CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Man probes the mysteries of the universe but ignores the mystery of his own self. From necessities he moved to comforts and from comforts to luxuries in forgetting the supreme source of comfort and bliss.

Whole society, therefore, becomes the victim of tremendous stress and strain that, in fact, leads towards intensive health complications and moral diminutions. This has become true not only for man, but also for today's school children.

The problems in school education reveal the following facts:

- Our present system of education fails to imbibe the real sense of values, perception, attitudes, habits and personality among the children.

- Today's education is information-oriented not character-based. It has become consumerist in nature and makes one's personality so poor so that the students become selfish, self-centered, irreverent and cynical in their future lives.

- We lay little or no emphasis on such basic values as truth, love, honesty, humility, compassion, forbearance and justice. It makes one conscious about one's rights not duties.

- To keep pace with the fast changing society and in order to fulfill one's desire to be at the top, our system of school education is somewhere compromising with the gross erosion of values.

- Improper implementation of physical activity or some how increasing status of physical inactivity in schools causing poor health and fitness in students.
• The tendency of exam fever, suicidal attempts, emotional imbalance, juvenile addictions are increasingly evident among school students. This in fact signifies intensive personality problems.

The net result is that a strongly individualistic and materialistic culture has taken birth, which promotes self-aggrandizement, nurtures opportunism and chicanery, and generates lust, greed, anger and the like causing tension in society.

Possible Solutions

• Along with technological revolutions, there is a need of the right kind of education which should combine science with spirituality, fitness with health, reasons with faith, prajna with karuna, empirical knowledge with intuition and insight; which may keep both progress and peace as its goals and may be helpful in mitigating social evils.

• There is a need of some change in our modern education to restore human values of truth, co-operation, non violence, peace, love, respect for parents, elders, authority and hard work.

• The Indian culture is deeply rooted in spiritual and ethical values and unless these values find their way into the life of students, education will lose its significance and will not fulfill its aim. Thus, inclusion of such values in the school curriculum may have real significance.

Thus, imbibing yoga in our daily lifestyle is significant and a beginning of the same is to be made through our young school age.

Although it is high time to introduce Yoga in the educational system for implementing value education to young student generation, its real implication needs research-based evaluation. It was, therefore, thought desirable to undertake this study.

This study considers following objectives:

• To identify the major dimensions of health, fitness, personality and values which are appropriate to the school children;
• To critically study the traditional Yogic texts and to identify various “means and/or techniques of Yoga,” which claim to achieve all the above dimensions;
• To examine, based on systematic review of research literature as well as logical interpretations, the real implications of the “identified yoga practices” in achieving each of the stated dimensions;
• To evaluate “Traditional Yoga” as a system for improving health, fitness, and personality and as a process of Value Education in school education;
• To develop separate “Schedules of Yoga” and “Chart of Yogic Diet” for school students (age-wise) for achieving “Health, Fitness and Personality” and “Syllabi of Yoga” for implementing “value education” in school education.

This is a literary research, where the Indian Traditional Scriptures and standard Yoga Texts were critically analyzed and evaluated in the context of the health and value education. The extracts of Scriptures and Classical Yoga Texts were deduced scientifically and the contribution of them towards human health, fitness and value education was established. A custom made Checklist, which has 6 major items, was used as the research tool to collect data.

Major Findings

• The major dimensions of human health and values have been identified. The findings indicate that the dimensions of human health are physical, mental, social and spiritual, whereas Theoretical, Economical, Aesthetics, Social, Political and Religious attributes are representing the values. Similarly, the dimensions viz., cardiovascular efficiency, strength and endurance of abdominal muscles, flexibility and fat percentage represent one’s level of health related fitness.

• Critical study of the traditional Yogic texts helped to gather different claims of various yoga practices to achieve human health and values. Literature suggested some Yoga practices to attain health are 11 Asanas, 3 Pranayamas, 1 Bandha, 1 Mudra, 3 Kriyas and 6 other practices. Similarly, the literature suggests 11 Asanas, 2 Pranayamas, 1 Bandha, 1 Mudra and 2 Kriyas to attain health related fitness.
• Literary survey suggested some Yoga practices to enrich the values are –
  o Reading holy books e.g., Puranas, Vedas, Bhagwatgita, Koranas, Bible etc. and implementing the principles in day to day life.
  o Observing Yamas & Niyamas in social life.
  o Listening religious songs, music, prayers etc.
  o Attending religious lectures, spiritual activities, collective prayers etc.
  o Practicing Omkar recitation, Dhyana etc.

• The schedules of yoga including diet, do’s and don’ts as suggested by the Traditional Texts for treatment of various major psychosomatic disorders viz., Diabetes, Hypertension, and Asthma have been explicitly presented and are found authentic.

• Age-wise modules of Yoga (based on traditional literature) suitable to enrich and maintain health and fitness have also been suggested.

• Yoga syllabi that contribute Value Education suitable for the students of primary and secondary education have been framed.

5.2 Conclusion

Within limitations, the present investigation draws following conclusions:

• Yoga contributes to maintain one’s Health Related Fitness.

• Yoga can be used as a therapy to control different psychosomatic disorders.

• Literature based Yoga Modules, as presented in this study, for enriching one’s Health, Health Related Fitness, and Value Education seem to be authentic.
• Patanjala Yoga is more inclined towards enriching one’s health and value education, whereas Hathayoga practices are found useful to enrich one’s health related fitness.

• Thus, “Traditional Yoga” is a system of Health for enriching Health Related Fitness and Value Education.

5.3 Recommendations

On the basis of the results and conclusions presented above, this investigation recommends that –

• The “Yoga Modules” as suggested on the basis of literary research can be authentically implemented for enriching one’s health, health related fitness and value system.

• Repeatedly controlled experiments may be conducted further to establish the experimental authenticity, reliability and validity of the “Yoga Modules.”

• Similar “Yoga Modules” as alternative therapy for treating other psychosomatic disorders may be undertaken through future studies.

• Suggested “Yoga Modules” may be incorporated in the curriculum of Primary and Secondary system of school education.

5.4 Contribution to the Knowledge of Global Education

• This study has contributed to the literature of global education about the relevant “Syllabus” of Yoga, which is an Indian traditional system of education, for achieving true value education.

• Suggestive “Schedules of Yoga Practices,” in this study seems to be useful to promote health related fitness and health in establishing preventive as well as curative values for all ages.