

Introducing Yoga practice for managing new kind of pressure in scientific engineering schools

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Abstract: This paper points out in the first paragraph the general evolution of scientific curriculum and student's behaviour in French scientific engineer schools. Necessary reforms and adaptations to these changes are discussed and some unexpected consequences are described: Indeed, since a few years, these behaviour's evolutions are a source of new kind of psychological pressures and stresses for the teachers. As illustration, new pressures' origins are then identified and analyzed. We finally suggest, as a possible answer, an approach based on Cachemire yoga practice in and/or out the work place. Benefits of yoga practice are discussed and explained. At least, we show how to export this practice in the daily life.

Key words: Scientific education, Pedagogical process, Psychological aspects in scientific engineering school.

1. Introduction

1.1 General evolution aspects

Since a few years, a global disinterest for theoretical sciences is observed in France : This phenomenon is confirmed by national [1] and local statistics. There is a global loss of motivation for scientific matters. The total number of French students carrying on studies at a university level is decreasing with an annual rate of 1.3%. And the national rate of students choosing sciences studies is less than 2%. (cf. table 1)

Years	2005-2006	2006-2007	2007-2008	
Fields of studies				Evolution %
Politic and rights	175 853	178 365	179 125	
Economical sciences management	134 796	134 728	136 474	
Administration (AES)	44 451	41 368	38 029	
Art, Philosophy	111 452	104 149	96 998	
Languages	111 557	108 829	103 833	
Human and social sciences	245 173	232 500	213 618	
Multi language and human sciences	4 947	5 576	5 700	
Fondamental sciences and applications	169 158	165 377	158 689	-6
Nature, Biology sciences	72 389	71 320	69 742	-4
Sport	41 516	36 641	32 152	
Multi sciences	21 617	21 183	22 301	
Medecine	146 589	154 082	158 995	
Pharmacy	29 624	31 290	31 871	

Table 1: Global repartition of French students (INSEE sources)

Within our University of Bordeaux, fundamental sciences represent less than 15% of the students. (cf. table 2). As consequences, the recruitment threshold

level slightly decreased to maintain an almost constant number of students in the scientific field.

Number of Students - year 2006-2007	Bordeaux university
Rights, political sciences	7 766
Economic sciences, management, social and economic administration	6 496
Languages	5 608
Literature and Human sciences	14 265
Life sciences	4 310
Fondamental sciences and applications*	9 032
Sport	960
Medicine and odontology	9 392
Pharmacy	1 365
Total all Fields	59 194

Table 2: Distribution of students per field of studies at the University of Bordeaux (INSEE sources)

Sociologists explain this lost of interest for sciences studies [32], [33], by a radical change of the perception of sciences in the collective unconscious: 40 years ago, sciences had a strong notoriety and certain nobility related to technical progress and social elevator effect. Today, there is mistrust because of the negative impacts perceived on the environment chemical, electromagnetic air and water pollution. The second reason is in pedagogical strategies and approaches which seem to be no more attractive despite well known innovations such as e-

learning platforms. The last reason is a money reason: commercial, bank, insurance business become more lucrative than the scientific careers. This leads to a quite paradoxical situation: young generation lost motivation for scientific studies and at the same time, our needs in scientific fields to face the future challenges have never been so important.

1.2 Student's evolution general aspects

During the past 40 years, important changes in student's behaviour have been observed everywhere in the world. The concept of "generation" has already been theorised by N. Howe and W. Strauss in 1991 [2]. Teachers are now facing a new kind of public (called the "Y generation" born between 1970 and 1990 -i.e "the mobile phone and iPod" generation- and "M generation", born after 2000 -M for "Multimedia generation"-) with unfamiliar behaviours. Sometimes, we do not know any more how to manage them. The major evolutions are listed below:

- Most students have a lot of extra scholar activities, such as sport, computers, internet electronic games, virtual social network such as "Facebook", and other leisure. These activities are quite interesting from a personal development point of view but, concurrently, they generate an excessive dispersion of mental energy, with an increasing "zapping" phenomenon, and a loss in terms of written culture [3], [4].
- Students make a questioning of the traditional hierarchical structures because of the new channels of information distribution and diffusion.
- A paradoxical situation is appearing: students have an easier and quicker access to information and knowledge but we observe a disinterest for the general culture.
- A higher passivity is noticed during classical courses. Indeed, the students are listening to and looking at lessons as consumers or spectators would do in a cinema.
- An absence of patience is observed in front of social constraints or educational rules: students want all and immediately.
- A higher absenteeism rate in classical courses (more or less 50%) whatever the taught thematic is noticed.
- A reduced attention capacity (in normal human beings the attention period usually lasts for about 45 to 60 min) is also observed.

