

REFERENCES

REFERENCES

- Abraham, M., Aishwarya, R., & Rajendran, S. (2017). Prevalence and intensity of general anxiety and mathematics anxiety in college students. *International Journal of Pure and Applied Mathematics*, *114*(12), 11–20.
- Ahmed, W., Minnaert, A., Kuyper, H., & Werf, G. van der. (2012). Reciprocal relationships between math self-concept and math anxiety. *Learning and Individual Differences*, *22*(3), 385–389.
- Ambroggi, F., Ishikawa, A., Fields, H. L., & Nicola, S. M. (2008). Basolateral amygdala neurons facilitate reward-seeking behavior by exciting nucleus accumbens neurons. *Neuron*, *59*(4), 648–661.
- Anjana, S., Pradeep, C., & Samuel, P. (2015). Synthesize of high speed floating-point multipliers based on vedic maths. *Procedia Computer Science*, *46*, 1294–1302.
- Ashcraft, M. H. (2002). Math anxiety: Personal, educational, and cognitive consequences. *Current Directions in Psychological Science*, *11*(5), 181–185.
- Ashcraft, M. H., & Faust, M. W. (1994). Mathematics anxiety and mental arithmetic performance: An exploratory investigation. *Cognition & Emotion*, *8*(2), 97–125.
- Ashcraft, M. H., & Kirk, E. P. (2001). The relationships among working memory, math anxiety, and performance. *Journal of Experimental Psychology: General*, *130*(2), 224–237.
- Ashcraft, M. H., Kirk, E. P., & Hopko, D. R. (1998). On the cognitive consequences of mathematics anxiety. In C. Donlan (Ed.), *Studies in developmental psychology. The development of mathematical skills* (pp. 175–196). Hove, England: Psychology Press/Taylor & Francis (UK).
- Ashcraft, M. H., & Krause, J. A. (2007). Working memory, math performance, and Math Anxiety. *Psychonomic Bulletin & Review*, *14*(2), 243–8.
- Ashcraft, M. H., & Moore, A. M. (2009). Mathematics Anxiety and the Affective Drop in Performance. *Journal of Psychoeducational Assessment*, *27*(3), 197–205.
- Baddeley, A. (2010). Working memory. *Current Biology : CB*, *20*(4), R136-40.
- Bansal, Y., & Madhu, C. (2016). A novel high-speed approach for 16×16 Vedic

- multiplication with compressor adders. *Computers & Electrical Engineering*, 49, 39–49.
- Beilock, S. L., & Carr, T. H. (2005). When high-powered people fail: working memory and “choking under pressure” in math. *Psychological Science*, 16(2), 101–105.
- Beilock, S. L., & Willingham, D. T. (2014). Math Anxiety: Can Teachers Help Students Reduce It? *American Educator*, 38(2), 28–32.
- Bellinger, D. B., DeCaro, M. S., & Ralston, P. A. S. (2015). Mindfulness, anxiety, and high-stakes mathematics performance in the laboratory and classroom. *Consciousness and Cognition*, 37, 123–132.
- Betz, N. E. (1978a). Prevalence, distribution, and correlates of Math Anxiety in college students. *Journal of Counseling Psychology*, 25(5), 441–448.
- Betz, N. E. (1978b). Prevalence, distribution, and correlates of math anxiety in college students. *Journal of Counseling Psychology*.
- Bharati Krsna Tirthaji Maharaja. (1992). *Vedic Maths*. (V. S. Agrawala, Ed.). Delhi, India: Motilal Banarsidass.
- Bhardwaj, S., Kashyap, S., & Shukla, A. (2012). A novel approach for optimization in mathematical calculations using Vedic Maths techniques. *Mathematical Journal of Interdisciplinary Sciences*, 1(1), 23–34.
- Bhargav, H., Nagendra, H. R., Gangadhar, B. N., & Nagarathna, R. (2014). Frontal hemodynamic responses to high frequency yoga breathing in schizophrenia: A functional near-infrared spectroscopy study. *Frontiers in Psychiatry*, 5.
- Bhavanani, A. B., Madanmohan, & Udupa, K. (2003). Acute effect of mukh bhastrika (a yogic bellows type breathing) on reaction time. *Indian Journal of Physiology and Pharmacology*, 47(3), 297–300.
- Bhavanani, A. B., Raj, J. B., Ramanathan, M., & Trakroo, M. (2016). Effect of Different pranayamas on Respiratory Sinus Arrhythmia. *Journal of Clinical and Diagnostic Research*, 10(3), CC04-CC06.
- Borders, A., Earleywine, M., & Jajodia, A. (2010). Could mindfulness decrease anger, hostility, and aggression by decreasing rumination? *Aggressive Behavior*, 36(1),

28–44.

