CHAPTER 8

8.0 APPRAISAL

8.1 SUMMARY OF FINDINGS

The study employed a randomized allocated three-group pre- and post-intervention design to explore how different interventions affect adolescents' learning capabilities and academic developments. Factors integral to the learning process and academic outcomes, such as physical fitness, cognitive abilities, academic skills, self-efficacy, and performance anxiety, were assessed. The findings support the theoretical framework of learning outlined in ancient Indian scriptures, indicating that achieving a steady state of mind and following a specific learning strategy optimize learning and academic outcomes among adolescent students.

Summarizing the findings, significant differences emerged across various factors, with Group B, receiving a combination of hatha and jnana yoga, showing superior outcomes in academic performance, muscular fitness, and general intelligence. This blend promoted increased cognitive engagement and physical resilience through coordinated postures and cognitive practices.

Furthermore, noticeable improvements were seen in attention, memory, comprehension, and creative writing skills within the yoga groups compared to those only doing physical exercise. Incorporating academic interventions, which emphasized reading, reflective contemplation, and writing practice with hatha yoga, strengthened academic proficiency. Additionally, the combined hatha and jnana yoga practices notably reduced emotional symptoms, behavioral issues, and peer-related challenges while fostering pro-social behavior.

Each intervention impacted unique factors, unveiling significant predictors of academic performance within each intervention group. Before the intervention, numeracy skills were significant predictors for academic performance in the hatha yoga group, while reading skills and academic self-efficacy became prominent predictors afterward, indicating enhancement in heightened listening and motivation for learning through hatha yoga. In the hatha and jnana yoga group, reading skills and self-efficacy were significant predictors beforehand, with general intelligence, creative writing, and academic self-efficacy gaining significance post-intervention. The findings indicate improvements in cognitive and non-cognitive factors, which promote creativity and motivation for learning. In the physical exercise group, general intelligence stood out as a significant predictor before the intervention, while both general intelligence and working memory emerged as significant predictors afterward, highlighting the influence of physical exercise in promoting cognitive abilities.

The subjective feedback from student interviews participating in yoga interventions underscored positive experiences, including academic progress, reduced stress, enhanced mood, and increased school engagement. Specific yoga practices such as spinal movement and positive affirmations were valued by students, fostering a desire to continue yoga for further academic enrichment. Regarding adverse effects, students reported discomfort, including headaches, body aches, and fatigue; however, these were generally less pronounced during yoga compared to physical exercise.

Parenting styles and socio-economic status also played crucial roles in adolescent development. Authoritative parenting correlated with fewer peer problems and increased pro-social behavior, while authoritarian parenting showed positive associations with academic performance but negative ones with peer issues. Permissive parenting demonstrated no direct

impact on academic performance but was linked to improved pro-social behavior and increased conduct problems.

Negative impacts on emotional well-being and overall psychological functioning among students were observed in the upper-lower socio-economic category. The lower-middle and upper-middle categories displayed varying effects on social interactions, peer relationships, and behavioral challenges. These findings underscore the intricate interplay between socio-economic status, parenting styles, and academic outcomes in adolescent development, emphasizing the necessity for tailored support systems to address diverse needs.

8.2 CONCLUSION

The findings emphasize the significant role of yoga in developing optimum physical fitness and mental preparedness required for academic activities. Moreover, yogic interventions enhanced cognitive abilities, academic self-efficacy, and academic skills for better academic performance. Furthermore, the integrated practice of hatha and jnana yoga stands out for its profound impact on learning and has demonstrated significant positive outcomes with larger effect sizes in academic performance and associated variables. It can be stated that by nurturing physical, mental, and intellectual faculties, this combined approach yields remarkable results. This success is rooted in the fusion and application of jnana yoga's principles and hatha yoga practices. The study goes beyond conventional cognitive factors by including components like perception, inquiry, and reflection. Furthermore, it highlights the pivotal role of meta-cognitive and psycho-emotional qualities, such as humility and service, in improving learning, self-efficacy, and motivation to learn. These findings not only substantiate the proposed theoretical framework for learning but also the multifaceted benefits of yoga. Additionally, the findings strongly advocate for the integration of yoga and jnana yoga principles into education, promising holistic adolescent

development and academic success. Therefore, the inclusion of school-based interventions as part of the academic curriculum as a cost-effective and easy-to-implement intervention becomes imperative for educators and policymakers for holistic adolescent development and academic success. Additionally, the findings provide strong evidence for integrating motivation-enhancing and mindfulness-based interventions to support student learning and well-being, especially in academically low-performing students.

8.3 IMPLICATIONS OF THE STUDY

The study's implications highlight the application of ancient learning methods mentioned in yogic scriptures in present-day education systems, advocating for a transformative shift in educational paradigms and adolescent development strategies. Integrating the profound wisdom of yoga into educational frameworks emerges as an inspiration, illuminating pathways to overcome academic challenges among adolescents. This holistic approach, addressing physical, mental, and intellectual dimensions, signals a new era in education, one that transcends conventional boundaries to embrace the entirety of human potential. Moreover, the accessibility and cost-effectiveness of yoga-based interventions render them not just desirable but imperative additions to school curriculums, promising to uplift not only academic outcomes but also the very essence of student well-being.

Beyond the confines of classrooms, these interventions extend their impact, nurturing resilience, motivation, and emotional equilibrium among adolescents as they navigate the complexities of modern life. By bridging the ancient wisdom with contemporary educational goals, this study calls on educators and policymakers to embrace a holistic vision of education, one that nurtures not just minds, but spirits, cultivating a generation of empowered, wholehearted individuals poised to shape a brighter future.

The findings underscore the importance of enhancing intrinsic motivation in educational settings and incorporating mindfulness practices and interventions that build self-esteem could effectively improve emotional regulation and social behaviors in adolescents. Additionally, implementing yoga-based interventions in education offers the potential for long-term benefits, community engagement, cultural integration, global relevance, and enhanced teacher training. These implications underscore the comprehensive impact of yoga on individuals, communities, and educational systems, emphasizing its significance for promoting well-being and development across diverse contexts.

8.4 APPLICATION OF THE STUDY

Curriculum Integration and Teacher Training

Based on the study's results, discussions, and findings, integrating yoga into school curriculums emerges as a significant application. This involves designing specific programs that combine physical postures, breathing exercises, mindfulness practices, and learning strategies to enhance academic performance and well-being. Additionally, developing and implementing training programs for teachers is crucial. By equipping educators with the necessary knowledge and skills to integrate yoga into their teaching practices, schools can create a supportive and nurturing learning environment that benefits students' physical, mental, and academic development.

Community Engagement and Policy Development

Promoting community engagement by involving educational authorities and healthcare providers in yoga-based initiatives can develop a supportive network for adolescents' education and development. Furthermore, engaging stakeholders can promote the '*Happy School*' framework

outlined by UNESCO, involving people, process, place, and principles. Additionally, advocating for policies that support the integration of yoga into education systems is essential. This includes allocating funding for yoga programs, providing resources for schools, and creating guidelines for implementing yoga-based interventions.

