

ACADEMIC STRESS- MANAGEMENT THOROUGH PRINCIPLES OF AYURVEDANilesh Ingle¹, Ashwini Ingle², Pravat Kumar Dash³, S.S.Chaudhari⁴, Mayee Kiran⁵

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Abstract: Ayurveda deals with the mind and body of human being. It is only traditional system of medicine which helps to preserve health in a healthy ones and simultaneously treats the diseased one. The treatment principles of *Ayurveda* includes *Ahar*, *Vihar*, *Aushad* and *Sanshodhan*. These treatment principles helps to maintain the equilibrium of doshas and thereby improves the longevity of human being. Today, lifestyle has major impact on health of individuals and thereby the children. Both physical as well as mental disorders are affecting the health of children and reduces their performance in academics. Major mental disorders that develops among school going children includes stress, anxiety, depression, sleep disorders etc. Among them Stress is most commonly found disorder in school children. Academic stress not only affects the performance of child but may also lead to the poor concentration, forgetfulness and other behavioral disorders. Considering these facts it is obvious that academic stress should be manage thorough holistic approach. Due to the side effects of long standing use of anti-anxiety drugs; principles of *Ayurveda* can pave the fruitful way to manage the academic stress without any side effects. The above mentioned treatment principles are found to be effective in the management of academic stress.

Keywords : Academic stress, Principles of *Ayurveda*, School Children etc

Introduction:

Academic stress is one of the less researched concept in *Ayurveda*. Although the term signifies that if it persists among the school children, their performance in the academic will be hampered. In order to combat this disorder, treatment principles of *Ayurveda* are explored here. Studies reveal that pressure of the studies, assignments, parents expectations has increased beyond the comparisons but on the other hand there is

paucity in effective management of such disorder with better outcome. Ayurveda can emerge as successful tool by understanding the concept of academic stress in terms of *doshik* predominance and find solutions to manage it with principles based on *aahar*, *vihar*, *aushad*, *shodhan*, *rasayan*, *pranayaam*, *yoga* etc.

Concept of Stress and Doshik Predominance

Academic stress being psychosomatic in nature and related to anxiety disorder manifests the involvement of mind (Manas)¹. *Acharya Charaka* states that *Raja* and *Tama* are chief pathogenic factors of the mind and due to them many *Manas vikara* are produced. *Manas vikara* includes *Kama* (passion), *Krodha* (anger), *Lobha* (greed), *Moha* (infatuation), *Irsa* (grief), *Mana* (pride), *Mada* (arrogance), *Soka* (grief), *Cittodvega* (anxiety), *Bhaya* (fear), *Harsa* (exhilaration), *Visada* (depression), *Abhyasuya* (indignation), *Dainya* (affliction), *Matsarya* (jealousy) etc².

From the above mentioned *vikaras* *Cittodvega* seems to be nearest term for stress or anxiety. *Cittodvega* comprises of two words *Citta*(mind) which means to perceive, to aim at, to fix mind upon, to understand, to be anxious about etc whereas *Udvega*(anxiety) means separation, agitation, disjunction, fear, distress, regret anxiety etc.³ From above *Cittodvega* can be defined as 'Anxious state of mind' which can be correlated with stress. So in this study Academic stress may be understood as *Chittodvega* with predominant *Vata* and *Pitta* vitiation along with altered *Rajas* and *Tamas dosha*.

Management Principles of Ayurveda

As per study *Ayurveda* bears important role to control stress with the help of *Aahar*, *Vihar*, *Aushad Shodhan* therapy etc⁴.

Role of Aahar in Academic Stress:

Healthy foods and diet are associated with mental health and can improve the mental health of students thus may enhance their academic success⁵. As per the *Kashyap aahar* is considered as the "Mahabhaisaj". It stands among the three sub-pillars of *Ayurveda*. *Ayurveda* emphasizes basic dietary guidelines in terms of Intake of food in time (*Kale Bhojana*), Food intake as per suitability (*Satmya Bhojana*), Food intake as per the *prakruthi* of individual (*Hita Bhojan*), Proper hygiene (*Suchi Bhojan*), Intake of food which is unctuous (*Snigdha Bhojan*), Intake of food which is warm (*Ushna Bhojan*), Intake of food which is easy to digest (*Laghu Bhojan*), Eat while there is interest to food and while eating concentrate on food and the process of eating (*Tanmana: Bhojana*) etc.