- Breuning, L. G. (2015). *Habits of a Happy Brain: Retrain Your Brain to Boost Your Serotonin, Dopamine, Oxytocin, & Endorphin Levels*. Simon and Schuster.
- Bridges, L., & Sharma, M. (2017). The efficacy of yoga as a form of treatment for depression. *Journal of Evidence-Based Complementary & Alternative Medicine*, 22(4), 1017–1028.
- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822–848.
- Brown, R. P., & Gerbarg, P. L. (2009). Yoga breathing, meditation, and longevity. *Annals of the New York Academy of Sciences*, 1172(1), 54–62.
- Burke, A., & Marconett, S. (2007). The Role of Breath in Yogic Traditions: Alternate Nostril Breathing. *Biofeedback*, 36(2), 67–69.
- Butzer, B., Day, D., Potts, A., Ryan, C., Coulombe, S., Davies, B., ... Khalsa, S. B. S. (2015). Effects of a classroom-based yoga intervention on cortisol and behavior in second- and third-grade students: a pilot study. *Journal of Evidence-Based Complementary & Alternative Medicine*, 20(1), 41–9.
- Campos, D., Cebolla, A., Quero, S., Bretón-López, J., Botella, C., Soler, J., ... Baños, R. M. (2016). Meditation and happiness: Mindfulness and self-compassion may mediate the meditation–happiness relationship. *Personality and Individual Differences*, 93, 80–85.
- Carlson, L. E., & Brown, K. W. (2005). Validation of the Mindful Attention Awareness Scale in a cancer population. *Journal of Psychosomatic Research*, 58(1), 29–33.
- Chandra Hari, K. (1999). A critical study of “vedic maths” of Sankaracarya Sri Bharati Krsna Tirthaji Maharaj. *Indian Journal of History of Science*, 34(1).
- Chidgupkar, P. D., & Karad, M. T. (2004). The implementation of vedic algorithms in digital signal processing. *Global Journal of Engineering Education*, 8(2), 153–157.
- Chinn, S. (2009). Mathematics anxiety in secondary students in England. *Dyslexia*,

15(1), 61–68.

Chunduri, V. S. K., Lakshmi, G. S., & Prasad, M. J. C. (2013). Design and implementation of multiplier using Kcm and Vedic Maths by using reversible adder. *Internation Journal of Modern Engineering Research*, 3(5), 3230–3241.

Dani, S. G. (1993). Myths and reality: On “Vedic Maths.” *Frontline*, (October/November), 10. <http://doi.org/10.1.1.124.4992>

Dani, S. G. (2012). Ancient Indian mathematics – A conspectus. *Resonance*, 17(3), 236–246.

Department for Education and Skills Welsh Government. (2012). *Practical approaches to behaviour management in the classroom: A handbook for classroom teachers in primary schools*. Retrieved from <http://learning.gov.wales/docs/learningwales/publications/140822-behaviour-management-handbook-for-primary-schools-en.pdf>

Deshpande, S., Nagendra, H., & Raghuram, N. (2008). A randomized control trial of the effect of Yoga on verbal aggressiveness in normal healthy volunteers. *International Journal of Yoga*, 1(2), 76.

Deshpande, S., Raghuram, N., & Nagendra, H. (2009). A randomized control trial of the effect of Yogā on Gunas (personality) and Self esteem in normal healthy volunteers. *International Journal of Yoga*, 2(1), 13–21.

Devine, A., Hill, F., Carey, E., & Szűcs, D. (2018). Cognitive and emotional math problems largely dissociate: Prevalence of developmental dyscalculia and mathematics anxiety. *Journal of Educational Psychology*, 110(3), 431–444.

