

Part I: The Concept of Ujjayi Pranayama according to Yoga and Spiritual Lore

Part II: Effect of Yoga on Personality in Normal High School Students (13-17

yrs)

By

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ABSTRACT

PART-1 LITERARY RESEARCH

The Concept of Ujjayi Pranayama according to Yoga and Spiritual Lore

Breathing is so simple and so obvious we often take it for granted; ignoring the power it has to affect our body and mind. With each inhalation we bring oxygen into the body and spark the transformation of nutrients into fuel. Each exhalation purges the body of carbon dioxide, a toxin waste. **Präëäyāma** is a science to gain mastery over breath and thereby on **Präëä**. The concept of **Präëäyāma** as a science of mastery over **Präëä** is described in ancient texts as **Patañjali Yoga Sutra, Gheraëòà Saàhitä, Haöha Yoga Pradipikä, Bhägavad Gétä, Yoga Vañiñöha**, etc. **Ujjäyë** is one of the important **Präëäyāmas** given in these **Yoga** scriptures. **Ujjäyë** can be done while moving, standing or walking. It can be done with **Japa, AUM, Jälandhara Bandha, or Khecaré Mudrä**, etc. Producing a hissing frictional sound at the throat (by partial contraction of the epiglottis) while inhaling and exhaling is the key to **Ujjäyë Präëäyāma**. It strengthens the muscles of epiglottis which help in reducing snoring and helps in voice culture. It benefits tonsillitis, sore throat, chronic cold and bronchial asthma. Cases of hypersensitive throat, problems like cough, excessive hiccup, etc. are also helped. Patients with anxiety will find this **Präëäyāma** very useful. Pointed awareness or attention at the throat region is the beginning for spiritual growth. People who are suffering from high blood pressure and extremely introvert people should avoid this practice. **Ujjäyë** is a basic **Präëäyāma** and is often used in combination with other **Yoga** practices.

SUMMARY AND CONCLUSIONS

1. **Präëä** is the basic vitality to life processes. It can be called the life entity. **Präëä** is the basic fabric of all creation born of pure consciousness called Self (ultimate Reality).
2. There are 5 manifestations of this main **Präëä – Udäna, Vyäna, Präëa, Apäna** and **Samäna** governing all the physiological functions in our body.
3. **Präëäyäma** is to gain mastery over **Präëä** through breath control. Slowing of breath is the key to **Präëäyäma**.
4. Slowing of breath is accomplished by
5. holding the breath after inhalation and /or after exhalation (called **Kumbhaka**) in **Haöha** school.
6. slowing both inhalation and exhalation without forceful holding of breath in **VÄÑIÑÖHA** school.

Both schools ultimately leads to effortless stoppage of breath called **Kevala Kumbhaka**.

1. While many types of **Präëäyäma** are mentioned in the texts of **Haöha Yoga, Ujjäyë** is a very important and basic **Präëäyäma**.
2. Hissing, frictional sound in inhalation and exhalation is the key to **Ujjäyë**. This sound is produced by partial contraction of epiglottis at the throat region. While it slows down the breath by this process, **Kumbhaka** after inhalation is added with **Jälandhara Bandha** (glottis lock) to augment its performance (in **Haöha Yoga Pradëpikä**) (11) and **Haöha Ratnavali** (12) texts). **GheraëöaSaàhitä** text (10) prescribes holding of breath after exhalation also.
3. The benefits of **Ujjäyë** starts from physiological strengthening of the muscles of epiglottis preventing snoring and helps in voice culture. Removal of phlegm is emphasized in all texts. Corresponding ailments as chronic cold and cough, asthma, hiccup etc. can be remedied by the effective practice of **Ujjäyë**. **Ujjäyë** by slowing of breath, development of awareness at throat helps in spiritual benefits as well.
4. **Ujjäyë** can be performed while walking, performing asanas, other **Präëäyämäs, Japa** and various types of meditation with attendant benefits of faster progress towards gaining mastery over mind – the aim of all **Yoga**.

On conclusion, it can be seen that **Ujjäyë Präëäyäma** is a basic, effective

technique practiced by **Haöha Yoga** practitioners and other practitioners of Yoga with many physiological, therapeutic and spiritual benefits.