Peer and Parental Involvement Programs

Implementing peer support initiatives where students trained in yoga and yoga-based learning strategies can mentor their peers to promote a supportive school environment. These initiatives can enhance inter-personal relationship, social skills, and empathy for each other. Programs involving parents in yoga practices can extend benefits beyond the classroom. Engaging parents through workshops and group yoga sessions can promote a better parenting style, strengthening family relationships and supporting students' development at home.

Digital Platforms for Yoga-based Learning

Developing digital platforms and online resources for yoga provides students with accessible tools to follow yoga-based learning strategies for academic learning at their convenience. These platforms can include instructional videos for self-evaluation and better learning, guided meditation sessions, and interactive modules tailored to meet the requirements of this heterogenous population.

Special Education and Mental Health Support

Applying yoga-based learning interventions in special education settings can support students with diverse learning needs. Yoga can enhance concentration, reduce anxiety, and improve self-regulation skills among students with special needs. Moreover, using yoga as a complementary approach to traditional mental health support services in schools can provide students with tools

to not only manage their academic stress, anxiety, and other challenges but they could also optimize their academic skills.

Interventions for At-Risk Students

Impediments in learning caused due to emotional and behavioral problems can be addressed through yoga interventions for at-risk students addresses specific challenges related to behavioral issues. Customized programs can provide necessary support to improve these students' emotional and academic outcomes.

Integration with Physical Education

Integrating yoga into physical education curricula diversifies activities offered to students, promoting physical fitness, flexibility, and overall health. This can attract students who may not be interested in traditional and contemporary sports.

Research and Evaluation

Conducting ongoing research and evaluation to assess the effectiveness of yoga-based interventions in educational settings to promote learning efficacy is vital. This continuous assessment can help refine programs, ensure they meet the needs of students, and provide evidence-based recommendations for policymakers. Forming partnerships with universities and research institutions to study yoga's impact in education provides deeper insights and validates observed benefits. These partnerships can help develop evidence-based best practices for implementing yoga programs in schools.

8.5 STRENGTH OF THE STUDY

The study was conducted in two distinct regions, involving students from diverse cultural backgrounds, languages, and educational goals. To mitigate baseline differences, a stratified random allocation method was employed. Data collection involved important stakeholders: parents provided insights into their socio-economic status and students' emotional and behavioral problems, which significantly influence academic performance, while teachers reported the effect of yoga on classroom behavior and learning. School-based intervention programs were meticulously designed to optimize various dimensions of adolescent personality through three different protocols. The novelty of the study was incorporation of learning strategy based on the theoretical framework and principles of jnana yoga detailed in the Bhagavad Gita and Brihadaranyaka Upanishad. To ensure methodological rigor, implementation fidelity and feasibility were assessed, examining adherence to protocols and adverse effects. Additionally, the final analysis was conducted on 92.66% of the participants initially enrolled for the study.

In addition to subjective and objective assessments, qualitative data from extensive student interviews were considered, providing valuable insights into students' understanding and opinions about yoga and its various implications, forming a robust basis for the study. The selected trainers were highly trained and experienced in implementing school-based yoga and physical exercise programs. They had extensive experience working with adolescents and school children and were consistently maintained throughout the program to ensure uniformity and effectiveness in the interventions. This comprehensive approach ensured a robust study design, capturing the multifaceted impact of yoga on adolescent development across diverse cultural settings.

8.6 LIMITATION OF THE STUDY

The absence of a control group complicates the interpretation of the intervention's effects. School-based interventions were disrupted by holidays, and students reported that the 50-minute time allocation was insufficient. Additionally, using handwritten records for interview responses introduces potential human error. The lack of follow-up in this study restricts the assessment to only half of the academic year. The research was self-funded, potentially limiting the scope of the study in terms of duration and the inclusion of robust objective measures to verify the impact on neuro-cognitive functions and physiological parameters of yoga. The investigation of direct, indirect, and causal effects was not feasible due to unmet assumptions. Relying on self-reported data may introduce biases, and the diverse cultural backgrounds and social parameters in a populous country like India introduce heterogeneity into the data, potentially biasing the analysis outcomes.

8.7 SUGGESTIONS FOR FUTURE STUDIES

Future research should aim to extend interventions throughout the academic year to examine their sustained effects on adolescents' well-being and academic performance. Randomized controlled trials (RCTs) followed by longitudinal studies on the same participants can be conducted to monitor their growth and development over the schooling period. It is recommended to include the entire age range of adolescence (10-19 years) in future studies. Additionally, standardized protocols specific to academic requirements and challenges should be developed for different age groups. Furthermore, comparative analyses of different aspects of yoga practices, such as raja yoga and bhakti yoga for mental and emotional culturing, can reveal their distinct impacts on learning outcomes. Teacher training programs and implementation strategies of these interventions should be integrated into educational settings for adolescents.

As the world moves into the digital era, investigating digitized yoga-based learning methods to overcome geographical barriers is a vital area for further exploration. Researchers should include measures to evaluate the impact of yoga on various learning processes. Learning through yoga can focus on enhancing personality through self-directed learning. Additionally, peer-based learning can be highly effective by developing better interpersonal relationships, offering an efficient learning strategy that improves overall well-being and academic success. Exploring the effects of demographic and cultural factors such as age, gender, socio-economic status, and ethnicity on the receptivity of yoga can provide valuable insights into its effects on adolescent learning and academic development. Larger-scale studies mapping different regions of the country are recommended.

Emphasis should be placed on mind-body interventions to promote adolescents' overall development, addressing psycho-physiological, psycho-social, educational, and academic concerns. Researchers should integrate ancient knowledge with contemporary educational solutions to develop learning strategies suitable for a heterogeneous population. The primary aim should be to create a society free from the burden of psychological disorders through holistic solutions, which not only prepare the future generation for better employment in the global market but also cultivate individuals who embody the principles of a humane society. Furthermore, understanding the socially relevant issues contributing to a lack of interest in academics during early age and adolescence, and exploring learning strategies tailored to specific age groups and populations to reduce academic pressure and stress, are crucial. This holistic approach will ensure the development of individuals capable of thriving in a rapidly changing world.