Due to a progressive, faster than before, unhooking of the audience, the efficiency of a traditional 1 hour course with a theoretical content is now poor. All these observations are confirmed by Neuro Linguistic Programming studies [5], among others.

The "attention-short sleep-wake up" cycles are related to natural and permanent switching mechanisms between internal and external conscious states in any individual (Cf. figure 1). The longest cycle (45 minutes) correspond to a possible natural and definitive unhooking of the audience.

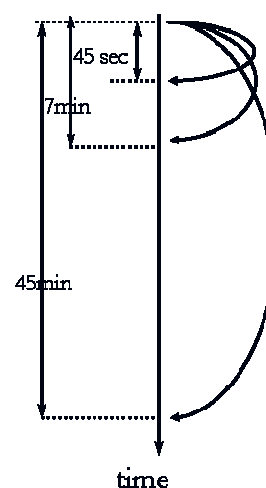


Fig 1: natural human cycle of attention

- A kind of "addiction" to mobile phone [6] and I-pod tools. If theses modern communication tools are very powerful, the excessive uses of these objects may have negative impacts on concentration and mental availability of the students.

1.3 Selection system for entering in French "grandes écoles" (engineers schools)

The students reach the French engineer schools via a common national competition. The choice of the school is done primarily according to the classification, the notoriety and the reputation of the engineer school.

In most of the cases unfortunately, the future scientific field taught is not taken into account and the students do not put really the question of what they would like deeply to do [7].

Thus, schools receive sometimes students not really interested in the taught speciality (between 30% and 50% of the total student's number each year).

2. Pedagogical reform necessity in engineer schools

With these general social, behaviours changes and technical evolution, a deep pedagogical reform was engaged in many French engineering schools a few years ago as well as in other foreign schools [27],[29], [30]. For example, in Bordeaux ENSEIRB-MATMECA School, all the scientific, electronic, and other engineering fields of the program have been step by step reformatted and scheduled as well on the contents as on time affectation and repartition.

2.1 Some unexpected effects of the reform

However, despite the reform necessity, we observe now some perverse effects: Because of many simultaneous changes in contents, duration of the courses and so on, this reform gave to the students from time to time, an impression of "undulation" or difficulty in affirming a coherent and homogeneous pedagogical program. Moreover, within the framework of the reform, a reduction of the obligatory attendance time at the engineer schools down to 800h/year was decided to fit the new education standard and national recommendations. Thus, time dedicated to fundamental and basic scientific courses (such as electronic for example) has been globally reduced. And new non scientific fields such as economical sciences, business etc, have been also introduced. So, most of basic courses have been reduced transforming some of them involuntarily in sensitizing or vulgarisation courses.

After some years of reform application, we observed thus two main unexpected consequences:

- The students do not use the spare time for personal work as hoped, but for more leisure.
- A loss of basic knowledge [8], [26], in first year of study, generating new difficulties in learning.

3. New sources of pressures on teachers

3.1 Culture of performance

Generally, the research professors are subjected more and more, as the other social groups of the civil society to obligations of results, performances and targets. That involves an exacerbated individual competition, which one can consider natural at the

human being, and positive. But, that could generate negative effects in the near future.

However, with the arrival of the concepts of sustainable development, of economical decrease [9], some of us are now thinking that collaboration between individuals more than the setting in competition should be established step by step [10].

3.2 Recruitment of students

The recruitment of the students should be done on the major internal motivation [7] for the selected matters and not on quantitative criteria which satisfy the requirements of the statistics requested by the manager from all levels. Unfortunately, we are not yet in this logic. The absence of major student's motivation for the main scientific field taught has, as a consequence, an insidious and soft weakening of the general technical level and contagious motivation losses with an impact on teacher's behaviour and motivation. Quasi disappearance of the redoubling for different reasons, amplifies the phenomenon.

