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The Relevance of Yoga Education in Schooling and Higher Education

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Abstract:

Yoga education, encompassing philosophy, ethics, and practice, is gaining structured presence across schooling and higher education. This paper synthesizes historical roots, theoretical frameworks, and contemporary implementations to assess yoga's relevance as curricular and co-curricular content. Drawing on models from Indian and international institutions, it outlines how integrated sequences of yama–niyama, asana, pranayama, and meditation cultivate physical fitness, cognitive focus, emotional regulation, and social competence. Evidence indicates benefits for attention, memory, self-regulation, and stress reduction, including among students with disabilities, while pointing to potential long-term protection against lifestyle diseases. The analysis examines pedagogical strategies, instructor qualifications, and age-appropriate methodologies that embed stories, games, and reflective enquiry to foster inclusive participation. It also maps systemic barriers—time, space, funding, and cultural resistance—and proposes actionable pathways: school-wide wellness design, teacher upskilling, evidence-led pilots, and equitable access through public provisioning. Finally, the paper identifies future research priorities, including mixed-methods evaluations, comparative curriculum studies, and implementation science focused on sustainability and scale. Overall, yoga education emerges as a holistic, adaptable framework that aligns with twenty-first-century competencies and supports learners' integrated development across physical, mental, intellectual, and social domains. Its integration can cultivate resilient, compassionate citizens and healthier institutions when guided by rigorous, context-sensitive pedagogy and evaluation.

Keywords: Yoga education; School curriculum; Higher education; Student well-being; Emotional resilience; Pedagogy and implementation.

Introduction

Yoga education is the imparting of yogic philosophy and practice in educational institutions. In Western contexts, the term tends to refer mainly to physical exercise, breath-work and meditation, whereas in traditional Eastern societies it involves carrying forward the philosophical principles of yoga and their applications in day-to-day life. In recent years, various initiatives have attempted to incorporate yoga in the school curriculum and

organisational activities.

The systematic method behind Yoga Education rests on the practical and effective sequence of ancient yogic sadhana (practice) and Yama and Niyama—the ethical tenets and observances highlighted by many Indian thinkers, including Swami Vivekananda. The four elements of yoga—the Physical, the Mental, the Intellectual and the Spiritual—are addressed through asanas, pranayama, meditative techniques, philosophical study and reflective enquiry. Yoga Education combines these components into a balanced and practical methodology that can be easily adopted by modern-day higher education institutions.

Yoga Education complements studies and supports the learning process by relaxing the body and mind and bringing both immediately into a state of coherence and balance. This harmony is reflected in all academic activities, with concepts immediately being assimilated and integrated, and a capacity for deep yet relaxed concentration is developed. Daily practice prepares a student for an examination and enhances long-term memory and recall. Over a period of time, regular practice of breathing and contemplation relaxes and revitalises the entire nervous system, allowing for emotional balance to be established. With this increased ability to handle mental distraction, a student is able to stay focused on difficult or challenging assignments for longer periods, devoting full attention and withstanding external interruptions and internal temptations to wander. Greater poise and equanimity help to deal with stressful situations such as interviews and presentations.

Historical Context of Yoga Education

Yoga Education continues to increase as a practice in schools and higher learning that reflects concerns about health and well-being. It challenges the prevailing culture of immediacy and excess. Since 2014, the University of Education Vishwa-Bharati has offered a paper in yoga as part of its teacher education curriculum. The Department of Yoga Workshop initiates workshops on the practice and brings it into the core academic programme. Meanwhile in schools, yoga regularly features in the Health and Physical Education subject that remains compulsory at the secondary level.

The historical context of yoga education shows the widespread academic interest offering models for teaching and learning, support from educational theory, and reports on student benefits. It helps integrate practices at various levels of education. Among the earliest influences, Rabindranath Tagore advocated yoga for its contribution to holistic well-being and embodied subjectivity. It became central to his educational thought and appears frequently in his writings. Scholars examine its role in the Visva-Bharati curriculum and the surrounding intellectual environment. Further work traces the transmission of yoga over time and among different traditions, tracking its arrival in the West and the ensuing development of local schools and institutions.