8.8 EXCERPTS FROM THE INTERVIEWS

1. *Earlier, I couldn't study for more than 30 minutes at a time, but now I can study for over 2 hours straight. Previously, I often fell sick, but since starting yoga, I haven't felt sick. The discipline of yoga has changed my behavior; earlier, I was very talkative and used to get exhausted by talking, but now I am calm.*
2. *I find boring subjects more interesting after yoga, even though I was always a good student. My stamina has improved, and physical activities no longer tire me; now I even participate in Kho-Kho games. I would be happy if my eyesight could be improved and my glasses removed.*
3. *I used to hit animals for no reason, but I have stopped it now as my anger has reduced. After each class, the relaxation sessions had a very peaceful effect on me, helping to reduce my negative feelings.*
4. *My friends have started liking me more, and I find myself more focused on helping others and getting involved in social activities with my father. I complete my school work on the same day, and my marks have improved, especially in science.*
5. *I had stage fear, but now I am confident in conducting assemblies, reading quotes, and making announcements. I frequently experienced nightmares before and used to wake up fearful; however, it has reduced now.*
6. *Previously, I was upset and depressed because I could not understand topics related to a few subjects, but things have improved after yoga. I have experienced improvements in the behaviors of my friends too.*
7. *There is little improvement in my abilities to do school activities and there is an improvement in my mathematics score by 10%. My health has improved; I feel lighter, and my digestion is good.*

8. *I had anger issues with students and teachers, I used to break stuffs and beat others students. Now I have less anger issues and do not engage in bouts. I think these issues were related to getting offended by what others said, which made me quite agitated. Now I am calm and happy and aware of the consequences of bad behavior.*
9. *I found practicing yoga is good for health as my body pain has reduced during menstrual cycles. Life is good and my mood and behavior has changed. I am more confident now and I do not relate with sad feelings anymore.*

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APPENDICES

1. PARENTAL CONSENT FORM

CERTIFICATE OF CONSENT

I understand the research is about testing Yoga for factors affecting academic performance. I understand my child will come for regular yoga practice for 50 minutes for five days a week for four months including the period of assessment tests.

I have been invited to have my child participate in research of Yoga for academic performance. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Participant_____

Print Name of Parent or Guardian_____

Signature of Parent or Guardian _____

Date _____

Day/month/year

IF ILLITERATE

A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the consent form to the parent of the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness_____ AND Thumb print of parent

Signature of witness _____

Date _____

Day/month/year

Statement by the researcher taking consent

I have accurately read out the information sheet to the parent of the potential participant, and to the best of my ability made sure that the person understands that the following will be done:

1. Random allocation into Yoga or Physical Exercise group.

2. Qualitative and Quantitative assessments will be done non-invasively.

3. Yoga group will undergo 50 minutes of specific Yoga practice in addition to regular school routine.

I confirm that the parent was given an opportunity to ask questions about the study, and all the questions asked by the parent have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

Print Name of Researcher/person taking the consent_____

Signature of Researcher /person taking the consent_____

Date _____

Day/month/year

1. INFORMED ASSENT FORM FOR MINORS

CERTIFICATE OF ASSENT

I understand the research is about testing Yoga for factors related to academic performance. I understand that I will have to practice yoga according to the instructions of the yoga trainer and that I will come for regularly and willingly give assessments tests before and after the study..

I have read this information (or had the information read to me) I have had my questions answered and know that I can ask questions later if I have them.

I agree to take part in the research.

OR

I do not wish to take part in the research and I have not signed the assent below._____(initialed by child/minor)

Only if child assents:

Name of child _____

Signature of child: _____

Date:_____

day/month/year

Statement by the researcher taking consent

I have accurately read out the information sheet to the participant, and to the best of my ability made sure that the child understood that the following will be done:

1. Random allocation into Yoga or Wait-list Control.

2. Qualitative and Quantitative assessments will be done non-invasively.

3. Yoga group will undergo 45 minutes of specific Yoga practice in addition to regular school routine.

I confirm that the child was given an opportunity to ask questions about the study, and all the questions asked by him/her have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this assent form has been provided to the participant.

Print Name of Researcher/person taking the assent_____

Signature of Researcher /person taking the assent _____

Copy provided to the participant _____(initialed by researcher/assistant)

Parent/Guardian has signed an informed consent ___Yes ___No _____(initialed by researcher/assistant)

Signature of researcher_____

Date_____

Day/month/year

2. INSTITUTIONAL ETHICAL COMMITTEE APPROVAL

स्वामी विवेकानन्द योग अनुसंधान संस्थान
Swami Vivekananda Yoga Anusandhāna Samsthāna
(Declared as Deemed-to-be University under Section 3 of the UGC Act, 1956)
Eknath Bhavan, # 19, Gavipuram Circle, Kempegowda Nagar, Bangalore - 560 019
Ph: 080 - 2661 2669, Telefax: 080 - 2660 8645
E-mail: svyasa@svyasa.org Website: www.svyasa.org

Institutional Ethics Committee (IEC)-SVYASA
Clearance Certificate

Dear **Mr. Pandey Mangaeshkumar Radhayshyam** Date: 20th December, 2021

The institutional Ethics committee (IEC) of Swami Vivekananda Yoga Anusandhana Samsthana (Deemed-to-be University under Section 3 of the UGC Act, 1956) reviewed your application in the committee meeting held on 23rd October, 2021 (Online) based on:

I. Documents

1. Covering Letter
2. Project Application
3. Project Proposal
4. Informed consent form
5. Undertaking

II. Presentation to IEC on 23rd October, 2021

III. Your clarification provided to the comments of the members made during presentation.

After perusal of this information, IEC has decided to approve your study. Details of approval are as follows:

Certificate Reference Number: RES/IEC-SVYASA/214/2021

Project Title: "Implications of Learning Strategies and Effect of Yoga on Academic Performance among Adolescents: A Randomized Controlled Trial."

Nature of Study: PhD

APPROVED
INSTITUTIONAL ETHICS COMMITTEE
SVYASA, BANGALORE

स्वामी विवेकानन्द योग अनुसंधान संस्थान
Swami Vivekananda Yoga Anusandhāna Samsthāna
(Declared as Deemed-to-be University under Section 3 of the UGC Act, 1956)
Eknath Bhavan, # 19, Gavipuram Circle, Kempegowda Nagar, Bangalore - 560 019
Ph: 080 - 2661 2669, Telefax: 080 - 2660 8645
E-mail: svyasa@svyasa.org Website: www.svyasa.org

Authorised Personnel: Mr. Pandey Mangeshkumar Radhayshyam, Dr. Balaram Pradhan
Approval Period: 02 Years

Condition of approval

- Research must be conducted according to the approved proposal.
- Report has to submitted to IEC on completion of study.
- Violation/deviation from the approved proposal has to be notified to IEC.
- The authorised personnel will comply to request for audit from IEC.
- IEC retains right to withdraw or amend this approved clearance certificate.

Please contact undersigned member Secretary if you have any queries / need clarification.

IEC wishes you all the best.

Dr. Ramesh M N
Member Secretary,
Institutional Ethics Committee,
S-VYASA, Bengaluru.

Member Secretary
Institutional Ethics Committee
Swami Vivekananda Yoga Anusandhana Samsthana (S-VYASA)
No. 19, Eknath Bhavan, Gavipuram Circle
K.G. Nagar, Bangalore-560019

3. QUESTIONNAIRE(S) SAMPLE COPIES

A. KRAUSS-WEBER TEST

COPY OF THE TEST POSTURES TO EVALUATE MINIMUM MUSCULAR FITNESS

test for the strength of the lower back muscles. These tests are shown in Fig. 1.