Dow, M. A. (1990). A unified approach to developing intuition in mathematics. In K. Wallace, D. W. Orme-Johnson, & M. C. Dillbeck (Eds.), *Scientific research on the Transcendental Meditation and TM-Sidhi program: Collected papers* (Vol. 5, pp. 3386–3398). Fairfield, Iowa: Maharishi International University.

Dowker, A., Sarkar, A., & Looi, C. Y. (2016b). Mathematics anxiety: what have we learned in 60 years? *Frontiers in Psychology*, 7(7).

Draine, S. (1998). Inquisit [Computer software]. Seattle, WA: Millisecond Software.

Dreger, R. M., & Aiken, L. R. (1957). The identification of number anxiety in a

- college population. *Journal of Educational Psychology*, 48(6), 344–351.
- Etkin, A., & Wager, T. D. (2007). Functional neuroimaging of anxiety: A meta-analysis of emotional processing in PTSD, social anxiety disorder, and specific phobia. *American Journal of Psychiatry*.
- Faust, M. W., Ashcraft, M. H., & Fleck, D. E. (1996). Mathematics anxiety effects in simple and complex addition. *Mathematical Cognition*, 2(1), 25–62.
- Feltz, D. L. (1988). Self-confidence and sports performance. *Exercise and Sport Sciences Reviews*, 16(41), 423–58.
- Felver, J. C., Celis-de Hoyos, C. E., Tezanos, K., & Singh, N. N. (2016). A systematic review of mindfulness-based interventions for youth in school settings. *Mindfulness*, 7(1), 34–45.
- Ferreira-Vorkapic, C., Feitoza, J. M., Marchioro, M., Simões, J., Kozasa, E., & Telles, S. (2015). Are there benefits from teaching Yogā at schools? A systematic review of randomized control trials of yoga-based interventions. *Evidence-Based Complementary and Alternative Medicine*, 2015, 1–17.
- Foley, A. E., Herts, J. B., Borgonovi, F., Guerriero, S., Levine, S. C., & Beilock, S. L. (2017). The Math Anxiety-Performance Link. *Current Directions in Psychological Science*, 26(1), 52–58.
- Frenzel, A. C., Goetz, T., Pekrun, R., & Watt, H. M. G. (2010). Development of Mathematics Interest in Adolescence: Influences of Gender, Family, and School Context. *Journal of Research on Adolescence*, 20(2), 507–537.
- Fuchs, L. S., Fuchs, D., Compton, D. L., Powell, S. R., Seethaler, P. M., Capizzi, A. M., ... Fletcher, J. M. (2006). The cognitive correlates of third-grade skill in arithmetic, algorithmic computation, and arithmetic word problems. *Journal of Educational Psychology*, 98(1), 29–43.
- Fuchs, L. S., Fuchs, D., Stuebing, K., Fletcher, J. M., Hamlett, C. L., & Lambert, W. (2008). Problem solving and computational skill: Are they shared or distinct aspects of mathematical cognition? *Journal of Educational Psychology*, 100(1), 30–47.
- Fuchs, L. S., Geary, D. C., Compton, D. L., Fuchs, D., Schatschneider, C., Hamlett, C.