Theoretical Framework of Yoga in Education

Current practices in primary and secondary schools revolve around the construction and analysis of curricula through which on-going reflections on the practice of contemporary physical education are conducted. It is within this scope that yoga as a curricular content has gained relevance, under the rationale that such an approach responds to contemporary societal demands for increased self-knowledge and respect for others. Innovative strategies in the application of yoga, vehicle of the problematizations, dialogues, stories, chants, games, and other educative elements, have facilitated the understanding of this content, promoting among students significant changes in their relationships with themselves and with society at large. Yoga support policies represent a challenge to governments and school offices, given the tension between having to support the content in curricula and the adoption, by professionals, of resistant attitudes to this practice.

Benefits of Yoga Education for Students

Yoga is an ancient system of wellness promoting physical, mental, emotional, and spiritual

well-being. It encourages practitioners to reach their highest potential while fostering health and happiness. Frequently employed techniques enable enriched living. Popular forms such as Hatha Yoga emphasize postures and breathing. This mind-body activity links physical movements with rhythmic breathing to calm and stimulate the mind and body. Participation in yoga benefits students with disabilities by supporting neuromuscular development, strengthening the core, and improving flexibility, balance, and posture in a relaxing environment. Additionally, it reduces stress and anxiety, relieves tension, and builds confidence and self-esteem.

School-aged children benefit from yoga through improvements in attention, concentration, memory, motor speed, and self-esteem (social, academic, and overall). Enhanced yoga performance corresponds with better behavior toward teachers, contributing to heightened discipline within educational settings. Consequently, the practice of yoga addresses multiple dimensions of student development, reinforcing its suitability as a curricular element throughout both primary and secondary education.

Yoga delivers health benefits akin to mindfulness, including mood enhancement and stress alleviation. Due to its incorporation of breath regulation and bodily postures, it exerts broader physiological effects that counter chronic conditions such as cardiovascular disease, diabetes, obesity, and respiratory issues. Over the past three decades, research investigating the therapeutic value of yoga has expanded vigorously, encompassing a plethora of clinical trials on mental health disorders including depression and anxiety. Yoga diminishes stress and mitigates related symptoms, thereby reducing the propensity for self-medication through substances, overeating, or digital diversion. Nonetheless, access to yoga remains uneven, with financial limitations curtailing attendance for many—particularly young people. A publicly funded, school-based yoga program offers a cost-effective avenue for extending mental health benefits to the youth. Existing initiatives underscore the imperative of nurturing the whole child—mental, emotional, and physical health alongside academic skills.

(a) Physical Benefits

Yoga provides several physical benefits that support the implementation of yoga education in schools and universities. Practicing yoga improves physical strength, endurance and flexibility, boosts cardiovascular and respiratory efficiency, increases oxygen uptake, improves lung capacity and breathing regulation, enhances balance, and promotes good health. Regular engagement in physical activities such as running, swimming, cycling, and jogging can yield increased stamina, lower blood pressure, and reduced pulse rate. The practice of yoga postures leads to increased blood supply to different parts of the body and improves joint flexibility. Sun salutation is a cardiopulmonary exercise known to enhance endurance and develop strength and flexibility. As a result, students find it easier to sit for prolonged periods and concentrate on their studies. Yoga enhances immune function, thereby reducing ailment fall-out during the academic year. Incorporating yoga into school curricula can therefore help students avoid common health problems and perform well.

(b) Mental Health Benefits

Yoga and meditation practices have a longstanding presence in India and are generally considered beneficial for managing stress and mental well-being. Their popularity has resurged in Western culture, and research on the topic has expanded considerably over the past two decades. Yoga provides a multifaceted approach to health benefits, incorporating breath regulation and physical postures, which contribute to balancing the nervous system and managing mood disorders such as depression and anxiety. Such practices also target chronic conditions that affect young people, including cardiovascular disease, diabetes, obesity, and respiratory ailments.

A school-based yoga program supports and cultivates mental skills and socioemotional dispositions. It should be considered a viable addition to a physical education curriculum due to potential mental health benefits.

(c) Emotional Resilience

Emotional resilience refers to an individual's ability to bounce back from stressful or adverse situations. Students cultivating emotional resilience through various factors and external circumstances demonstrate confidence and a positive outlook, enabling rapid recovery from hardships. Yoga can play a pivotal role as a complementary practice in developing emotional resilience, providing tools to address and manage emotional challenges.

High rates of illness, injury, and death among adolescents worldwide underscore the importance of fostering emotional resilience during this developmental stage. An increase in negative emotional management may lead to physical ailments, necessitating outward expression or internal suppression of feelings. Yoga serves as a mechanism for students to enhance their capacity for emotional resilience by regulating emotions and establishing effective coping strategies. Consistent engagement with yoga enables students to develop these strategies, which then have a positive influence on emotional resilience. The practice encourages the development of appropriate emotional responses, allowing students under stress to utilize yoga techniques to mitigate suffering.

