Pandit Motilal Nehru, Pandit Jawaharlal Nehru, Pandit Madan Mohan Malviya and many others.

For ages now the value of Yogic System in treatment, rehabilitation and prophylaxis of certain diseases has been well known and rightfully acknowledged.
With this in mind, **Rugna Seva Mandir**, a department devoted exclusively to the treatment of various diseases through Yoga, has been functioning at Kaivalyadhama. Since 1924, its year of inception. With the passage of time the number of patients seeking the advantages of Yogic therapy increased and the need was felt to establish a full-fledged Yogic Hospital to cater to them. This became possible due to the munificent donation by **Shri Amritlal Gupta**, who personally experienced the benefits of Yogic therapy. The **Shrimati Amolakdevi Tirathram Gupta Hospital and Health Care Centre** is a result of his magnanimous donation. This is the first ever hospital of its kind in India where Yogic treatment is given under complete medical supervision and results assessed on scientific lines with the help of a research laboratory.

Since Yoga helps balance the mind and body leading to better health, people began to understand that it was a means of preventing ailments. Thus, the increased awareness of the benefits of Yoga necessitated the conversion of the hospital into a full-fledged Health Care Center. The aim now is to provide people with an efficient system of Health Management through Yogic practices. To broaden the sphere of health and wellness, a nature cure centre was added in 1991 and a Ayurvedic Centre in the year 2007. The state of Maharashtra has permitted commuted leave to its employees to attend the workshops at the institute.

**The Kaivalyadhama Ashram** in Lonavla served as the nucleus for forming the Shriman Madhava Yoga Mandir Samiti under whose aegis the research departments of the institutions functions. This has so since 1944.

There are center else where too, like in Mumbai, Bhopal ,Rajkot, whose functioning is in tune with the overall functioning of the institutions of
Kaivalyadhama.

France and USA have their own Kaivalyadhama Centre. There are also other which are not directly under the guidance of the Kaivalyadhama, but nonetheless are affiliated to the institute, Yogi Yoga in China and Macau Yoga Association and Real Yoga in Singapore.

The working of the institute is guided by the Governing Body, which has Swami Maheshananda as the Chairman and Shri.O.P.Tiwari as the Secretary. An advisory body Chaired by Former judge of the Supreme Court, Justice Shri.B.N.Shrikrishna has experts from various fields which advises the Governing Body on important policy matters.

It is no exaggeration to say that Scientific Yoga in the single largest contribution of Swami Kuvalyananda and that Kaivalyadhama is embodiment of that pursuit.
**Module of Yoga Training in the Navodaya Vidyalaya (Yoga training for teachers)**

*Health, Fitness and Value Education*

<table>
<thead>
<tr>
<th>Class</th>
<th>1st Month</th>
<th>2nd Month</th>
<th>3rd Month</th>
</tr>
</thead>
</table>
| Yoga Practical (for Teachers) | **Beginning (1-2 Week)**
Kriya (Vamana Dhauti –3 times/ wk),
Ardha Halasana,
Niralambasana,
Ardha Shalabhasana,
Parvatasana,
Ushtrasana,
Vakrasana,
Yoga Mudra (in Vajrasana),
Simha Mudra,
Pada Hastasana,
Chakrasana,
Shavasana. | **1. Repeat content of 1st Month**
(for: 1st Week) | Teach Syllabus of Yoga for Students:                                                                 |
<p>|                            | <strong>Easy Course by Swami Kuvalayananda (3-4 Week)</strong>            | <strong>2. Short Course</strong> by Swami Kuvalayananda (2nd Week)                     | 1) 1st – 2nd Week (Vth –VIIth Syllabus)                                   |
|                            |                                                             | <strong>3. Full Course</strong> by Swami Kuvalayananda (3rd - 4th Week)                | 2) 3rd– 4th Week (VIIIth –Xth Syllabus)                                   |
|                            |                                                             | <strong>4. Crocodile Postures</strong>                                                 |                                                                           |</p>
<table>
<thead>
<tr>
<th>Yoga Theory (for Teachers)</th>
<th>1. Traditional Yoga</th>
<th>To be Continued (Detailed in progression).</th>
<th>To be Continued (Detailed in progression).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Yoga &amp; Spirituality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Yoga, health, &amp; fitness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Yoga, Value Education &amp; Cultural synthesis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Yoga, Upanishads &amp; Philosophy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Anatomic physiological basis of Yoga &amp; Yoga Therapy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Yoga Module for Students