- L., ... Chagas, P. (2013). Effects of first-grade number knowledge tutoring with contrasting forms of practice. *Journal of Educational Psychology*, 105(1), 58–77.
- Galantino, M. Lou, Galbavy, R., & Quinn, L. (2008). Therapeutic effects of Yogā for children: a systematic review of the literature. *Pediatric Physical Therapy : The Official Publication of the Section on Pediatrics of the American Physical Therapy Association*, 20(1), 66–80.
- Gardner, H. (1999). Intelligence reframed: Multiple intelligences for the 21st century. *Intelligence Reframed Multiple Intelligences for the 21st Century*, (Mi), X, 292 S. <http://doi.org/10.1177/001698620204600209>
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York, NY, US: Basic Books.
- Garland, E. L., Hanley, A., Farb, N. A., & Froeliger, B. (2015). State Mindfulness During Meditation Predicts Enhanced Cognitive Reappraisal. *Mindfulness*, 6(2), 234–242.
- Gaur, G., Sharma, V., Madanmohan, T., Harichandra Kumar, K., Dinesh, T., & Bhavanani, A. (2015). Comparative effect of 12 weeks of slow and fast pranayama training on pulmonary function in young, healthy volunteers: A randomized controlled trial. *International Journal of Yogā*, 8(1), 22.
- Geist, E. (2010). The anti-anxiety curriculum: combating math anxiety in the classroom. *Journal of Instructional Psychology*, 37(1), 24–31.
- Ghiya, S. (2017). Alternate nostril breathing: a systematic review of clinical trials. *International Journal of Research in Medical Sciences International Journal of Research in Medical Sciences Ghiya S. Int J Res Med Sci*, 55(8), 3273–3286.
- Glover, J. T. (2005a). *Vedic Maths for schools Book 2* (1st ed.). Delhi: Motilal Banarsidass.
- Glover, J. T. (2005b). *Vedic Maths for schools Book 3* (1st ed.). Delhi: Motilal Banarsidass.
- Goddard, A. W., Mason, G. F., Almai, A., Rothman, D. L., Behar, K. L., Petroff, O. A., ... Krystal, J. H. (2001). Reductions in occipital cortex GABA levels in panic disorder detected with 1h-magnetic resonance spectroscopy. *Archives of General*

- Psychiatry*, 58(6), 556–61.
- Greenberg, M. S., & Beck, A. T. (1989). Depression versus anxiety: a test of the content-specificity hypothesis. *Journal of Abnormal Psychology*, 98(1), 9–13.
- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362.
- Grosswald, S., Stixrud, W., Travis, F., & Bateh, M. (2008). Use of the Transcendental Meditation Technique to Reduce Symptoms of Attention Deficit Hyperactivity Disorder (ADHD) by Reducing Stress and Anxiety: An Exploratory Study. *Current Issues in Education*, 10(2).
- Gualtieri, C. T., & Johnson, L. G. (2006). Reliability and validity of a computerized neurocognitive test battery, CNS Vital Signs. *Archives of Clinical Neuropsychology*, 21(7), 623–643.
- Gupta, N., Khera, S., Vempati, R. P., Sharma, R., & Bijlani, R. L. (2006). Effect of Yogā based lifestyle intervention on state and trait anxiety. *Indian Journal of Physiology and Pharmacology*, 50(1), 41–7.
- Gustafson, R. (1989). Frustration and successful vs. unsuccessful aggression: A test of Berkowitz' completion hypothesis. *Aggressive Behavior*, 15(1), 5–12.
- Hayes, A. M., & Feldman, G. (2004). Clarifying the construct of mindfulness in the context of emotion regulation and the process of change in therapy. *Clinical Psychology: Science and Practice*, 11(3), 255–262.
- Hembree, R. (1990). The nature, effects, and relief of mathematics anxiety. *Journal for Research in Mathematics Education*, 21(1), 33–46.
- Hernández, J. G. V., Reza Noruzi, M., & Sariolghalam, N. (2010). Multiple intelligences as a new paradigm in the education of Mexico. *International Journal of Education*, 2(1).
- Ho, H.-Z., Senturk, D., Lam, A. G., Zimmer, J. M., Hong, S., Okamoto, Y., ... Wang, C.-P. (2000). The affective and cognitive dimensions of math anxiety: A cross-national study. *Journal for Research in Mathematics Education*, 31(3), 362.
- Hohenwarter, J., Hohenwarter, M., & Lavicza, Z. (2008). Introducing dynamic