Ahar has been categorised as *Sattvika*, *Rajasika* & *Tamasika* in *Bhagvad Geeta* (17/8, 9, 10).

Food that is *Sattvika* in nature increases life span, nourishes *Satva*, keeps body healthy, increases happiness and prosperity, which are pleasing and full of nutrients, unctuous in nature, providing stability and conducive for the heart and soul. *Rajasik* food causes sadness, depression and various diseases. Foul smelling food, unhygienic food, stale, and left over foods comes under *Tamasik* food and leads to illeffects on mental health. The importance of food has been studied in all contemporary sciences but *Ayurveda* holds clear and scientific explanation in this regard⁶.

Role of Vihar in Academic Stress

The concept of *Dinacharya*, *Ritucharya*, *Sadvritta*, etc in *Ayurveda* are tools that helps in prevention and management of lifestyle disorders. As change in lifestyle is major factor in aetiology of mental health, intervention through the concept of *vihar* will form essential component in the treatment of mental health disorders. Research article on *dinacharya* proclaims the importance of practising hygiene, physical exercise, avoiding destructive habits, good food habits etc is associated with the social, mental, spiritual and physical functioning of health⁷. The study reveals that disharmony of tridoshas can be set to equilibrium with the following of rules and regulations of *ritucharya*⁸. The do's and don't's related to the behaviour explained in *ayurveda* helps to maintain the sound mental health⁹.

Role of *Aushad* in Academic Stress

Aushad i.e. actual treatment of stress disorders is conducted through the *Daiva – vyapashraya Chikitsa* (Spiritual therapy), *Satvavajaya Chikitsa* and *Yuktiyapashraya Chikitsa*. Use of *mantra*, *mani*, *hom*, *bali* etc increases the positivity in the mind and thereby boost the strength to mind as a whole. *Satvavajaya Chikitsa* means increasing the *sattva* i.e. controlling mind in such a way that it will not fall prey to *pradnyaparadh*(unwholesome objects). Use of medicines which cures the disease and further will strengthen the power of mind to deal with the stress. *Rasayan* therapy can also be used as a major source of medicines. Drugs like *Brahmi*(*Bacopa monnieri*), *Sankhapushpi*(*Convolvulus pluricalis*),

Yastimadhu(*Glycyrrhiza glabra*), *Jyotishmati*(*Celastrus paniculatus*), *Vacha*(*Acorus calamus*) etc and preparations like *Ashwagandharishta*, *Saraswatharishta*, *Saraswatha churna*, *Manasamitra gutika* etc are widely used preparations in this regards.¹⁰

Role of *Shodhan* in Academic Stress

Shodhan therapy which are the exclusive procedures of *Ayurveda* like *Snehan*(oleation), *Swedan*(hot fomentation), *Vaman*(induced therapeutic vomiting), *Virechan*(purgation through therapeutic laxative), *Basti*(enema therapy), *Nasya*(Nasal medication), *Shirodhara*(medicated water, herbal oils and medicated milk etc) as a purification method for body and mind. It is very well said by the *acharya charak* that *dosha* once treated by the medicine can be aggravated again but once the *dosha* are treated with *shodhan* therapy will never aggravate again.¹¹ Thus it is clear from the above principle that *shodhan* therapy may prove to be important in the management of Academic stress.

Conclusions

Academic stress needs to be explored and manage through the principles of *Ayurveda*. From the above discussion it is clear that combination of treatment principle like *aahar*, *vihar*, *aushad*, *shodhan* etc have great benefits in academic stress. Hence these principles should be studied theoretically as well as clinically to established their curative as well as

preventive role in management of academic stress.

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