*Health, Fitness and Value Education*

### A) For Standard V-VII:

<table>
<thead>
<tr>
<th>Class</th>
<th>1st Month</th>
<th>2nd Month</th>
<th>3rd Month</th>
</tr>
</thead>
</table>
| **Yoga Practical** (for students) | Swastikasana, Ardhashalabhasana, Ardha Pavanmuktasana, Niralambasana, Bhujangasana, Dhanurasana, Vakrasana Ardhapadmasana, (Virasana), Parvatasana, Vajrasana, Yogamudra, Brahma Mudra, Chakrasana (sideward bending), Tadasana, Padahastasana, Vrikshasana, Shavasana | 1. **Repeat content of 1st Month** (for: 1st Week)  
2. **for 2nd – 4th Week add the followings:** Padmasana, Shalabhasana, Naukasana, Ardhamatsyendrasana Baddha Padmasana, Vrikshasana, Simple Breathing | 1. **Repeat content of 1st & 2nd Month**  
2. **for 1st Week**  
2. **for 2nd – 4th Week add the followings:** Paschimottana, Supta Vajrasana, Tolangulasana, Kukkutasana, Vakasana, Utkatasana, Uddiyana Ujjayi Pranayama |
| **Yoga Theory** (for students: 2 times in a week) | Moral Stories & Value Education | Good Habit formation (Yamas & Niyamas) | Duties & Responsibilities |
### B) For Standard VIII-X

<table>
<thead>
<tr>
<th>Class</th>
<th>1st Month</th>
<th>2nd Month</th>
<th>3rd Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yoga Practical (for students)</td>
<td>Pavanmukta sana, Ardha Halasana, Viparita Karanai, Shalabhasana, Bhujangasan, Dhanurasana, Paschimottana, Vakrasana, Parvatasana, Vajrasana, Supta Vajrasana, Yogamudra, Brahma Mudra, Chakrasana (sideward bending), Tadasana, Padahastasana, Vrikshasana, Shavasana, Uddiyana Kapalabhati Yamana Dhauti (3 days / week), Neti (3 days/ week) Ujjayi Anuloma Viloma</td>
<td>1. <strong>Repeat</strong> content of <strong>1st Month</strong> (for: <strong>1st Week</strong>)&lt;br&gt;2. <strong>for 2nd – 4th Week add the followings:</strong>&lt;br&gt;Halasana Sarvangasana Matsyasana Agnisara Kriya <strong>Bhastrika</strong></td>
<td>1. <strong>Repeat</strong> content of <strong>1st &amp; 2nd Month</strong> (for: <strong>1st Week</strong>)&lt;br&gt;2. <strong>for 2nd – 4th Week add the followings:</strong>&lt;br&gt;Mayurasana Nauli Kriya Crocodile Postures Sitali Bhramari</td>
</tr>
</tbody>
</table>
Courses of Yoga

(By Swami Kuvalayananda)

<table>
<thead>
<tr>
<th>Easy Course</th>
<th>Short Course</th>
<th>Full Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Paschimatana</td>
<td>7. Yoga Mudra or Uddiyana</td>
<td>7. Dhanurasana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Mayurasana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Shavasana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Uddiyana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Yoga Mudra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Nauli</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Kapalabhati</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16. Ujjayi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. Bhastrika</td>
</tr>
</tbody>
</table>

Step One: Orientation & Selection workshop for the Yoga Instructors

Orientation camp is conducted for the Yoga instructors from various Yoga institutes such as Kaivalyadhama, Bihar School of Yoga, Yoga Vidya Niketan, Vashi, Yoga Vidya Dham Nasikh and Yoga Centres at Various wherein they went through a orientation program and
at the same time were being evaluated by our team as to their ability to train, knowledge base and personality. They were given information on the structure of the JNV's and what was expected out of them.