- mathematics software to secondary school teachers: The case of GeoGebra. *Journal of Computers in Mathematics and Science Teaching*, 28(2), 135–146.
- Hohenwarter, M., & Preiner, J. (2007). Dynamic mathematics with GeoGebra. *Journal Of Online Mathematics And Its Applications*, 7. Retrieved from <http://www.joma.org/mathDL/mathDL/4/?pa=content&sa=viewDocument&nodeId=1448>
- Houdé, O., & Tzourio-Mazoyer, N. (2003). Neural foundations of logical and mathematical cognition. *Nature Reviews Neuroscience*, 4(6), 507–514.
- Hunt, T. E., Clark-Carter, D., & Sheffield, D. (2011). The development and part validation of a U.K. scale for mathematics anxiety. *Journal of Psychoeducational Assessment*, 29(5), 455–466.
- Hunt, T. E., Clark-Carter, D., & Sheffield, D. (2015). Exploring the relationship between mathematics anxiety and performance: An eye-tracking approach. *Applied Cognitive Psychology*, 29(2), 226–231.
- Iacoboni, M. (2009). Imitation, empathy, and mirror neurons. *Annual Review of Psychology*, 60(1), 653–670.
- IBM Corp. (2010). IBM SPSS Statistics for Windows. Armonk, NY: IBM Corp.
- Iossi, L. (2007). Strategies for Reducing Math Anxiety in Post-Secondary Students. In S. M. Nielsen & M. S. Plakhotnik (Eds.), *Proceedings of the sixth annual college of education research conference: urban and international education section* (pp. 30–35). Miami: Florida International University.
- J. Davidson, R., Dunne, J., Eccles, J. S., Engle, A., Greenberg, M., Jennings, P., ... Vago, D. (2012). Contemplative practices and mental training: Prospects for american education. *Child Development Perspectives*, 6(2), 146–153.
- J M Broadley, A., Gapper, P., Schmitt, M., & P Frenneaux, M. (2003). Supine rest reduces platelet activation and aggregation. *Platelets*, 14(1), 3–7.
- Jameson, M. M. (2014). Contextual factors related to Math Anxiety in second-grade children. *The Journal of Experimental Education*, 82(4), 518–536.
- Jamieson, J. P., Mendes, W. B., Blackstock, E., & Schmader, T. (2010). Turning the knots in your stomach into bows: Reappraising arousal improves performance on

- the GRE. *Journal of Experimental Social Psychology*, 46(1), 208–212.
- Jayachandran, D., & Kumar, K. A. (2017). Efficacy of psycho education and pranayama- meditation in reducing state-trait anxiety among persons with epilepsy. *Loyola Journal of Social Sciences*, 31(1), 87–108.
- Jerath, R., Crawford, M. W., Barnes, V. A., & Harden, K. (2015). Self-regulation of breathing as a primary treatment for anxiety. *Applied Psychophysiology and Biofeedback*, 40(2), 107–115.
- Johns, M., Inzlicht, M., & Schmader, T. (2008). Stereotype threat and executive resource depletion: Examining the influence of emotion regulation. *Journal of Experimental Psychology: General*, 137(4), 691–705.
- Johnston-Wilder, S., Brindley, J., & Dent, P. (2014). *Final report – December 2014 a survey of mathematics anxiety and mathematical resilience among existing apprentices*. London. Retrieved from https://warwick.ac.uk/study/cll/courses/professionaldevelopment/wmcett/resources/maths_teaching_resources/mesh/gatsby_final_report_2.pdf
- Joseph, D., Beulah, H., Vijayasamundeeswari, P., & Geetha, D. (2017). A study to evaluate the effectiveness of pranayama on academic stress among 10 th standard students in selected high schools at Chennai. *International Journal of Nursing Education*, 9(1), 46.
- Kadapatti, M. G., & Vijayalaxmi, A. H. M. (2012). Stressor of academic stress- a study on pre-university students. *Indian Journal of Scientific Research*, 3(1), 171–175.
- Kandasamy, W. B. V., & Smarandache, F. (2006). *Vedic Maths: “vedic” or “mathematics” -- A fuzzy and neutrosophic analysis*. Retrieved from <http://arxiv.org/abs/math/0611347>
- Kaur, G., & Kaur, H. (2012). Effect of Vedic Maths on achievement in mathematics among fifth grade students. *International Journal Of Research In Education Methodology Council For Innovative Research*, 1(3), 66–68.
- Kellman, P. J., Massey, C. M., & Son, J. Y. (2010). Perceptual learning modules in mathematics: enhancing students’ pattern recognition, structure extraction, and fluency. *Topics in Cognitive Science*, 2(2), 285–305.