(d) Social Skills Development

Yoga practice positively affects children's overall well-being and confers enduring benefits when integrated into the curriculum (C Folleto et al., 2016). Participation in yoga fosters enhanced social acceptance by improving interpersonal communication and facilitating more frequent peer engagement. Practitioners also report perceptions of increased intelligence and exhibit improved classroom behaviour, indicating that yoga contributes to cognitive and behavioural domains. Tension and restless movements diminish during yoga sessions, concomitant with self-reported stress and anxiety reduction. Children gain greater emotional control and develop calmness when confronted with challenging situations. Enhanced self-regulation capabilities lead to improved management of feelings and behaviours, underscoring substantial emotional benefits.

Modern yoga education encompasses ethical precepts, physical postures, regulated breathing, and meditation, collectively contributing to self-observation and regulation across cognition, behaviour, and emotions. These elements promote balanced character development, improved social aptitude, adept conflict resolution, and a sense of connectedness within the broader community. Accordingly, the integration of yoga education within school settings fosters psychosocial outcomes currently associated with higher education. Yoga postures such as superman, boat, invisible chair, and half bridge emphasize physical capacities by engaging muscles in the dorsal, abdominal, upper, and lower limbs. These exertions likely underlie observed improvements in children's motor performance. Additional poses, including sandwich, dog, butterfly, and snake, demand sustained position-holding and stretching of various muscle groups, further influencing motor abilities.

Yoga Education in School Curricula

Yoga education can be extracurricular, optional, or compulsory and may be delivered by classroom teachers, teaching assistants, or by external specialists. It is readily delivered to students with a wide range of ages and physical abilities in any space that allows freedom of movement and results in greater emotional and social well-being among participants. Additional benefits contribute to the case for its inclusion—particularly, greater ability to manage behaviour, and improved academic performance, with positive effects on motivation and attitude to school still emerging. Furthermore, the recorded reductions in anxiety and depression among participants in existing programmes provide a powerful rationale for its inclusion.

Implementation of yoga in the school curriculum can be challenging. The requirements for more time and space than are available to many schools and the need for additional adult support have been identified as barriers to adoption. The financial constraints encountered

by many school authorities limit the scope of their interventions and restrict the options that are realistically available at this time. The reported benefits of yoga-skills teaching in the US and elsewhere indicate that consideration of its broader adoption in the school curriculum is warranted and may provide a robust and effective approach to reducing stress and improving mental health among young people. The development of an appropriate and effective yoga-skills programme suitable for the respective school population should be regarded by policy-makers as an urgent priority. Such an initiative would provide much-needed stress-reduction skills and could improve the childhood experiences of generations to come, helping them to face the extraordinary challenges ahead more effectively.

(a) Integration in Primary Education:

Given the reported benefits of yoga-skills teaching identified in various school settings, including the United States, further consideration of its broader adoption in primary education curricula is warranted to develop a preventative strategy for reducing stress and improving mental health among children. The first step involves collaborative research aimed at creating an appropriate and effective yoga-skills programme tailored to the specific school population, as an easily embedded curriculum component. Yoga practice also improves attention, concentration, memory, motor speed, and self-esteem (social, academic, and total) in schoolchildren, while enhanced yoga performance positively influences behavior with teachers, thereby improving discipline within the school environment. Diminished stress, enhanced self-esteem, and improved relationships with teachers, parents, and peers—as demonstrated by controlled, randomized trials among children exposed to yoga interventions—align with the emotional resilience development now considered a fundamental objective of physical education, rendering the discipline supportive of overall child development.

(b) Integration in Secondary Education

Yoga is a physical, mental, and spiritual practice that originated in Ancient India thousands of years ago. In the 19th and 20th centuries, several yoga pioneers introduced yoga to the West and began transmitting the knowledge of yoga to their students in the Western hemisphere. Yoga practice has continued to increase substantially over the last two decades, partly because of its documented health benefits such as better posture, improved mood, increased strength and flexibility, and reduced stress. Yoga education refers to implementing yoga into the education system and is generally separated into two main tiers: primary and secondary schooling and higher education.