At the end of each orientation programme 20 males and 20 females are selected. The selected Yoga Instructors are then allotted to various schools according to their ranking and choice.

**Step two : Orientation workshop for the Principals**

It is essential that the Principals of the schools also know about the training program and are receptive towards it. With this in mind a workshop is arranged for the Principals of the schools in which Yoga Training is to be commenced. In this the Principals were explained the idea behind the scheme. They experience Yoga Abhyas themselves and also theoretical understanding of Yoga through lectures and discussions. They are shown the research carried out on Yoga and its rationale.

One of the representatives from the NVS is also present during this orientation programme.

Once the principals participate in this
programme they have an idea about the proposed training. They also meet with the Yoga instructors who are to be deputed at their schools, thus making a rapport.

**Third Step : Yoga Training in the Select JNV :**

The Yoga instructor is asked to report to the respective JNV. The training started off in all the vidyalayas. The Yoga Module has been already provided by the institute. The timings are left to the discretion of the Principals.

Yoga Abhyas as well as Theoretical Part is given due importance. For the students the syllabus contained stories about value education.

Regular follow up was maintained with the Yoga Instructors as to their progress and if there was any difficulty. The instructors were supposed to send reports every month as to the progress of the training.
Follow up:

While the training is in progress it is essential to oversee its progress and make some changes, if need be. For this purpose two coordinators are designated this work. They visit each and every school, interact with the staff, students and the Yoga teachers. The coordinators submit their report to the institute.

Completion & Feedback:

It is always essential to get first hand information of any program so that proper strategy can be adopted to appraise the same. With this in mind a feedback session is arranged for all the Yoga Instructors, and representative from the NVS

The session consists of presentations by the Yoga teachers about their training, brain storming session with both the Yoga teachers and the authorities of JNV, then separate sessions with the Yoga instructors as well as the Principals/Teachers form JNV.
FEEDBACK ON THREE MONTH YOGA TRAINING PROGRAMME

This programme was a wonderful initiative taken by Navodaya Vidyalaya Samiti and Kavalayadham in order to make the students and staff members of Jawahar Navodya Vidyalaya, Car Nicobar physically fit, mentally alert, emotionally stable and socially well-adjusted. This pious initiative was materialized through the two Yoga Trainers Ms. Preeti and Mr. Pritam Nandi who trained all the students and staff in Yogic Activities and Pranayam for around three months.

The two teachers displayed the sense of duty and devotion to work by exhibiting their expertise in the concerned field. The impact of such a programme would definitely prove a milestone in the history of this vidyalaya contributing harmonious and all round development of the students and the staff members.

I wish them a bright future.

YOGESH KUMAR
TGT SOCIAL SCIENCE
JNV CAR NICOBAR
नामः - अंजली
कक्षाः - आठवीं 'ब'

मुख्य स्थल योगा करके बहुत अच्छा लगा।
योगा मैं उन्हें हमे बहुत अच्छे से सिखाया और अच्छे -अच्छे आसन बताये और हमे करके दिखाया।
उनके लाभ भी बताये औसी अगर किसी ओखल को हमेशा समस्या होते हैं।
तो उसके लिए आसन बताए जिससे वह समस्या कम हो सकती है और अच्छे से ही हो सकती है।
योगा करने से लम्बाई बढ़ने के लिए आसन बताए जैसे लाका आसन।
KAIVALYADHAMA SMYM SAMITI, LONAVLA- 410 403

OBSERVATION REPORT OF THE CO-ORDINATOR

Address of the JNV: Vattem, Nagarkurnool (Mahabubanagar) Dist, Telangana State

Name of the Principal: Shri K.V. Nagaraja Kumar Date of Visit: 13th Aug., 2018

Rate the following:

a) Feedback about the Yoga Training
   Poor _____ Fair _____ Good _____ Very Good _____ Excellent _____
   □

b) Interest amongst the teachers
   Poor _____ Fair _____ Good _____ Very Good _____ Excellent _____
   □

c) Interest amongst students
   Poor _____ Fair _____ Good _____ Very Good _____ Excellent _____
   □

d) Interest and support of the Principal,
   Poor _____ Fair _____ Good _____ Very Good _____ Excellent _____
   □