- Khalsa, S. B. S., Hickey-Schultz, L., Cohen, D., Steiner, N., & Cope, S. (2012). Evaluation of the mental health benefits of yoga in a secondary school: a preliminary randomized controlled trial. *The Journal of Behavioral Health Services & Research, 39*(1), 80–90.
- Kihwele, J. E. (2014). Students' Perception of Science Subjects and Their Attitude in Tanzanian Secondary Schools. *World Journal of Educational Research, 1*(1), 1–8.
- Kim, S. H., Schneider, S. M., Bevans, M., Kravitz, L., Mermier, C., Qualls, C., & Burge, M. R. (2013). PTSD symptom reduction with mindfulness-based stretching and deep breathing exercise: Randomized controlled clinical trial of efficacy. *The Journal of Clinical Endocrinology & Metabolism, 98*(7), 2984–2992.
- Kirkwood, G., Rampes, H., Tuffrey, V., Richardson, J., & Pilkington, K. (2005). Yoga for anxiety: a systematic review of the research evidence. *British Journal of Sports Medicine, 39*(12), 884–891; discussion 891.
- Kramer, P., Bressan, P., & Grassi, M. (2011). Time estimation predicts mathematical intelligence. *PLoS ONE, 6*(12), e28621.
- Kumar, N., & Pradhan, B. (2017). Immediate role of two yoga-based breathing technique on state anxiety in patients suffering from anxiety disorder: A self as control pilot study. *International Journal of Yoga- Philosophy, Psychology and Parapsychology, 5*(1), 18.
- Lamb, R. (2011). How math works? Retrieved April 24, 2018, from <https://science.howstuffworks.com/math-concepts/math.htm>
- Lee, K., & Cho, S. (2017). Magnitude processing and complex calculation is negatively impacted by mathematics anxiety while retrieval-based simple calculation is not. *International Journal of Psychology.*
- Leung, R. S. T., Floras, J. S., & Bradley, T. D. (2006). Respiratory modulation of the autonomic nervous system during cheyne–stokes respiration. *Canadian Journal of Physiology and Pharmacology, 84*(1), 61–66.
- Li, A. W., & Goldsmith, C.-A. W. (2012). The effects of yoga on anxiety and stress. *Altern Med Rev, 17*(1), 21–35.

- Liebert, R. M., & Morris, L. W. (1967). Cognitive and emotional components of test anxiety: a distinction and some initial data. *Psychological Reports*, *20*(3), 975–978.
- Lodge, J., & Tripp, G. (1995). Anxiety in children: Testing the role of cognition. *New Zealand Journal of Psychology*, *24*(2), 29–36.
- Loeber, R., Farrington, D. P., Stouthamer-Loeber, M., & Van Kammen, W. B. (1998). *Antisocial behavior and mental health problems: Explanatory factors in childhood and adolescence* (Reprint). Mahwah, NJ: Psychology Press.
- Lukowski, S. L., DiTrapani, J., Jeon, M., Wang, Z., J.Schenker, V., Doran, M. M., ... Petrill, S. A. (2016). Multidimensionality in the measurement of math-specific anxiety and its relationship with mathematical performance. *Learning and Individual Differences*.
- Lyons, I. M., & Beilock, S. L. (2012a). Mathematics anxiety: separating the math from the anxiety. *Cerebral Cortex*, *22*(9), 2102–2110.
- Lyons, I. M., & Beilock, S. L. (2012b). When math hurts: math anxiety predicts pain network activation in anticipation of doing math. *PLoS ONE*, *7*(10), e48076.
- Ma, X. (1999). A meta-analysis of the relationship between anxiety toward mathematics and achievement in mathematics. *Journal for Research in Mathematics Education*, *30*(5), 520.
- Maloney, E. A., Ansari, D., & Fugelsang, J. A. (2011). Rapid communication: The effect of mathematics anxiety on the processing of numerical magnitude. *Quarterly Journal of Experimental Psychology*, *64*(1), 10–16.
- Maloney, E. A., & Beilock, S. L. (2012). Math anxiety: who has it, why it develops, and how to guard against it. *Trends in Cognitive Sciences*, *16*(8), 404–406.
- Maloney, E. A., Risko, E. F., Ansari, D., & Fugelsang, J. (2010a). Mathematics anxiety affects counting but not subitizing during visual enumeration. *Cognition*, *114*(2), 293–297.
- Maloney, E. A., Risko, E. F., Ansari, D., & Fugelsang, J. (2010b). Mathematics anxiety affects counting but not subitizing during visual enumeration. *Cognition*, *114*(2), 293–297.