3.3 Full class room courses management

For the classical full class room courses, we observe since a few years some new difficulties that are destabilizing for the teachers:

-Using modern tools during a lecture, such as "power point slides projections" and/or beginning a lecture distributing paper copies of the course as a basic support, has some unexpected consequences: the students are less attentive and do not take any more written notes.

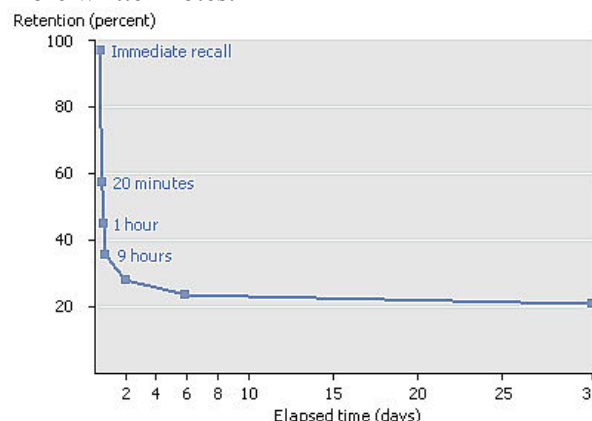


Fig 2: memory retention time "famous" curve

Consequently, the global memorisation process is still broken during the short-term memorisation phase, inducing a poor knowledge appropriation.

However, each one knows the major importance of this first stage in the process of memorizing and retention of information (Cf. figure 2) [11].

- Absenteeism rate is between 0 to 60% depending on the session courses. A kind of turn over among students is observed: the students attend the courses in “dotted line”.
- Around 10% regularly are late (between 5 to 20 minutes inducing disturbance during the course.
- Some times, students enter in the class room with drink quills, bottles, or foods like in a self service.
- They play with mobile phone, I-phone, and internet during lessons, which generates mental dispersion.
- Permanent “white noise” (in electronic words) and chattering disturb the necessary teacher concentration.
- Incivility: students do not say or not answer anymore to a « collective hello » [12].

All these new behaviours generate misunderstanding and new kind of stresses for the teachers.

3.4 Management of examination marks

The reactions of the students to the results of the examinations strongly evolved during the 40 last years. In France, a deep change took place in the years 1995 (corresponding to the arrival of student’s “Y generation” [13], born just after the French revolution of 1968). When a teacher gave to the student bad marks of examination, the general reaction was the following one:

- Before 1990 (corresponding to the post 2nd world war baby boomer “X generation” [3]): neither request nor dispute from students.

- Between 1990 and 1995: The student requested a personal interview with the teacher to see his note, to receive the explanations, to include/understand his errors to correct them.

- Between 1995 and 2000: Following the internationalization of the studies and the mixture of the cultures, the student required an personal interview then tried to negotiate his note with the rise by calling upon family arguments, financial problems with purses etc.

- Between 2000 and 2005: The new harmonization directives of the European cursus, LMD, ECTS (European Credit Transfer) led to a segmentation of the studies in six-month period and unit of value (U.V). The argumentation of the student faced a bad mark had then changed. The student tried to negotiate a note with the rise by

indicating that it missed just “one point” in this course to validate his whole U.V. Then, he made the same negotiation with the other close teacher.

- For a few years (2006), the students do not require any more individual meeting to get a feed back on the contents of their results. They directly complain in group about a problem with the teacher, near the Department’s director. The teacher might be then cordially invited to modify his scale of notation, to transform his examination into continuous assessment (more favourable to the students) or even worse, to resign of his course.

That constitutes a questioning of the principle of sovereignty and independency of a teacher, alone responsible for the attribution of the notes (with accuracy and honesty) and could generate a higher psychological pressure level on teachers.

In front of this situation, some of us prefer to adapt the minimum required level for examination and/or to “change” notation criterion.

Others will try to find an internal adaptation by the practice of yoga for example, to face these new behaviours.

3.5 Publications

Our job as teacher researcher is also to publish in order to share the knowledge and to get national, international recognition of our work.

Within this system, we are obliged to publish according to the main thematic of associate laboratories with precise criterion.