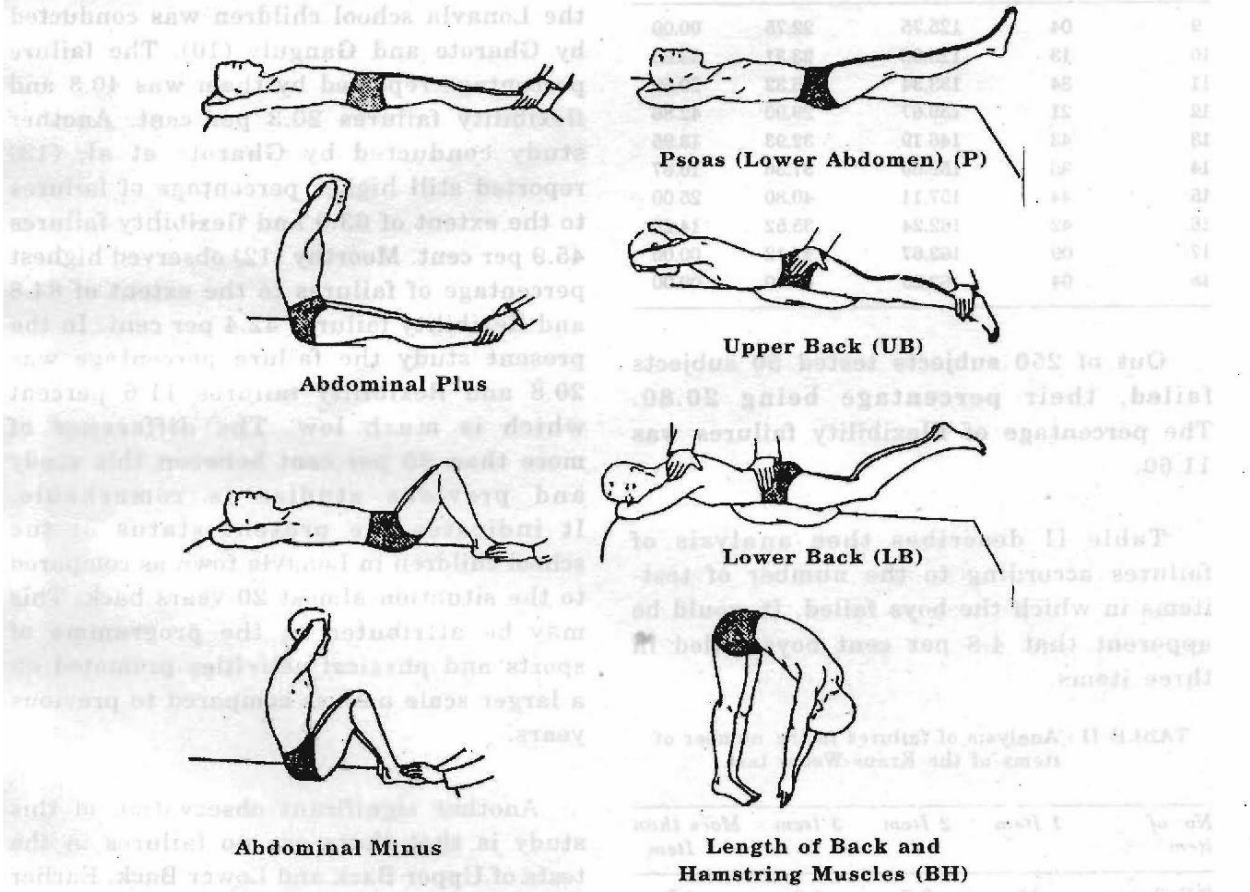


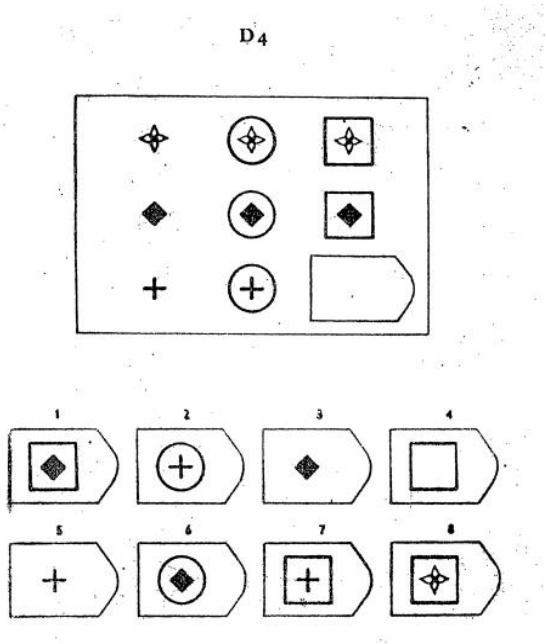
Fig. 1 : KRAUS–WEBER TESTS

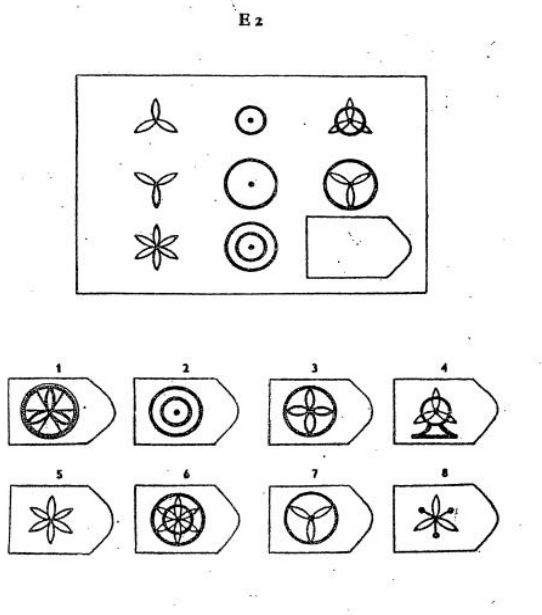
COPY OF THE EVALUATION SCORE SHEET

GROUP NAME					KRAUSS WEBER						
S. No	Code	Age	Gender	Grade	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Final
1											
2											
3											
4											
5											
6											

B. RAVEN'S PROGRESSIVE MATRICES

SAMPLE COPIES OF THE TEST





COPY OF THE EVALUATION SCORE SHEET

Code	Group	Gender	Grade	Age

S. No	SET A	S. No	SET B	S. No	SET C	S. No	SET D	S. No	SET E
1		1		1		1		1	
2		2		2		2		2	
3		3		3		3		3	
4		4		4		4		4	
5		5		5		5		5	
6		6		6		6		6	
7		7		7		7		7	
8		8		8		8		8	
9		9		9		9		9	
10		10		10		10		10	
11		11		11		11		11	
12		12		12		12		12	

RESULTS

SET A	SET B	SET C	SET D	SET E

C. WESCHLER DIGIT SPAN TEST

COPY OF WESCHLER'S SPATIAL SPAN TEST

9. Spatial Span

DISCONTINUE RULE: After scores of 0 on both trials of any item. For both Spatial Span Forward & Spatial Span Backward, administer both trials of each item even if Trial 1 is passed.

