



A Study Of Relationship Between Sahajayoga Meditation And Life Skills Of Students

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ABSTRACT

The present research study entitled – A STUDY OF RELATIONSHIP BETWEEN SAHAJAYOGA MEDITATION AND LIFE SKILLS OF STUDENTS - belongs to the area of educational philosophy and psychology. This paper lays emphasis on importance of life skills in molding students for the future. Life Skills plays an important role in building a student for the real-world situation. India's education system stresses on acquisition of information and technical skills rather than psychosocial competence. The education system focuses on grades and is achievement oriented. It does not address the needs of all the children. Every student is unique and requires different set of Life Skills to become successful in life. With the NEP-2020, Focus is not on building Life skills along with technical knowledge. Sahaja Yoga Meditation helps in brining internal change among students so that they take up positive habits and balanced approach towards life. It helps students to stay alert, balanced, healthy and self-aware. The study revealed that if Sahajayoga meditation is practiced as a routine treatment then it helps in enhancing life skills among students.

KEYWORDS

Sahajayoga meditation, Educational psychology, Life skills

INTRODUCTION

Education plays an important role towards the development of human beings. School education serves as a basic building block, which shapes the personality of students and prepare them for future challenges. In the modern era, every student wants to perform best in every field. In the recent past, the number and severity of childhood stresses has increased dramatically. People, Institutions working with children reports that today youngsters have lesser adult support, affirmation, and love than in the past. In the present era, Life Skill Education has been considered a very effective form of education, especially among youngsters to cope up with the psychosocial challenges and to make better choices in life. Sahajayoga helps in enhancing life skills among students.

LIFE SKILLS

A) World Health Organization (WHO) has defined Life skills as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. Life skills include psychosocial competencies and interpersonal skills that help people think critically and creatively, make informed decisions, solve problems, build healthy relationships communicate effectively, empathize with others, and cope with managing their lives in a healthy and productive manner. The ten core life skills as laid down by WHO are Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relationship, Coping with stress, Coping with emotions.

B) United Nations Children Fund (UNICEF) considers life skills as Interpersonal and psychosocial skills required for daily existence. It narrates life skills as “a behavior change or behavior development approach designed to address a balance of three areas viz

-knowledge,

-attitude and

-skills

C) International Bureau of Education (IBE) defines Life Skills as Personal and Social skills required for independent functioning of Human Beings. The Concept of Life Skills as defined by IBE is based on Delors 4 Pillars of Learning viz Learning

– To Know

–To do

-To Be and

-To Live Together.

D) United Nations Educational, Scientific and Cultural Organization (UNESCO) main objective of promoting Education in the present Era is to bring balance in academic and Technical and vocational education.

AN OVERVIEW OF LIFE SKILLS BASED EDUCATION

The concept of Life Skills originates from the era human beings started living. Initially, Human beings Search for basic things of Food, Shelter and water which need limited Life skills. As the age of Homo-Sapiens advanced, human beings start developing more than just the basic survival skills. As Human beings start socializing, living in communities, societies and countries are developed. The people now starting developing more skills related to relationship, conflicts, cooperation, negotiation, planning, trust, sharing, critical thinking, empathy, awareness about self, compassion etc to deal with the challenges of advancement and cope up with the stress of modern life. Life Skills-Based Education (LSBE) has been imparted in many parts of the world to support child development and health promotion. The Ottawa Charter for Health Promotion recognized life skills in terms of making better health choices in the year 1986. The 1989 Convention on the Rights of the Child (CRC) linked life skills to education by stating that education should be directed towards the development of the child's fullest potential. The 1990 Jomtien Declaration on Education for all took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life.

LIFE SKILLS EDUCATION IN INDIA

In 2010, Central Board of Secondary Education(CBSE) after years of research introduced "Continuous and Comprehensive Evaluation" at IX & X class level along with grading system. The Continuous and Comprehensive Evaluation is school based evaluation of students that covers all aspects of student's development. Central Board of Secondary Education Teacher's Manual describes the evaluation and assessment, based on various parameters. The Continuous and Comprehensive Evaluation(CCE) system refers to Life Skills and Assessment of Attitudes and Values. The Central Board of Secondary Education introduced the CCE where Life Skills are assessed. The Central Board of Secondary Education also felt that schools should help in development of Life Skills among students. These skills are the essential abilities that help in promotion of positive behavior in individuals and help them to deal with the challenges of everyday life.