Do they have hall for Practice? No

If not where does Yoga classes take place: Open Ground

Do they have darl’s? No

Any other suggestion may be written on additional sheet

**Good Support and Encouragement from the Principal towards the Yoga Classes**

---

SECRETARY/सचिव

Kaivalyadhama S.M.Y.M. Samiti
महाकाली, मे. यू. म, समस्तिक
Swami Kuvalayananda Marg,
स्वामी कुवालयानंद मार्ग
Lonavia, India - 410 403.

(G N”Murthy)
मैं उम्मीद थीं कि योग की प्रैक्टिस करके बहुत खुश हूं। क्योंकि इसमें मुझे बहुत पसंद है।

मुझे योग से बहुत आत्मिक मिला। मैं योग की प्रैक्टिस लगभग दोहरी महीने ही कर पाईं। क्योंकि मुझे कलास्त में लाना लगा। लेकिन इस दौरे में मुझे योग की प्रैक्टिस बहुत मजा लगा।

इससे मेरा मानसिक स्वास्थ्य, आत्मिक स्वास्थ्य और शारीरिक स्वास्थ्य दोनों हुआ।

योग करने से मेरा concentration भी बढ़ा।

Mudrālike position में मुझे बहुत आश्वासन होता है। आसन और सूत्रों का नमस्कार से जारी में कुछ आती है। मैं अब हमेशा योग करना चाहती हूं। ताकि करना मुझे बहुत मजा लगता है। इससे नेत्रों में सुखद भी हो रहा है। आपके योग के आने के बाद भी मैं इसी तरह Daily Yoga करती रहूंगी।

Thank you
Miss Shilpa Mam

Kamal Sir

by- Sonam Singh
XI Science
JAWAHAR NAVODAYA VIDYALAYA KOLAR KARNATAKA

Yoga training for staff, teachers & their respective families.

This is to certify that, the Yoga Training was conducted for three months in our vidyalaya by Mr. Virendra Kumar Sharma & Miss. Chandraprabha R Shinde.

The Yoga teachers gave a very good training of various Asanas, Pranayamas, Meditation, Vaman, Rubber neti, Jalneti, to us with keen interest. We staff members and their families participated and learnt Yoga Asanas enthusiastically.

Trainee: Mrs. Prassanakumar Designation: BIOLOGY (PGT)

Benefits:

The 3 months Yoga training has proved to very useful for me. The yoga teachers taught us asanas, pranayama, meditation which helped me a lot since I am a patient of B.P & Hughes, especially the Bhrumari pranayama which I understood is good for High B.P. Most of the stiffness in my body is removed & my performance in the school & other activities also improved so far. Earlier I was afraid of kriyas but after learning them from the teachers they do not seem very difficult. Jal neti, Rubber neti & Vaman proved to be very beneficial. The yoga teachers also gave me health tips from time to time and mentioned specific asanas according to my body constitution & they also told me about eating habits, sleeping habits & benefits of asanas. I wish both of them lots of luck.
योगायात से होने वाले परिवर्तन

1. राशिनी मिति- वैयक्तिक शासन के भीतर तरुणों का उद्देश्य रहने ही लगा। लेकिन पूरे में वहलेने के कारण ठीक तो ही खलीफत रहने ही लगा।

2. मानविक सिद्धि- मन की अनुभूति। जो हर काम नहीं करते हैं तो रचनात्मक चर्चा बनाने के नाम को जो कुछ भी अविचारण करते हैं।

3. आध्यात्मिक विषय- योगायात से पूर्व रविवार आया। वैसे ठीक से हुआ अविचारण आया। साथ ही आया रविवार आया। इसके साथ काम नहीं किया था।