RECORDING: All responses verbatim

SCORING RULE: 0–1 pt. for each trial

Spatial Span Forward

Item/Trial		Response	Score 0 or 1
1.	Trial 1	3 – 10	
	Trial 2	7 – 4	
2.	Trial 1	1 – 9 – 3	
	Trial 2	8 – 2 – 7	
3.	Trial 1	4 – 9 – 1 – 6	
	Trial 2	10 – 6 – 2 – 7	
4.	Trial 1	6 – 5 – 1 – 4 – 8	
	Trial 2	5 – 7 – 9 – 8 – 2	
5.	Trial 1	4 – 1 – 9 – 3 – 8 – 10	
	Trial 2	9 – 2 – 6 – 7 – 3 – 5	
6.	Trial 1	10 – 1 – 6 – 4 – 8 – 5 – 7	
	Trial 2	2 – 6 – 3 – 8 – 2 – 10 – 1	
7.	Trial 1	7 – 3 – 10 – 5 – 7 – 8 – 4 – 9	
	Trial 2	6 – 9 – 3 – 2 – 1 – 7 – 10 – 5	
8.	Trial 1	5 – 8 – 4 – 10 – 7 – 3 – 1 – 9 – 6	
	Trial 2	8 – 2 – 6 – 1 – 10 – 3 – 7 – 4 – 9	

Forward Total Score Range = 0 to 16

Spatial Span Backward

Item/Trial		(Correct Response)/Response	Score 0 or 1
1.	Trial 1	7 – 4 (4 – 7)	
	Trial 2	3 – 10 (10 – 3)	
2.	Trial 1	8 – 2 – 7 (7 – 2 – 8)	
	Trial 2	1 – 9 – 3 (3 – 9 – 1)	
3.	Trial 1	10 – 6 – 2 – 7 (7 – 2 – 6 – 10)	
	Trial 2	4 – 9 – 1 – 6 (6 – 1 – 9 – 4)	
4.	Trial 1	5 – 7 – 9 – 8 – 2 (2 – 8 – 9 – 7 – 5)	
	Trial 2	6 – 5 – 1 – 4 – 8 (8 – 4 – 1 – 5 – 6)	
5.	Trial 1	9 – 2 – 6 – 7 – 3 – 5 (5 – 3 – 7 – 6 – 2 – 9)	
	Trial 2	4 – 1 – 9 – 3 – 8 – 10 (10 – 8 – 3 – 9 – 1 – 4)	
6.	Trial 1	2 – 6 – 3 – 8 – 2 – 10 – 1 (1 – 10 – 2 – 8 – 3 – 6 – 2)	
	Trial 2	10 – 1 – 6 – 4 – 8 – 5 – 7 (7 – 5 – 8 – 4 – 6 – 1 – 10)	
7.	Trial 1	6 – 9 – 3 – 2 – 1 – 7 – 10 – 5 (5 – 10 – 7 – 1 – 2 – 3 – 9 – 6)	
	Trial 2	7 – 3 – 10 – 5 – 7 – 8 – 4 – 9 (9 – 4 – 8 – 7 – 5 – 10 – 3 – 7)	
8.	Trial 1	8 – 2 – 6 – 1 – 10 – 3 – 7 – 4 – 9 (9 – 4 – 7 – 3 – 10 – 1 – 6 – 2 – 8)	
	Trial 2	5 – 8 – 4 – 10 – 7 – 3 – 1 – 9 – 6 (6 – 9 – 1 – 3 – 7 – 10 – 4 – 8 – 5)	

Backward Total Score Range = 0 to 16

Total Score Range = 0 to 32

(Sum Forward Total Score & Backward Total Score)

D. ACADEMIC SKILL TEST

Code	Group	Gender	Grade	Age

ACADEMIC SKILL TEST – GRADE 7

A) Comprehension Test: Read the following passage and answer the questions

Without oil the modern world could not exist. Oil is needed for travel, because it powers our motor cars, buses, trains, aeroplanes and ships. Oil helps machines of all kinds, to run easily. Oil also gives us other substances, such as artificial rubber, artificial materials for clothing, and new materials for making things. Yet till a hundred years ago no one used oil for any of these purposes. In fact, no one knew that much oil existed. Men do not make oil; they find it. They look for oil in many ways. They begin by making a map of the land where they are searching. Then they use the map to help them in choosing a site to explore with more care. They start their work by examining the rock from under the surface and come to know whether oil is likely to be underneath the rock. To find out how deeply the oil is buried they need to know how far under the surface the rock is. If everything seems hopeful the men decide to drill down through the rock. In this way they find out whether oil really does lie underneath it. Often this test – well, as it is called, is far away from any town and there is much work to do before any drilling starts. Houses and roads must be built for the people coming to drill the test – well. Then the big derrick that carries the drill must be put up. This derrick is a strong framework of steel about 45 meters high. The drill is raised and lowered from inside the derrick.

1) What do you understand by the word oil?
   a) Petrol
   b) Diesel
   c) Engine oil
   d) All the above
2) What can be prepared using oil?
   a) Artificial rubber
   b) Railway engines
   c) Materials for clothing
   d) Both a & c
3) How can men make oil?
   a) By burning coal
   b) Men do not make oil but find it under the earth
   c) Men make oil by mixing few chemicals
   d) Both a & c
4) How long is the derrick?
   a) 50 meters
   b) 30 meters
   c) 45 meters
   d) 40 meters
5) How is oil found under the earth's surface?
   a) By digging
   b) By drilling
   c) By levelling the ground
   d) By going inside earth

E. COPY OF ACADEMIC SKILL TEST

PASSAGE READING

Mount Vesuvius, a volcano located between the ancient Italian cities of Pompeii and Herculaneum, has received much attention because of its frequent and destructive eruptions. The most famous of these eruptions occurred in A.D. 79. The volcano had been inactive for centuries. There was little warning of the coming eruption, although one account unearthed by archaeologists says that a hard rain and a strong wind had disturbed the celestial calm during the preceding night. Early the next morning, the volcano poured a huge river of molten rock down upon Herculaneum, completely burying the city and filling the harbour with coagulated lava. Meanwhile, on the other side of the mountain, cinders, stone and ash rained down on Pompeii. Sparks from the burning ash ignited the combustible rooftops quickly. Large portions of the city were destroyed in the conflagration. Fire, however, was not the only cause of destruction. Poisonous sulphuric gases saturated the air. These heavy gases were not buoyant in the atmosphere and therefore sank toward the earth and suffocated people. Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behaviour of the volcano. By analysing data, much as a zoologist dissects an animal specimen, scientists have concluded that the eruption changed large portions of the area's geography. For instance, it turned the Sarno River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate.