One advantage of yoga is that it affords the practitioner the opportunity to maintain good non-verbal communication and posture. Because of the current cultural environment and widespread emphasis on communications (spoken and written), non-verbal communication often goes overlooked despite the important messages it can convey. A yoga practice not only strengthens the physical body, but also conveys self-assurance through good posture and balance. Practitioners who regularly engage in a yoga practice are more likely to exhibit assurance, poise, and good posture all of which are helpful in a classroom setting. This benefit can be especially important for shy students, students with low self-esteem, and students who face difficult peer interactions.

Another benefit of yoga is improved emotional regulation. An extensive body of research has shown that regular yoga participants experience decreases in stress, anxiety, and depression. According to several studies that focused on student yoga programs, yoga practitioners within the educational setting also experienced significant emotional benefits. Given the reported benefits of yoga-skills teaching in the United States and elsewhere, further consideration of its broader adoption in the school curriculum is warranted. The latter would pave the way for a robust and effective preventative approach to reducing stress and improving mental health among young people. Yoga is thus an ideal activity to help students improve their physical, mental, and emotional health.

(c) Challenges in Implementation

Despite the growing integration of yoga education into school curricula, significant challenges continue to hinder widespread adoption. Funding constraints often restrict program implementation to single schools or districts, limiting scalability beyond localized efforts. Resistance among educators also poses a barrier, particularly when yoga is perceived as an attempt to indoctrinate students with specific religious ideologies or alternative worldviews. This skepticism reduces teacher support for curriculum inclusion and diminishes the willingness of qualified instructors to engage with educational institutions already balancing heavy workloads. The result is a Dalton's law scenario in which the fraction of teachers able or willing to teach yoga remains insufficient to meet potentially growing demand across diverse educational settings.

Yoga Education in Higher Education

Parallel with primary and secondary education curricula, yoga education is also gaining prevalence in tertiary institutions internationally, as illustrated by the Harvard Medical School Case Study. From this perspective, yoga is variously introduced through curricular teaching, extracurricular activities, stress management programs, and practical laboratory exercises. It is likewise addressed through tailored pedagogical strategies designed to meet diverse learner needs.

In the Indian higher education context, contemporary projects oversee practical yoga instruction alongside theoretical courses covering fundamental philosophical tenets, psychological underpinnings, and scientific substantiation of yoga's effects. Practical modules encompass training in stress-reducing asanas, pranayamas, and relaxation techniques. Employing cohesion-criterion analysis for qualitative feedback, students consistently attribute enhanced stress management capabilities, adaptability, and coping efficacy to their yogic engagement. Weekly weekend and evening sessions extend practical immersion, associated philosophical discourse, and foundational integration within basic science curricula. Furthermore, students participate in research initiatives, seminars, and workshops designed to deepen awareness of yoga's therapeutic potential.

(a) Curricular Approaches

The reported benefits of yoga education support its integration into the curriculum, with statutory provisions having added yoga to the syllabus of student education. In higher education, yoga is used in different ways such as a course, subject, individual module of a course, or an extracurricular activity. Tutorials on yoga for the staff of the University of Rajasthan and yoga courses for postgraduate students of the University of Mysore, presented by the department of adult and continuing education, indicate such attempts.

One recognized university in Pune offers a two-year full-time master's degree and a three-year part-time diploma in yoga science, admitting students with a degree in medical science, allied health professions, and nursing. These courses are taught from a scientific rather than a spiritual perspective; hence, the participants do not have to undergo any spiritual training. Other universities offer a specialization in yoga education in teacher training and M.Sc. (Health and Physical Education) courses. Yet another university in Chennai conducts a three-month certificate course in yoga for typists, clerks, stenographers, and officers in the secretariat. Different university departments of physical education have also introduced yoga as a theory paper and practical course.

(b) Extracurricular Activities

Extracurricular time allows children an extended window for socialization, freedom to explore, and the opportunity to choose experiences they find interesting and meaningful. Many urban public schools have adopted yoga as one such option. Offering yoga during the afterschool day provides an opportunity to extend the practice time beyond that allowed within the confines of a regular school period. Even within the standard school day, yoga may

be used as a wellness option for children during free time and before, after, or between periods of academic study. Creating a yoga club, team, or intramural program within a set of larger extracurricular activities are also ways that yoga can be employed beyond the normal school day.