1. शासनिक विषय- पढ़ते तमामों की खाली के कारण अब गोष्ठी के कामों ही हुआ। तथा रबर गोष्ठी तक के अधिकार के नाम नकारा बुआगा भी।

2. मानविक सिद्धि- और धातु के भीतर स्थायी तथ्यां। इससे कीर्तित, स्तंभ आग था। महलधारण है।

3. आध्यात्मिक विषय- अमर निर्माण के साथ परिवर्तन। इसी में कटके नहीं किया। अत्याचार नहीं किया।

पत्रिका 2018

Anmol Dhalna
Class- XII
याददाश्त बढ़ाने के लिए ध्यान कर रहे हैं छात्र

कांग्रेस सदस्य रामभान अक्षय ने बोला कि योग नए आर्थिक विकास के लिए भारत में बढ़ा देगा। एक ऐसा है जिसमें जन दर्शकों का भी अंश है। योग दिवस का महत्व से ही, आज एक ऐसी अवसर है जब हम सभी एक साथ योग कर रहे हैं। योग का महत्व यह है कि यह आपको आत्मा के साथ जोड़ने का मौका देता है। योग दिवस के अवसर में हमें सार्वजनिक स्थलों पर योग करना पसंद करते हैं।

योग के लिए जगह-जगह लगे कैप
सभी पर छाया योग का जादू

योग के लिए कानपुर में फेसबुक पर खास पोस्टिंग कर रहे लोग। योग दिवस के उत्साह में, लोगों ने फेसबुक पर योग के पोस्टिंग के साथ जुड़े हुए। योग के लिए सभी मनोरंजन संग्रहालय में योग का जादू दिखाया गया।

कार्यालय में योग की नियमितता के साथ योग करने का प्रयास किया गया। योग के लिए कार्यालय में स्वस्थ व्यवस्थापन के साथ योग का प्रयास किया गया।


Attitudes Towards Yoga in Students And Teachers Of Navodaya Vidyalaya:

A Survey Oak J. P & Bhogal R. S.

Introduction: Attitude is neural readiness to act towards a person, object, event or concept (Triandis, 1971). An individual’s characteristic organisation of different attitudes leads to the formation of his particular value system (Kat3 & Stoland, 1959).

A behavioural pattern of an individual generally is based on his value system. Therefore a favourably attitude towards a particular object would increase likelihood of his acting favourably towards that object. A favourable attitude towards Yoga may therefore lead a person towards an effective Yoga practice. The resistance towards a learning process thus becoming minimal the individual is able to conserve his resources and may direct the same to a meaningful activity.

As attitude develops, cognition become more differentiated integrated and organised (Triandis 1971). In an educational system teachers and students form dynamic front for attitude for attitude formation. Therefore for an effective propagation of Yoga it is almost indispensable that both students & teachers should have a favorable attitude towards Yoga.

This study was undertaken to know the existing attitudinal pattern towards Yoga in teachers & students. The study also aims at exploring ways & means to make attitude of students & teachers more favorable.

Objectives:

1) To assess attitude towards Yoga incase of students & teachers of Jawahar Navodaya Vidyalaya.
2) To interpret the results obtained in terms of degree of favorableness & unfavourableness towards Yoga.
3) To forward suggestions towards an effective formation of attitude towards Yoga both in teachers & students of Vidyalaya.
4) To suggest, if possible, effective methods, teaching pattern for including a more favorable attitude towards Yoga in students & teachers.

Materials & Methods:

KAIVALYADHAMA Yoga attitude scale (KYAS) (Kocher, 1976) was sent to different schools under Navodaya Vidyalaya Scheme to be administered to groups of teachers & students. However only schools from Ratnagiri (Maharashtra State), Allahabad (U.P.), Karnal (Haryana), Khairthal (Rajasthan) & Kothipura (H.P) responded by returning the duty filled in Attitude Scale Forms. Scoring was done as per standardized procedure. Analysis of data was done on following lines—

1) Scores on different dimensions of attitudes, ii) category wise division of total scores.
Results:

**TABLE I**

Averages of Total Score on KYAS in different locations

<table>
<thead>
<tr>
<th>Locations</th>
<th>Scores</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Teachers</td>
<td>Students</td>
<td>Teachers</td>
</tr>
<tr>
<td>Ratnagiri</td>
<td>124.87</td>
<td>116.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allahabad</td>
<td>120.8</td>
<td>106.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karnal</td>
<td>122.32</td>
<td>115.59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Khairthal</td>
<td>120.92</td>
<td>117.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kothipura</td>
<td>121.45</td>
<td>111.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>122.07</td>
<td>113.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table II**

Category wise Distribution of Scores, in Percent.