F. ACADEMIC SELF-EFFICACY SCALE

Academic Self-Efficacy and Efficacy for Self-Regulated Learning
(Adapted from Zimmerman, Bandura, & Martinez-Pons, 1992; Chemers, Hu, & Garcia, 2001)

Name: _____

Directions: Please indicate how much confidence you have that you could successfully accomplish each of these tasks. Circle the number according to the following 5-point confidence scale.

Confidence Scale:

No Confidence at all	Very little confidence	Some Confidence	Much Confidence	Complete Confidence
1	2	3	4	5

How much confidence do you have that you can successfully:

1	Finish homework assignments by deadlines?	1	2	3	4	5
2	Study when there are other interesting things to do?	1	2	3	4	5
3	Concentrate on school subjects?	1	2	3	4	5
4	Take class notes of class instruction?	1	2	3	4	5
5	Use the library to get information for class assignments?	1	2	3	4	5
6	Plan your schoolwork?	1	2	3	4	5
7	Organize your schoolwork?	1	2	3	4	5
8	Remember information presented in class and textbooks?	1	2	3	4	5
9	Arrange a place to study without distractions?	1	2	3	4	5
10	Motivate yourself to do schoolwork?	1	2	3	4	5
11	Participate in class discussions?	1	2	3	4	5

Directions: Please use the scale below to respond to the following 8 items.

Very Untrue						***Very True***
1	**2**	**3**	**4**	**5**	**6**	**7**

__ 12 I know how to schedule my time to accomplish my tasks.
__ 13 I know how to take notes.
__ 14 I know how to study to perform well on tests.
__ 15 I am good at research and writing papers.
__ 16 I am a very good student.
__ 17 I usually do very well in school and at academic tasks.
__ 18 I find my academic work interesting and absorbing.
__ 19 I am very capable of succeeding at this college.

Jerry Rudmann, Coastline College (714-241-6338)

G. STRENGTH AND DIFFICULTY QUESTIONNAIRE

Area Logo

PY2

Parent Report Measures for Children and Adolescents
SDQ(P)11-17 FU

Facility Name: _____

Code: |__|__|__|__|

Please used gummed label if available

Patient or Client Identifier: |__|__|__|__|__|__|__|__|__|__|

Surname:

Other names:

Date of Birth: __ __/__ __/__ __ __ __ Sex: Male ☐1 Female ☐2

Address:

Instructions: For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of your child's behaviour **over the last month**.

	Strengths and Difficulties Questionnaire	Not True	Somewhat True	Certainly True
1.	Considerate of other people's feelings	O	O	O
2.	Restless, overactive, cannot stay still for long	O	O	O
3.	Often complains of headaches, stomach-aches, or sickness	O	O	O
4.	Shares readily with other young people, for example CDs, games, food	O	O	O
5.	Often loses temper	O	O	O
6.	Would rather be alone than with other young people	O	O	O
7.	Generally well behaved, usually does what adults request	O	O	O
8.	Many worries or often seems worried	O	O	O
9.	Helpful if someone is hurt, upset or feeling ill	O	O	O
10.	Constantly fidgeting or squirming	O	O	O
11.	Has at least one good friend	O	O	O
12.	Often fights with other young people or bullies them	O	O	O
13.	Often unhappy, depressed or tearful	O	O	O
14.	Generally liked by other young people	O	O	O
15.	Easily distracted, concentration wanders	O	O	O
16.	Nervous in new situations, easily loses confidence	O	O	O
17.	Kind to younger children	O	O	O
18.	Often lies or cheats	O	O	O
19.	Picked on or bullied by other young people	O	O	O
20.	Often volunteers to help others (parents, teachers, children)	O	O	O
21.	Thinks things out before acting	O	O	O
22.	Steals from home, school or elsewhere	O	O	O
23.	Gets along better with adults than with other young people	O	O	O
24.	Many fears, easily scared	O	O	O
25.	Good attention span, sees chores or homework through to the end	O	O	O

Please turn over – there are a few more questions on the other side

SDQ (P) 11-17 FU SELF–REPORT MEASURE (1 of 2)

SOURCE: Mental Health National Outcomes and Casemix Collection: Overview of Clinician-Rated and Consumer Self-Report Measures V1.50, Mental Health & Suicide Prevention Branch, Department of Health and Ageing

H. TEST ANXIETY QUESTIONNAIRE

Appendix A: Westside Test Anxiety Scale

Rate how true each of the following is of you, from extremely or always true, to not at all or never true. Use the following 5 point scale.

5	4	3	2	1
extremely or always true	highly or usually true	moderately or sometimes true	slightly or seldom true	not at all or never true

__ 1) The closer I am to a major exam, the harder it is for me to concentrate on the material.

__ 2) When I study, I worry that I will not remember the material on the exam.

__ 3) During important exams, I think that I am doing awful or that I may fail.

__ 4) I lose focus on important exams, and I cannot remember material that I knew before the exam.

__ 5) I finally remember the answer to exam questions after the exam is already over.

__ 6) I worry so much before a major exam that I am too worn out to do my best on the exam.

__ 7) I feel out of sorts or not really myself when I take important exams.

__ 8) I find that my mind sometimes wanders when I am taking important exams.

__ 9) After an exam, I worry about whether I did well enough.

__ 10) I struggle with writing assignments, or avoid them as long as I can. I feel that whatever I do will not be good enough.

_____ Sum of the 10 questions

_____ Divide the sum by 10. This is your Test Anxiety score.

What does your test anxiety score mean?

1.0—1.9 Comfortably low test anxiety
2.0—2.5 Normal or average test anxiety
2.5—2.9 High normal test anxiety
3.0—3.4 Moderately high (some items rated 4=high)
3.5—3.9 High test anxiety (half or more of the items rated 4=high)
4.0—5.0 Extremely high anxiety (items rated 4=high and 5=extreme)

I. PREFERRED PARENTING STYLE QUESTIONNAIRE

Parenting Style Questionnaire

Please rate how often you engage in the different parenting practices listed below. Scores range from "Never" to "Always" on a six-point scale. At the end of each section, add up your scores and divide the total by the number of questions in that section to find your calculated score for that category. The highest calculated score indicates your preferred parenting style.