However, the richness lies in diversity. Publishing close to or out of your main field of activities should be seen as a creativity potential. But till now, it is not well perceived. Some researchers could feel thus marginalized and frustrated.

According to the well known rules, personal promotion and award in higher education is based primarily on the number and quality of high level international publications. It led to a race with the publications. The personal ambition can be obviously considered interesting and legitimate intrinsically. But sometimes, it generates bad competition and conflicts; when this harms to the other colleagues, it is the community as a whole which undergoes the consequences in the long term.

4. Introducing yoga as a “stress management tool”

4.1 Introduction

Not being able to modify or to stop (and it is not the object) this global evolution of the education system and more largely of the civil society, it is advisable to do the utmost so that it do not become source of suffering for certain teachers. Furthermore, it should be seen as a positive opportunity of a deep internal change. It should bring a social and “human” benefit for the future as well on the personal level as the collective ones. Moreover, other glance on Education principles was already proposed at last century by Krishnamurti in its book “the meaning of happiness” [7]

Consequently, yoga can be seen as a possible answer to these evolutions and stresses generated by these changes in the education system.

4.2 Cachemire Yoga basis

4.2.1 Generalities

Cachemire Yoga is one of so many possible yoga approaches or sensitivities. It has been introduced in France by the famous French masters Jean Klein and Eric Baret [14]. Today, J.M Duprat [15], [16] is one the “leader” for the “Aquitaine” region (south west of France).

Cachemire Yoga comes from north India. It belongs to the not-dual ways, which aim at unifying body, mental and spirit [17], [18] [19],[20].

The goal of this paragraph is not to make publicity for this kind of practice; this is only the opportunity to share a part of experience: Indeed, Yoga practice is a powerful tool for stimulating a step by step internal transformation. More than a sport, an art or relaxing technique, it can really become a way of life.

The three main postulates, (which are not so easy to understand) of Cachemire yoga are:

- Nothing to prove, nothing to seek, no result to wait. That is doing something without any psychological intention. Otherwise, it is the best way to feel disappointed or frustrated.

- Only present instant is interesting, Past is ended, future is not started: there is nothing else than here and now.

- Never pushing or pulling on the body structure, never exceeding the limits of the body. This postulate is one of the most difficult to understand because it is exactly the opposite of what we teach in the traditional sport education. Indeed, to

voluntarily stretch a muscle already contracted is to superimpose a tension on another old tension. While simply exploring and focusing attention to the muscle pain without intention, will relax the initial tension. Many years of practice are often necessary to understand this approach and to make articulations and muscles free of old tensions which often represent previous crystallised emotions in the body.

There is no rational and scientific definition of Yoga. The best way is to experiment it: listening to your deep inside, listening to the world, be conscious of what happen into the present, do not judge, do not compare (to compare oneself with the other people or with the one, one would like to be has no meaning. Each one is different, that’s all), to understand the origin of our beliefs (social rules, family education...) and to loose them, to give up the ability to judge to enter in the world of felt. Just only to feel what happen inside and outside could be a short description of the Yoga approach.

Yoga practice, allows learning a lot of things on oneself: in particular about beliefs, scale of value, thoughts and emotions processes, concentration, and physical and mental energy locks, and so on.

4.2.2 Some yoga keys

Among so many things we can learn from Yoga, here are the key sentences that we can transpose in the daily teacher job:

“We can not change our environment: We can only change our perception of our environment”

And consequently: “You can not change your student. The only thing you can do is first changing your perception of the students.”

“Our body is like a multi sensor system: but all that we received through our sensors is not the Reality: it is a brain representation of the Reality; it is the Reality filtered by our five sensors and our own values reference system”

A good example [21] of a classical “confusion” done by our “eyes sensors” is given in the figure 3: All the horizontal lines are parallel despite the strange eyes/brain interpretation. Each of us has to understand that all the sensors are different: Thus, there is infinity of perception of the same environment.