SAHAJA YOGA

Sahaja Yoga is a unique meditation technique that helps the practitioner in achieving the state of mental silence through regular practice. The state of ‘thoughtless awareness’ achieved through regular practice of Sahajayoga Meditation helps in bringing important beneficial change in the mind and body of the practitioner. This technique of Sahajayoga Meditation was developed done by Shri Mataji Nirmala Devi in the year 1970. “Sahaja” in Sanskrit means, ‘Spontaneous’ or ‘born with’ and “Yoga” means union with Divine God. This spiritual awakening through Sahajayoga helps in development of unique inherit potential of human beings and achieve ascent in their life. It enables us to go beyond our physical, emotional or mental activity and helps us experience our true self . As per Maslow’s Hierarchical Theory, this state is the state of Self Actualization’. It is also referred as self-realization or self-cultivation. The state of self-actualization helps in the complete realization of one’s inherit potential and helps in the full development of one’s abilities and capable of accomplishing appreciation for life.

REVIEW OF LITERATURE RELATED TO LIFE SKILLS EDUCATION

Lineo, K. (2009) has studied Life Skills among adolescents. Srikala, B. and Kishore, K. (2010) has studied Empowering adolescents with life skills education in schools through School mental health program. Khera and Khosla (2012) through Yuva School life skill programme to has conducted study of core life skills of adolescents in relation to their self-concept. Katiyar, N. (2014) studied effectiveness, of instructional strategy on life skill of problem-solving among class VIII students. Pachunkar, B. (2014) has studied Influence of background characteristics of secondary school students on their life skills education status. Behrani. P (2016) studied problems faced by teachers and administrators in implementing life skills education programs in schools. Muthulakshmi (2017) studied relation between life skills and self-regulated learning. Jayasubramanian (2018) found relation between life skills and personality traits of students. Bagul (2023), Mahender (2023) studied impact of life skills. Rani (2023) explored life skills described in the Bhagwat Gita.

REVIEW OF LITERATURE RELATED TO SAHAJAYOGA MEDITATION

Rai, U.C. (1988) studied effects of Sahaja Yoga and its role in the prevention of stress disorders. **Panjawani et.al (1995)** studied the effect of Sahaja Yoga meditation in stress management in epilepsy patients **Bidsik, A. (1995)** studied the Socio-psychological effect of the Sahaja Yoga. **Choudhary, R. (2010)** studied effect of SahajaYoga Meditation on the nutritional assessment of university students. **Harrison, L. (2004)** investigated techniques of Sahaja Yoga meditation as a family treatment method for children with Attention deficient hyperactivity disorder. Chung, Brooks, Rai, M., Balk, Rai, S. (2012) Hotkar J.M. (2017). and Jain (2018) studied some effects of Sahajayoga and its role in the prevention of stress disorders.

RATIONALE OF THE STUDY

In the modern times, Social, Moral, Ethical and Religious values have steered in certain 'life styles' changes among the youth. Today's adolescent face enormous stress in their day to day life. The same is reflected in raising suicide rates and growing crime among the youth. There is an urgent need to empower today's youth with a new set of life values and life skills to enable them to deal with the demands of life. It is vital for the youth to develop skills to handle a wide variety of stress, choices & change. Life skills' training is an valuable tool for empowering the youth to act responsibly in the current environment and take control of situation around them. Through the study of previous researches, Lineo. Kolosoa (2009), Srikala, B. and Kishore, K. (2010) Khera and Khosla (2012), it can be impressed that Life skills education can be designed to felicitate the practice and bolstering of skills in culturally and developmentally appropriate way. The study of Choudhary, R. (2010), Harrison, L. (2004) Panjawani (1995), Rai (1988) suggest that Sahaja Yoga help students change internally and take up to positive habits and balanced and healthy approach towards life.

LIFE SKILLS EDUCATION PROGRAM IN SCHOOL

In some schools life skills education programs helped in improving personality and behavior of secondary students. But many schools faced problems in successful implementation of life skills education programs due to time constraints, lack of proper training, academic burden and extracurricular activities made students feel these activities were extra load on them.

THE SUBTLE SYSTEM – SPRITIUAL TREE OF LIFE

The subtle system is closely linked to our nervous system, which keeps us in balance. It is also known as spiritual tree of life. The functioning of the subtle system within us can be detected due to the presence of a cool breeze, a prickling sensation or sometimes heat on particular parts of our hands or on top of our heads. As the subtle system is the cause and the support of our nervous system, it acts in every human being and at every level, spiritually to begin with, then physically, mentally and emotionally.