Authoritative Parenting Style

1 — 2 — 3 — 4 — 5 — 6
Never — Always

1. I am responsive to my child's feelings and needs.
   Rate your response. Choose from 1 (never) to 6 (always):
2. I take my child's wishes into consideration before I ask him/her to do something.
   Rate your response. Choose from 1 (never) to 6 (always):
3. I explain to my child how I feel about his/her good/bad behavior.
   Rate your response. Choose from 1 (never) to 6 (always):
4. I encourage my child to talk about his/her feelings and problems.
   Rate your response. Choose from 1 (never) to 6 (always):
5. I encourage my child to freely "speak his/her mind," even if he/she disagrees with me.
   Rate your response. Choose from 1 (never) to 6 (always):
6. I explain the reasons behind my expectations.
   Rate your response. Choose from 1 (never) to 6 (always):
7. I provide comfort and understanding when my child is upset.
   Rate your response. Choose from 1 (never) to 6 (always):

Based on: Robinson, C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports, 77,* 819–830.

8. I compliment my child.
   Rate your response. Choose from 1 (never) to 6 (always):
9. I consider my child's preferences when I make plans for the family (e.g., weekends away and holidays).
   Rate your response. Choose from 1 (never) to 6 (always):
10. I respect my child's opinion and encourage him/her to express them.
    Rate your response. Choose from 1 (never) to 6 (always):
11. I treat my child as an equal member of the family.
    Rate your response. Choose from 1 (never) to 6 (always):
12. I provide my child reasons for the expectations I have for him/her.
    Rate your response. Choose from 1 (never) to 6 (always):
13. I have warm and intimate times together with my child.
    Rate your response. Choose from 1 (never) to 6 (always):

***Total points** for Authoritative Parenting Style section:*

Calculated score for Authoritative Parenting Style section (total points divided by 13):

Authoritarian Parenting Style

1 — 2 — 3 — 4 — 5 — 6
Never — Always

1. When my child asks me why he/she has to do something, I tell him/her it is because I said so, I am your parent, or because that is what I want.
   Rate your response. Choose from 1 (never) to 6 (always):
2. I punish my child by taking privileges away from him/her (e.g., TV, games, visiting friends).
   Rate your response. Choose from 1 (never) to 6 (always):

Based on: Robinson, C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports, 77,* 819–830.

3. I yell when I disapprove of my child's behavior.
   Rate your response. Choose from 1 (never) to 6 (always):
4. I explode in anger towards my child.
   Rate your response. Choose from 1 (never) to 6 (always):
5. I spank my child when I don't like what he/she does or says.
   Rate your response. Choose from 1 (never) to 6 (always):
6. I use criticism to make my child improve his/her behavior.
   Rate your response. Choose from 1 (never) to 6 (always):
7. I use threats as a form of punishment with little or no justification.
   Rate your response. Choose from 1 (never) to 6 (always):
8. I punish my child by withholding emotional expressions (e.g., kisses and cuddles).
   Rate your response. Choose from 1 (never) to 6 (always):
9. I openly criticize my child when his/her behavior does not meet my expectations.
   Rate your response. Choose from 1 (never) to 6 (always):
10. I find myself struggling to try to change how my child thinks or feels about things.
    Rate your response. Choose from 1 (never) to 6 (always):
11. I feel the need to point out my child's past behavioral problems to make sure he/she will not do them again.
    Rate your response. Choose from 1 (never) to 6 (always):
12. I remind my child that I am his/her parent.
    Rate your response. Choose from 1 (never) to 6 (always):
13. I remind my child of all the things I am doing, and I have done for him/her.
    Rate your response. Choose from 1 (never) to 6 (always):

***Total points** for Authoritarian Parenting Style section:*

Calculated score for Authoritarian Parenting Style section (total points divided by 13):

Based on: Robinson, C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports, 77,* 819–830.

Permissive Parenting Style

1 — 2 — 3 — 4 — 5 — 6
Never — Always

1. I find it difficult to discipline my child.
   Rate your response. Choose from 1 (never) to 6 (always):
2. I give into my child when he/she causes a commotion about something.
   Rate your response. Choose from 1 (never) to 6 (always):
3. I spoil my child.
   Rate your response. Choose from 1 (never) to 6 (always):
4. I ignore my child's bad behavior.
   Rate your response. Choose from 1 (never) to 6 (always):

***Total points** for Permissive Parenting Style section:*

Calculated score for Permissive Parenting Style section (total points divided by 4):

Parenting Styles Ranked

Record the rank order of your preferred parenting styles:

1. Highest calculated score:
   Parenting style:
2. Second highest calculated score:
   Parenting style:
3. Third highest calculated score:
   Parenting style:

Based on: Robinson, C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports, 77,* 819–830.

J. KUPPUSWAMY SOCIO-ECONOMIC SCALE

CALCULATION OF THE SCALE

Scoring of education

Regardless of whoever the subject is, head of family is assigned education scoring. Credit for completed degrees is only given for the highest level earned, not for those that are currently pursuing or have not been completed.

Scoring of occupation

Only the head of family's occupation is given a score. Credit for the head of the family's previous position may be provided if that person has retired. We must advance the categories from unemployed to professional when assigning a score to a person. For instance, the occupation score for an engineer should be 1 (for "unemployed") if, for any reason, they have never held a position after getting their professional degree.

Scoring of income

The income categories are established according to the prevailing inflation rate, which is determined using the CPI for Industrial Workers. The CPI tracks the fluctuations in the prices of goods and services commonly where, "b" is CPI of current year and "a" is CPI of last year.

Table 1: The scoring system used for the education and occupation of the head of the family.

Parameters	Score
Education	
Professional degree	7
Graduate	6
Intermediate/ diploma	5
High school	4
Middle school	3
Primary school	2
Illiterate	1
Occupation	
Legislators, senior officials, managers	10
Professional	9
Technicians/associate professionals	8
Clerk	7
Skilled worker, shop and market sales workers	6
Skilled agricultural and fishery workers	5
Craft and related trade workers	4
Plant and machine operators and assemblers	3
Elementary occupation	2
Unemployed	1

Table 2: Total monthly income of the family for various years and score given.

Family income per month in Rupees (1976)	Updated monthly family income in Rupees (2012)	Updated monthly family income in Rupees (June 2021)	Updated monthly family income in Rupees (June 2022)	Updated monthly family income in Rupees (June 2023)	Score
≥2,000	≥30,375	≥190,148	≥212,929	≥146,104	12
				109,580-146,103	11
1,000-1,999	15,188-30,374	95,077-190,147	106,468-212,928	73,054-109,579	10
				68,455-73,053	9
				63,854-68,454	8
				59,252-63,853	7
750-999	11,362-15,187	71,126-95,076	79,648-106,467	54,651-59,251	6
				45589-54650	5
500-749	7,594-11,361	47,538-71,125	53,234-79,647	36,527-45,588	4
300-499	4,556-7,593	28,521-47,537	31,938-53,233	21,914-36,526	3
101-299	1,521-4,555	9,521-28,520	10,662-31,937	7,316-21,913	2
≤100	≤1,520	≤9,520	≤10,661	≤7,315	1

Consequently, the revised Kuppuswamy SES scales for 2023 classify individuals into distinct categories, namely upper, upper middle, lower middle, upper lower, and lower, with scores ranging from below 3 to 29.