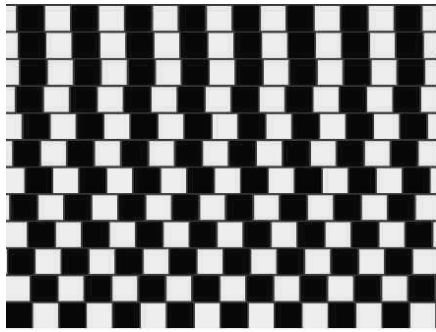


Fig 3: an example of “true false reality”

In Neuro Linguistic Programming language[31], this assertion is known as “*the map is not the territory*”.

“*To be there into the present*”: we can not decide to be mentally present but we can only note when we are not. To become aware that we are not in the present, automatically brings back to the present.

The brain is often busy with psychological “stories” (referring to the past events or to the future projections) in many daily situations. This permanent brain activity (that we can call mental pollution) causes energy losses. Thus, this energy is not usable for the present moment. We could say that “Yoga can help to improve our physical and mental availability for the present”.

“*Who are we?*”: We often make a confusion or an identification between who we are deeply and our feelings. We are not our emotions and feelings. In the same matter, we are not our job. They are like dissociated objects, we can look at. This approach can be useful when you feel submerged by a flow of emotions.

“*All the instantaneous situations are perfect since it cannot be differently*”. It does not mean that you must stay passive or that you don’t have to change anything. But the unconscious effect of such assertion is the level of psychological fear or stress decreases by itself in front of a stressing situation; Indeed, all the fears (excepted the basic physical survival fears), are only mental construction which can be built and also “demolished” by oneself.

“*3 seconds for peace*”: Short or long subtle breathing exercises you can do when you want, is a good way to restore deep internal connection between your mental and your body and to recover mental concentration and serenity. However, during “crisis anxiety or stressing events”, it is rarely

possible to manage the flow of emotions. Just note your behaviour at this moment.

4.3 How to use Yoga to manage stress and pressure in an engineer school

4.3.1 Yoga daily attitude

A few years of practices in yoga enrich the experiments of which it is possible to draw some examples and recommendations in answer to the difficulties encountered by the teaching staff. Admittedly, it is not easy to change behaviour, but some daily and regular tests can bring a certain individual and collective comfort. We give here some examples of possible answers to difficulties exposed in previous paragraphs §3.3 §3.4 §3.5:

a) For full classroom courses;

-When you observe some concentration defaults: take a pause between courses to have connection with yourself through a short breathing training. Moreover, breathing exercises called “kapalabathi” or “bastrika” release energies and stresses often locked in abdominal region. Other yoga postures (asana) make it possible to slacken the tensions often located in the jaws and throat region. The energies thus released are available to improve your concentration potential.

-When the students are noisy during courses, there is a big mental dispersion, zapping and energy losses: Remember that you can not decide to be mentally there. But becoming conscious that you are not, will connect you automatically back to the present. Please don’t believe me, just try it if you want.

b) For a high absenteeism rate;

-To a desperate colleague who says “I have only a few students in my course: the students are null or I am null”, you can answer: “If I have one student for my lesson, it is perfect but if the classroom is full, it is also perfect. Do not worry about that... Because, if you worry, your behaviour will unconsciously change and you will give a bad lecture to the present students. You must know that during a “knowledge transmission process”, 20% pass through the words and 80% through the behaviour (gesture, eyes, voice texture, and so on.)”

c) For examination marks;

-When students ask to the teacher details and details about the next exam, you can tell them: “Working only for the exam is a source of bad stresses: Find

and discover pleasure in your work and work for own pleasure. The exam result will be a natural consequence. A good mark is not a right but the reward of your work. Don't believe me, just test this mental attitude".

d) After an exam;

-When a student feels guilty or disappointed, try these words: you succeed in your exam, congratulations; it is very well because you have understood the course... But if you fail, it is also good: you have a big improvement potential.

-When a student loses his confidence, you can answer to him: "You are not your exam result. Do not confuse your deep inside and your work or your emotion. If you fail at your exam, it does not mean that you are null but that your work was not good. The teacher does not judge you, but only your work."

e) When complaining about a course or practical lessons;

-Students (or colleagues) are sometimes very aggressive and critic with the impact or usability of a course. In this situation, just remember this sentence: "Do not judge anymore the contents of the courses. Each time you judge something or someone, it is like closing a door (figure 4); you are no more able to see what it is behind the door..."