Regular practice helps in establishing this awakened mechanism and gradually mastering it helps in developing a marvelous personality.

The Different Parts of Our Subtle System:

- The Kundalini
- The Three (3)energy channels
- The Seven(7) chakras

THE KUNDALINI

The Kundalini within us resides in the triangular Sacrum bone situated at the base of the spine. Sacrum is Greek word meaning Sacred.

THREE NADIS (PARASYMPATHETIC NERVOUS SYSTEM)

- a) **Left Sympathetic Nervous System** is called the Ida Nadi .This channel looks after our emotional life and our past.
- b) **Right Sympathetic Nervous System** is called the Pingala Nadi. Whenever we think about our future it is recorded on the right hand side.
- c) **Parasympathetic Nervous System** is called the Sushumna Nadi, through which the Kundalini passes to pierce through the 'Fontanelle bone area' to enter into the subtle energy of the all-pervading power. This is how the actualization of Self-Realization takes place.

THE SEVEN ENERGY CENTERS, MEDICAL TERMS AND THE QUALITIES ASSOCIATED WITH THEM ARE:

- **Mooladhara Chakra-Pelvic Plexus**
Quality-Innocence, balance, purity and wisdom
- **Swadisthana Chakra-Aortic Plexus**
Quality-Creativity, pure knowledge, attention and awareness
- **Nabhi Chakra-Solar Plexus**
Quality -Peace, satisfaction and generosity, self-mastery

- **Heart Chakra-Cardiac Plexus**

Quality-Love, security, compassion and protection

- **Visuddhi Chakra-Cervical Plexus**

Quality- Communication, collective consciousness, teamwork and diplomacy

- **Agnya Chakra-Optic Chaisma**

Quality-Thought and mental activity, forgiveness

- **Sahastara Chakra-Limbic Area**

Quality-Integration of all the centres. Here, we experience true meditation (thoughtless awareness) and gain awareness of our higher self.

RELATIONSHIP BETWEEN LIFE SKILLS AND SAHAJAYOGA

The various Life Skills are associated with the various Chakras (Energy Centres associated with our Subtle System.

LIFE SKILLS	RELATED CHAKRA
Self-awareness	Swadishthan
Problem solving	Nabhi
Decision-making	Sahastrar
Critical-thinking	Agnya
Interpersonal-relationships	Heart
Creative-thinking	Swadishthan
Effective-communication	Vishudhi

Managing emotions	Mooladhara
Empathy	Vishudhi
Coping with stress	Heart

PROCEDURE FOR CONDUCTING PROGRAM

- In the beginning, students will be given knowledge related to life skills education and the utility of Sahaja Yoga meditation in present time.
- Then under guideline of trainer, students will practice Sahaja Yoga Meditation.
- Daily for 5 minutes, trainer will discuss about meditation with students.
- Then for next 15 minutes, students will practice meditation.
- Remaining 10 minutes curiosities and problems related to meditation will be discussed by the researcher.

The trainer will use different techniques of meditation so that students will remain interested in it.

CONCLUSION

Every child has the competency to cope with the hurdles of life using the available resources even amidst adversities provided they are empowered to use Life Skills. In order to empower adolescents, there is a need to review and reorganize the education system in India, both in terms of content and location. There is a need to incorporate methods to improve the psychosocial competence and resilience, health promotional activities and a development-oriented approach a in the school curriculum. Life Skills Education (LSE) is one such program. Sahaja Yoga enables students to realize the optimum development of these potential through the actualization of their spiritual evaluation. Sahajayoga particularly aims at the balanced development of the child amidst the chaos of modern times. Different Research shows that Sahaja Yoga helps students change internally and take up to positive habits and balanced approach towards life. Techniques of Sahaja Yoga help students to stay alert, balanced, healthy and self-aware. Regular practice helps in the all-round development of the children. Curriculum should be designed keeping in mind a special place for sahajayoga meditation as an activity for learning life skills. Sahajayoga Meditation not only helps in improving their academic performance but also help students in their all-round growth,

progress and prosperity. There should be flexibility in making time table. 15 minutes for meditation should be should be part of curriculum to enable all round growth of students.

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