Part II: Effect of Yoga on Personality in Normal High School Students (13-17 yrs)

This randomized control was designed to compare the effect of an Integrated **Yoga** Module (IYM) on personality of school students who were participants of a personality camp for ten days in a residential set up in Prashanti Kuteeram, Bangalore, South India. After stratifying for sex and age 305 school students were randomly allotted to **Yoga** and Physical activity (Control) groups. **Yoga** group was administered IYM consisting of breathing exercises, **Çithilikaraëa**

Vyäyäma, Äsana (Physical postures), **Präëyäma**, Meditation (OM), Lecture on **Yoga** philosophy, **Kriöa Yoga (Yogic games), Trätakä (Yoga** based on eye exercise) for improving all round personality at physical, mental, intellectual, emotional and spiritual levels while the Control group was practicing physical exercises. High School Personality Questionnaire (HSPQ), developed by Raymond B, Cattell, R B, Cattell on 1968 was administered used to assess on day 1st and 9th. The data of students at baseline on the variables of HSPQ in **Yoga** and Physical activity (Control) groups were analyzed separately. The results showed that significant improvement (Paired t test) Warmth (5.63%), Enthusiastic (5.19%), Excitable (9.19%), Venturesome (5.85%) and Tense (6.29%) in **Yoga** group while in Physical activity (Control) group; Emotional maturity (5.74%), Excitable (8.01%), Dependent (5.21%), Depressive (5.77%) and Controlled (self control factor) (5.24%). Comparison between the groups showed that the **Yoga** group in Assertive, Super ego strength, Venturesome and Controlled factors had much better improvement than the Physical activity (Control) group. There were significant differences between girls and boys in Emotional Maturity factor (3.83%) in the total group. **Yoga** group showed in Dependent factor (6.76%) higher in girls than boys while in the two groups. Hence, this study has shown that integrated **Yoga** practices and physical exercises in a residential set up can improve personality in students. It will be valuable to incorporate **Yoga** in school education system at an early age. **Yoga** group had better improvement in Warmth, Enthusiastic, Excitable, Venturesome and Tense while in Physical activity (Control) group became more Emotional maturity, Excitable, Dependent, Depressive and Controlled.

SUMMARY AND CONCLUSIONS

1. There are several studies on the quality of personality among normal healthy and mentally retarded children; but there are no studies on the effect of IAY (Integrated Approach of **Yoga**) module on the students with psychological questionnaires.
 2. The aim of the study was to assess the efficacy of IAY on the **Yoga** students as compared to Physical activity (Control) sessions of physical practices on the quality of personality.
 3. In this stratified and randomly allocated control trial study, 250 children (age range 13-17) were randomly assigned to two groups namely **Yoga** and Physical activity (Control).
 4. The two groups had interventions of IAY and physical practices to enhance the personality. In **Yoga** group, **Çithilikaraëa Vyäyäma, Äsana, Präëäyäma, Kriòa Yoga (Yogic games)** etc. in Physical activity (Control) group Breathing exercises, Exercises, Games Songs (Patriotic/general), Creativity presentation etc. had given.
 5. The High School Personality Questionnaire assessment was taken on 1st day and 9th day.
 6. The analysis of data was done using the normality test showed that there was normality. Paired t test indicated that both **Yoga** and Physical activity (Control) groups showed improvement. The ANCOVA test showed that **Yoga** group had more significance than Physical activity (Control) group in Super ego strength, Venturesome and Individualistic.
 7. Gender effect: There was difference in the pattern of changes between boys and girls. 5 factors in boys and 10 factors in girls are significant in between **Yoga** and Physical activity (Control) groups. 3 factors in boys and 6 factors in girls are significant in Physical activity (Control) group. 2 factors in girls and no factor in boys are significant in **Yoga** group. Girls are little more improved than boys. It depends on their concentration, confidence, faith etc. Hence it will be valuable to incorporate **Yoga** in school education system at an early age.
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1. The ten day personality development camp (both **Yoga** based and Physical activity based) helped students of 13-17 years to improve different factors of their personality.

2. Students in **Yoga** group become significantly more Warmhearted, less Excitable, more Super ego strength, more Venturesome, less Tense and Physical activity (Control) group become significantly more Emotional maturity, more Enthusiastic, less Dependent, less Depressive, less Depressive, more Controlled.
3. Boys in Yoga group became more Venturesome, self sufficient and relaxed. Girls in Yoga group became significantly less Tense and Dependent.
4. Boys in Physical activity (Control) group became significantly less Excitable, Assertive and more Super ego strength. Girls in Physical activity (Control) group became significantly more Emotional maturity, less Assertive, more Enthusiastic and Venturesome.

Keywords: Ujjayi Pranayama, Spiritual Lore, Personality, School Students .