Judging refers to your internal criterions which are your own mental built-in references or beliefs. You judge compared to what? Never forget that what you see is not the truth but only an image of the truth.



Fig 4: the closed door

And there is always something interesting and positive for you in each course even it represents 10% of the total course. Just try to discover it by an open attitude.

- When the students say that a teaching is useless: invite them to think about the concept of "fundamental needs", the concept of "a life without needs", on the differences between the desire and the need.

f) During practical lesson in small student's group: Try the "Mirrored question": We often observe that students ask questions before thinking about the subject. Instead of giving directly a technical answer, send the question slightly modified back to the student: In 90% of the cases, he has himself the answer. The process of knowledge appropriation is thus more effective. However, be careful with mirrored questions because students are not accustomed with this kind of approach and can reject it.

g) In case of competition or conflict between colleagues:

-When a professor disparages colleague's work, it is often a question of "ego" domination or jealousy. Try to speak about mutual respect and richness of diversity and ask him back what are the interest and reasons of his denigration attitude.

h) For some other quite common situations:

-When the students are anxious about their professional future or their choice, there is an interesting answer: "if you arrive at a crossroad and that you turn right, then you made the good choice but if you turn left, you also made the good choice. The most important is not to remain in the middle of the crossroad..."

-When a student feels in difficulty or expresses a bad "regard of him", there a correct answer based on acceptance concept: "To compare yourself to that you would like to be, or to compare with the one that the others would like, you would be, will cause miss-valorisation and internal faintness. You are what you are, that's all. No justification is required."

-When foreign students (often African) speak (or express) about a "racism feeling" or "feeling of inferiority" at the moment of an examination for example, it is the occasion to engage a discussion on the prejudices and the individual beliefs, or to suggest a personal work on the origin of this feeling. Looking deeper, this expression is sometimes the reflection of a suffering or an interior difficulty or educational formatting.

- When a disappointed colleague says that the students are now bad because of the global educational system, or because of different external reasons. "Do not reject fault on the external world. Just think about your own behaviour"

Try first to change your behaviour. An established relationship is like a wire connecting two people A

and B. If there is a tension between A and B (figure 5), where is it located? I do not know exactly: on one side, in the middle of the wire or everywhere between the two extremities? The only thing I know is that I can only remove the constraint from my side. So, start by your self.

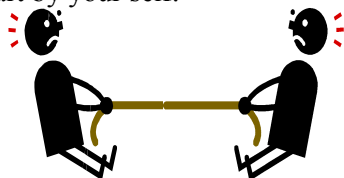


Figure 5 : stress relaxing

4.3.2 Yoga practice

The practice of yoga can be done sat in front of its computer a few minutes, or in its car on the way of work. One can practise in group on the work place, that is to say, the morning before the lesson with the Chinese manner, that is to say, the evening after the courses but before the meal because it is important that the digestive bodies are cleared for a comfortable practice. In that case, a good course duration is about 2 hours : 10 minutes to introduce the course and to sit down in comfortable position, one hour for body exercises (asanas), with short pause between each series of asanas (be careful: none of the asanas is dangerous, everybody can do it or find a adaptation; however, some of them can be disadvised due to some particular medical pathologies), 20 minutes relaxation (at this moment, practitioners can reach a kind of state of modified consciousness close to sleep but not the sleep, with the help of Tibetan “singing” bowl who has a special soft and magic sound for example), 20 minutes breathing exercises (Kapalabathi for an evening practice, Bastrika for morning practice) and at least 10 minutes for questioning and comments.

From time to time, we can include some collective “sound vibrations” work inspired from mantras, equilibrium asanas or “laught” session.

With a regular practice, the level of stress will be able to possibly decrease and periods of internal peace will appear more numerous.

4.3.2 Other possible practice

All techniques able to help in mental exploration and human understanding are welcome. For example sophrology, tai-chi, Neuro linguistic programming, have interesting and complementary effects. Choosing between different approaches is a question of individual feeling and confident relation with the teacher.