Pedagogical Strategies for Teaching Yoga

The multifaceted benefits of yoga necessitate appropriate pedagogical strategies to effectively transmit its contents. Successful instruction requires educators possessing both a deep understanding of yoga and academic qualifications in health disciplines. Proper guidance facilitates the consolidation of individual well-being and educational objectives. Conversely, lack of a well-structured method limits the transmission of yoga's aims and potential as educational content. Although some physical education teachers possess such qualifications, the desired effectiveness in schools is seldom achieved. Broader dissemination of these pedagogical conceptions will assist future researchers in investigating the practical consequences of yoga education integration.

(a) Instructor Qualifications

Yoga education has experienced an unprecedented growth. Agents—a cluster algorithm supported by social network analysis—has shown a multidisciplinary production of scientific literature on yoga education. The underlying research structures can be summarized within a framework embracing four themes that show a trend from introductory concepts and the integration of yoga at schools to a more comprehensive approach that includes yoga practice at university-level students.

(b) Teaching Methodologies

The teaching of yoga presents reality as an immensity of opportunities for children to form their worldview, as they encounter changes daily and become increasingly aware of their needs and the social contexts in which they live. Adequate communication between educator and child is essential to enable the teacher to address the child's knowledge and interests, establishing a consistent and trustful relationship. The everyday school routine focuses attention on the educator's role, highlighting the importance of considerations for the effect or consequence of actions, since teaching yoga content extends beyond merely conducting activities and exercises. Throughout the school period, experiences beyond the classroom—such as organizing the Olympics—are also encountered, alongside challenges pertinent to teaching practice, including bureaucratic hurdles for space utilization, infrastructural conditions, material availability, relationships with other professionals, and more.

The act of teaching involves a tension between “professing knowledge” and “facilitating others in appropriating that knowledge.” Thus, teaching serves as the conduit through which information accumulated over humanity's history is transmitted, and it also embodies the capacity to mobilize learners to internalize systematized knowledge. For teaching to exist, learning must be present; consequently, those who teach learn in the process of teaching, and those who learn teach in the process of learning. Accordingly, the teaching role requires a repertoire of knowledges that must themselves be learned. Considering the children's imagination, historical context, and recognizing them as capable subjects acting in the world, yoga is introduced through stories, songs, games, and play. The deployment of these teaching strategies and their ensuing developments, grounded in problematizations and dialogues with peers and supervisors, facilitates content apprehension by students, precipitating positive changes in their relationships with themselves and the social environment.

Future Directions for Yoga Education Research

Yoga's incorporation into education systems is gaining importance in contemporary schooling and higher education, encouraging research that can help institutions address barriers and achieve sustainable integration. National and local governments, university

students, and educational institutions are demonstrating increased interest in the subject. Documented benefits for students, when delivered appropriately, support curriculum inclusion.

The relevance of the topic necessitates ongoing research to establish a multidisciplinary knowledge base that continues to develop as institutions seek to overcome obstacles associated with student practice and curricular adoption. Increased collaboration between scientists and educational researchers is expected to generate new understandings of yoga as a practice and conducive environment for holistic student development.

Schools and higher education institutions require evidence demonstrating the multi-faceted benefits of yoga to justify allocation of physical spaces and allocation of funds for teacher training and resources. Rigorous, methodological studies can provide data to support institutional decisions to incorporate yoga into curricula. The combination of quantitative, qualitative, and mixed methods research appears particularly suitable to extend current knowledge in this area. Empirical investigations of teacher preparation are also necessary due to the dual qualification requirements—both yoga proficiency and pedagogical expertise—expected within educational contexts. An international comparative study of pedagogical procedures and approaches could assist in identifying effective and appropriate teaching methods for educational yoga.

(a) Emerging Trends

A shift in education is observable toward the inclusion of movement and wellbeing strategies, expressed as the fostering of competencies that enable balanced, regulated engagement in the world (E.K. Hartley & Henderson, 2018). Yoga is a contributor to this movement towards wellbeing and is increasingly recognised as having an important role in supporting the development of twenty-first century competencies. Movement, mindfulness and meditation practices are gaining prominence in both research and medical and health care communities and lay the platform for yoga education in schools and higher education.

In higher education, a broad range of curricular and extra-curricular strategies currently addresses stress, health and student wellbeing. Curriculum and pedagogical considerations are now emerging to support such developments. These curricular and pedagogical considerations and the emerging opportunities that they provide will be extended as the realities of current and possible futures become clearer. Yoga education adds further effectiveness to these engagement opportunities because it offers a comprehensive, holistic concept. Students acquire a *sanâtocā•H“ā•ā*-based approach to balanced well-being and to the pursuit of enrichment that embraces the physical, mental, emotional and social dimensions of Learning, Living and Leading. This has universal applicability—not just for Indian or South Asian students—hence its potential for acceptance in a range of institutional contexts throughout the world.