Table 3: Modified Kuppuswamy socio economic classes based on total score.[7]

Total score	Socio economic class
26-29	Upper (I)
16-25	Upper middle (II)
11-15	Lower middle (III)
5-10	Upper lower (IV)
<5	Lower (V)

DISCUSSION

The "updated modified Kuppuswamy SES" is widely recognized and widely used in India. However, it has become less effective due to the continuous economic growth and social changes the country has undergone. To address this, regular updates to the income criteria have become essential, given the consistent inflation in the value of the Rupee, as measured by the all India CPI. The revision of income categories is linked to the All India CPI, which measures price changes for retail goods and services that families typically consume. CPI figures are commonly employed as a macroeconomic indicator of inflation. The government of India's labour bureau publishes three CPIs: the CPI for industrial workers (CPI-IW) for 2001, the CPI for agricultural labourers (CPI-AL) for 1986-87, and the CPI for rural labourers (CPI-RL) for 1984-85.[6]

Among these, the CPI-IW has been the most frequently used and appropriate CPI for updating socioeconomic categories as it represents the expenditure patterns of a typical working-class family. Many authors have previously adjusted the scale based on the CPI-IW data for specific years.

Supplement A: List of Positive Affirmations and Instruction under Yoga Nidra and Academic Instructions

S. No	Components	Positive affirmation	Instructions
1	IGO	I am curious and motivated to learn more	Writing about steps of self-learning, asking questions, and participation
2	EGO	I achieve academic goals and good grades	Develop healthy competition by improving on your mistakes
3	TV	I value the knowledge of all the subjects	List the reasons why certain subjects are less interesting
4	COLB	I will maximize my efforts to study	Compare your efforts and performance and improve
5	SELP	I am confident to perform well in studies	If faced with challenging academic tasks, work on your fundamentals and revisit the problem
6	TA	My body-mind is stable and calm during exams	Awareness of body sensations, breath, and thoughts. Alter your thoughts following 'pratipaksha bhavana'.
7	REH	I remember all that I study	Reading-mental recall-writing on alternate days
8	ELB	I easily understand new concepts	Establish relationship of what is known and what is being learned, within or between two or more subjects
9	ORG	I have deeper understanding of subjects	To create knowledge boxes, write and add information of a related topic in one notebook (knowledge box).
10	CT	I have the ability to reflect on the problem	Self-assess your academic work by repeating it and draw inferences about what was known and what has improved
11	MSR	I plan and organize my studies perfectly	Prepare short-term, inter-mediate, and long-term academic goals, plan and organize your studies accordingly. If short-term strategy is not working then change it and work
12	TSE	I utilize my time properly to study	Weekly plan: Create time boxes and assign optimum time for each subject and keep your study place clean and silent.
13	ER	My attention while learning is improving	Know your limitations and skills, time allocation and method(s) to learn for each subject: Rehearse and repeat.
14	PL	I am friends with all my classmates	Take initiative and form small groups (4-6 members), assign a subject to each, discuss what is known. Each member will teach other members about different subjects
15	HS	I always get help whenever required	Be humble and confident to seek help from teachers, elders, and peers

Legend: IGO: Intrinsic goal orientation; EGO: Extrinsic goal orientation; TV: Task value; COLB: Control of learning beliefs; SELP: Self-efficacy for learning and performance; TA: Test anxiety; REH: Rehearsal; ELB: Elaboration; ORG: Organization; CT: Critical thinking; MSR: Metacognitive self-regulation; TSE: Time and study management; ER: Effort regulation; PL: Peer learning; HS: Help seeking.

Footnote 1: *Pratipaksha bhavana*: Cultivating positive thought against a negative thought. *Pratipaksha* means opposite and *bhavana* means emotions or thoughts. The additional academic instructions imparted during the practice sessions included reading aloud (*Shravanam*); writing in one's own words about what was read aloud and formulating questions from the passage that was read (*Mananam*); repeated practice of what is already known and adding new information (*Nidhidhyasana*); respecting teachers and mentors (*Pranipaata*); asking questions pertaining to one's doubts by properly reframing each question (*Pariprashna*); and following the teacher's instructions and making a consistent effort to study and attain new knowledge (*Seva*).

Footnote 2: The principles of learning based on Jnana Yoga were aligned with academic tasks, engaging students in creative writing that applied reflective contemplation, observation, emotional intelligence, and cognitive restructuring. Additionally, students practiced numeracy skills, employing critical thinking and problem-solving. Comprehension skills were enhanced through reading, decoding, vocabulary development, self-regulation, motivation, and critical thinking, among others, to improve students' academic abilities.

PUBLICATION DETAILS

Name of the Research Scholar: Pandey Mangeshkumar Radhayshyam **Registration No.: 1100812016**

Name of the Research Supervisor/s: Professor Narayan Behera

Sl.No.	Name of the Article / Title	Published/ Accepted	web link of article if published	Name of the Journal and Publisher	Is it indexed journal? Yes/No If yes provide details	Impact Factors (Thomson Reuters-2018)	UGC Listed Yes/No If yes provide the details/link
1	Effectiveness of Yoga and Physical Exercises on Emotional and Behavioral Problems and Academic Performance among Indian Adolescents: A Randomised Trial	Accepted	NA	Journal of Emotional and Behavioral Disorders Publisher: Sage Publications Inc	PsycINFO, Web of Science, Scopus	1.9	UGC Care-Group II
2	Yoga can Potentially Affect Learning Motivation and Critical Thinking in Rural Adolescent Students: A Randomized Controlled Trial Cogent Education	Accepted	NA	Cogent Education Publisher: Taylor & Francis	Web of Science, Scopus, Education Resources Information Center	1.6	UGC Care-Group II
3	Improving Academic Standard of Low-Performing Adolescents: A Delphi Study	Accepted	NA	Journal of Educational Studies Trends and Practices. ISSN: 0976-8203. eISSN: 2319-1945 Publisher: Model Institute of Education and Research	Web of Science	0.3	UGC Care – Group II
4	The Impact of Parenting Styles and Socio-economic Status on Adolescents' Academic Performance and Behavioral Outcomes	Accepted	NA	African Journal of Biological Sciences ISSN: 2663-2187 Publisher: African Science Publication	Scopus	0.4	UGC Care – Group II
5	The Triad of Learning Strategy based on Bhagavad Gita: A Conceptual Framework	Accepted	NA	Ushati: ISSN: 2277-680X Publisher: Director, Central Sanskrit University, Prayagraj	NA	NA	UGC Care – Group I
6	Feasibility Study of a Yoga-Based Intervention For Enhancing Adolescent Academic Performance: A Randomized Controlled Trial	Accepted	NA	Urban India ISSN: 0970-9045 Publisher: National Institute of Urban Affairs, New Delhi	NA	NA	UGC Care – Group I

Signature of Research Scholar

Name & Signature of the Research Supervisor