5. Collateral effects

5.1 Human relation improvement

Yoga practice is a never ended deep internal exploration work. All that we speak about in the previous paragraphs can be exported into the daily life. For example, a deep understanding of the effect of “wounding, humiliating gesture or words” on your self, will cause the suppression (or reduction) of these words and gesture in your own mouth. Looking at our thoughts passing in our brain like clouds in the sky, we understand that we are creator of our own thoughts. In particular, most of the parasitic emotions such as jealousy, hatred, fears, frustration, envy etc. are generated by negative internal thoughts. They have often an impact on our own physical or mental health and can be destructive.

One of well known human reflex is to find the reason of our emotional state outside (i.e. conflict with colleagues, family problems, car traffic, and so on). But, our internal state results of a wrong perception of the situation.

For example, when we feel jealous, one of possible reason is that we compare our job situation with the one of a colleague who earns more money. However, comparison mechanism is based on our internal reference system and on an artificial scale of value which is a pure mental construction. So the reason of our jealousy is not an external reason (here, the salary of the colleague) but comes from our internal mental way of minding. The same analysis can be done with all the other parasitic emotion [28].

Once this process understood, and as we are creator of our thoughts, we understand that it is possible to modify our perception of a situation. And then, we are able to replace negative thought by positives one's.

The result of this new internal way of being will induce positive effect for our health and general behaviour. Becoming conscious of all these subtle things, we can transmit them to our children. Thus, our own internal transformation will have interesting consequences on children education.

5.2 Yoga and sustainable development

As we can guess, human behaviour is strongly related to sustainable development: Indeed, the individual is the center of all the concern. And changing the World starts by changing first our self

internal way of minding and being. Here is the connection with Yoga. Being conscious of this assertion is the first necessary step for further evolution.

Yoga is an opportunity to work on our needs, fears, lacks, and waiting and everything which make us frozen and formatted.

One of the postulates of yoga is that we have all with the birth. While growing, we are alienated little by little by the dictatorship of our ego. And the consumer society uses all the psychological keys to reinforce ego domination problem and conflict: Always more! Always faster, always bigger !

As typical example, the society will make us ashamed if we do not own a mobile phone. Or, it wants to make believe that it is an essential tool to feel free. This psychological process of advertisement addresses exclusively the "ego".

Yoga helps to become conscious of these processes and how they acts in our mind. It is a return to essential nature, a work on basic needs. If you ask the question to a true yogi: "*what do you need?*", he will answer "*nothing, I still have all*". Even if this answer is quite caricatured, the idea is that we have to think about our needs (Need for recognition, need for safety, need to be loved, need for money...) and other mechanisms such as instinct of possession, greed...). But the most important is to understand the impact of our behaviour on natural environment. Yoga increases the capacity of distinguishing and helps to make you a "citizen" consumer more respectful of the environment. To summarize this paragraph we can quote two key sentences which can be used as references:

- "*What you give to the world, you give to yourself, what you take in the world you take it with yourself*".

- "*When one throws (or waste), there is always somebody who collects*"

6. Concrete difficulties

Till now, the main difficulty is that yoga attitude is not enough known. Even if the number of Yoga center and yoga practice increases in France, introducing non rational approaches (right brain) in a rational scientific world (left brain [22]) such as engineering school generates doubts and scepticism as usual: The first step is often the most difficult. Most of the students and professors are still in the traditional and classical way of minding: They are not yet completely ready to finely perceive this kind of new possible subtle relationship between colleagues and students.

Maybe, is it too early? May be, are we pioneers in this approach [22]? Nevertheless, yoga can "extend our understanding of social sustainability and thereby enrich management theory and practice for the 21e century"[23].

At this time, we observe a kind of shift or gap between people who is in the "classical way of minding" and the one's who are involved in a new way of thinking. We have to be patient and to work, without discouraging, to reduce this gap for a better mutual understanding. As long as the "critical mass" of people in evolution is not sufficient, there will be still difficulties of comprehension and positioning of the ones towards the others.

7. Conclusion

Till now, Yoga remains a good personal answer to stresses and conflict situations at work and in the daily life. It is thus a first interesting and positive results. It should now interesting to extend this approach in order to get a collective answer to all kind of psychological pressure [24] [25].

Our wish is that the ones continue to be ambitious but without harming or scorning the others, and that the others are not jealous with the ones. Finally, that all we work together for reduction of the suffering with job; such is the goals that we hope to reach for the near future.

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