(b) Interdisciplinary Approaches

Interdisciplinary approaches have garnered increasing attention in the educational community due to their ability to connect and combine multiple areas of knowledge to address complex problems that transcend single disciplines. Teaching methods that integrate concepts, procedures, and terminology from various fields enable a multidimensional approach, mobilizing significant cognitive resources for a broader understanding of facts and phenomena (Oncins Marco, 2019). Several works highlight the effectiveness of interdisciplinary practices in education, where the interplay of different pedagogical languages fosters knowledge construction and skills development in students. The integration of contemporary teaching methods and relaxation techniques further complements this approach by creating a comprehensive learning environment that stimulates multiple intelligences.

Contrasting this with the discipline of yoga, which has gained immense popularity in recent decades, reveals a rich field of ancient practices promoting physical and psychological well-being as well as spiritual enlightenment. Yoga acts as a personal growth tool and lifestyle,

encompassing varied techniques and schools that collectively address the complexities and demands of postmodern life with its stress, individualism, and cultural transformations (Albuquerque Lino da Silva, 2018). Scholars concur that global dissemination has significantly influenced yoga education, leading to worldwide adoption and widespread practice (E.K. Hartley & Henderson, 2018). With education being an ever-expanding and capable system, it naturally welcomes yoga and its educational possibilities, which has been evident for many years. The universal acceptance of yoga has propelled educational institutions and programs to incorporate it within curricula. Accordingly, the significance of yoga education in contemporary schooling and higher education warrants scholarly attention because schools operate based on curriculum principles intended to guide instructional practices. Given that yoga education constitutes an emerging discipline, an overview in different contexts offers researchers better comprehension of the subject matter.

Challenges and Barriers to Implementation

Funding and educator adoption are significant barriers to expanding yoga education offerings. Schools and districts often lack the financial resources to implement comprehensive yoga curricula; their ability to do so is largely dependent on support from governing entities. Resistance among teachers and administrators further impedes diffusion, as the transition from traditional curricula may be met with skepticism or reluctance. Classroom time constraints exacerbate these challenges, limiting opportunities for yoga instruction. Schools with structural support and educators willing to embrace yoga can overcome these obstacles and successfully integrate it into their routines.

(a) Funding Issues

As an integral aspect of yoga education evaluation, funding significantly influences implementation. Despite numerous reported benefits and increasing interest in yoga as a school-based mental health resource, many educational institutions have yet to allocate resources to incorporate yoga instruction. The existence of limited grants specifically targeted for yoga programs further hampers widespread adoption, necessitating dedicated efforts by schools and districts to secure necessary funding. Consequently, funding considerations form a primary barrier to introducing or expanding yoga education within both school and higher education frameworks.

(b) Resistance from Educators

Some schools also experience resistance to the adoption of yoga education. Teachers may not accept it as part of the curriculum or have difficulty implementing the program, with obstacles such as lack of dedicated classroom space, inadequate infrastructure, insufficient materials, and challenges in relationships among staff. Resistance can also arise when organizations view yoga purely as a physical exercise or athletic activity rather than a broader practice, a stance that clashes with some institutional understandings. A further frequently encountered barrier is lack of funding. Indeed, attempts to expand yoga programs in schools often founder due to limited financial resources. These issues substantially hamper efforts to integrate yoga education. In consequence, pioneering schools that introduce yoga into their curricula often become models for others and are regarded as leading facilitators of the practice.

Conclusion

Yoga education was established in India during the 19th century, reaching maturity in the early 20th century. Since then, it has retained its relevance and is currently experiencing considerable global development. Yoga education has been, and continues to be, a fundamental aspect of the Indian education system. Apart from its traditional place in secondary and higher secondary education, it has also been introduced in primary education, reflecting the growing importance attached to it. In spite of various challenges and constraints, governments and private institutions in many countries have been trying to provide yoga education both

at the school stage and in universities . Interest shown by the United Nations and many government agencies, especially the situation during the COVID-19 pandemic, has further popularized yoga education and created conditions conducive to its uninterrupted growth. By virtue of its versatile and flexible nature, yoga education remains relevant to schools, colleges, and universities even today.

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