<table>
<thead>
<tr>
<th>Locations</th>
<th>Least Favorable</th>
<th>Moderately Favorably</th>
<th>Highly Favorably</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Teachers</td>
<td>Students</td>
</tr>
<tr>
<td>Ratnagiri</td>
<td>0</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>Allahabad</td>
<td>0</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Karnal</td>
<td>4</td>
<td>5.88</td>
<td>60</td>
</tr>
<tr>
<td>Khairthal</td>
<td>0</td>
<td>10</td>
<td>72</td>
</tr>
<tr>
<td>Kothipura</td>
<td>0</td>
<td>22.22</td>
<td>76</td>
</tr>
</tbody>
</table>

**Table III**

Dimension wise Scores On KYAS

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>Physical</td>
<td>11.33</td>
</tr>
<tr>
<td>Mento-Emotional</td>
<td>29.91</td>
</tr>
<tr>
<td>Spiritual</td>
<td>15.98</td>
</tr>
<tr>
<td>Category</td>
<td>Mean 1</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Social Development</td>
<td>17.66</td>
</tr>
<tr>
<td>Applied</td>
<td>20.96</td>
</tr>
<tr>
<td>Meta-Physical</td>
<td>16.79</td>
</tr>
</tbody>
</table>

**Jawahar Navodaya Vidyalaya KYAS Scores Teachers (n=65)**

- Physical: 10.7
- Mento-emotional: 27.79
- Spiritual: 15.83
- Social: 17.19
- Developmental: 18.6
- Applied: 15.63
- Meta-Physical: 7.86

**Graph:**
- Scores range from 114 to 126
- The trend shows a decrease in scores over time.
Observations: TABLE I showed Average of Total Scores on KYAS available from 5 different locations. Student’s scores were more pronounced than those of teachers. Mean score of students was 122.07, and 133.40 in teachers.

TABLE II showed categoriwise responses of the students & Teachers. 4% of the students were seen in Least Favorable Category (0 to 100), 58% teachers fall in this category. Maximum scores were seen in the Moderately Favorable category (101 to 125).
in both students & teachers and very few in Highly Favorable Category (126 to 145). Students had higher scores than teachers in all the location as mentioned above. TABLE III showed Distributions of Scores on different dimensions. Students had more pronounced Scores on all dimensions than that of teachers.

**Discussions:**

All the three Tables indicate more pronounced responses from the students as compared with that of teachers. In Table I, students show 122.07 as their average Total Score while teachers show 133.40.

In Table III, all the dimensions of attitude were seen higher scores among students as compared to their counterpart, i.e. teachers. It is interesting to note that Mento-Emotional, Spiritual, Social & Developmental dimensions show higher scores indicating a readiness, on the part of students & teachers, towards Yoga intervention.

As we observe in Table II, maximum number of students & teachers have found place in moderately favorable category. This again supports that both students & teachers are in readiness to receive Yoga Training.

While recapitulating the results above one wonders why teachers are not showing as pronounced scores as students. The plausible reasoning can be forwarded that students may be more sensitive socially and physiologically responsive to Yoga intervention. Moreover students seem to have least stake in responding freely & frankly while teachers seem to be under social pressure to respond as correctly as possible leading them to less natural in responding the questionnaire items. So also, teachers being on the other side of the age might not have been benefited from the Yoga practices to the same extent.

**Conclusion:**

The present form of Yoga intervention seems to be appropriate for student population in assessing and developing attitude towards Yoga. However, to observe changes in the teachers we will have to have higher motivation and longer period of training.