- Mattarella-Micke, A., Mateo, J., Kozak, M. N., Foster, K., & Beilock, S. L. (2011). Choke or thrive? The relation between salivary cortisol and math performance depends on individual differences in working memory and math-anxiety. *Emotion, 11*(4), 1000–1005.
- Mcfarlane, D. A. (2011). Multiple intelligences: The most effective platform for global 21st century educational and instructional methodologies. *College Quarterly, 14*(2).
- Mejia, N. M. (2015). *A study on the prevalence of mathematical anxiety among the students of the university of Asia and the Pacific*. University of Asia and the Pacific.
- Mohandas, E. (2008). Neurobiology of spirituality. *Mens Sana Monographs, 6*(1), 63–80.
- Morsanyi, K., Busdraghi, C., & Primi, C. (2014). Mathematical anxiety is linked to reduced cognitive reflection: a potential road from discomfort in the mathematics classroom to susceptibility to biases. *Behavioral and Brain Functions, 10*(1), 31.
- N.M.Kansara. (2000). Vedic sources of the “vedic maths.” *Sambodhi, 23*.
- Nagendra, H. R. (2005). *Prāṇāyāma*. Bangalore: Swami Vivekananda Yoga Prakashana.
- Nagothu, R., Rajagopalan, A., Indla, Y., & Paluru, R. (2017). Beneficial effects of yogasanas and pranayamas in limiting the cognitive decline in type 2 diabetes. *National Journal of Physiology, Pharmacy and Pharmacology, 7*(2), 1.
- Naik, G. S., Gaur, G. S., & Pal, G. K. (2013). Effect of modified slow breathing exercise on perceived stress and basal cardiovascular parameters. *International Journal of Yoga, 11*(1), 53–58.
- Naveen, K., Nagarathna, R., Nagendra, H., & Telles, S. (1997). Yoga breathing through a particular nostril increases spatial memory scores without lateralized effects. *Psychological Reports, 81*(2), 555–561.
- NCERT. (2013). *Biology II PUC*. Hyderabad: Arkbird Publication.
- Nelson, D. (2015, January 7). India’s next gift to the world could be Vedic Maths. *The Telegraph*. New Delhi. Retrieved from

<https://www.telegraph.co.uk/news/worldnews/asia/india/11331533/Indias-next-gift-to-the-world-could-be-Vedic-mathematics.html>

- Nemati, A. (2013). The effect of pranayama on test anxiety and test performance. *International Journal of Yoga, 6*(1), 55–60.
- Nicholas, A. P., Williams, K. R., & Pickles, J. (2010). *Vertically and Crosswise* (3rd Rev.). Castle Douglas, Scotland: Inspiration Books.
- Nivethitha, L., Mooventhan, A., & Manjunath, N. (2016). Effects of various pranayama on cardiovascular and autonomic variables. *Ancient Science of Life, 36*(2), 72.
- Núñez-Peña, M. I., & Suárez-Pellicioni, M. (2014). Less precise representation of numerical magnitude in high math-anxious individuals: An ERP study of the size and distance effects. *Biological Psychology, 103*, 176–183.
- Núñez-Peña, M. I., & Suárez-Pellicioni, M. (2015). Processing of multi-digit additions in high math-anxious individuals: psychophysiological evidence. *Frontiers in Psychology, 6*.
- Oberman, L. M., & Ramachandran, V. S. (2007). The simulating social mind: The role of the mirror neuron system and simulation in the social and communicative deficits of autism spectrum disorders. *Psychological Bulletin, 133*(2), 310–327.
- OECD. (2013). *PISA 2012 Results: Ready to learn (volume III)*. Pisa. OECD Publishing. <http://doi.org/10.1787/9789264201170-en>
- Ostafin, B. D., & Kassman, K. T. (2012). Stepping out of history: mindfulness improves insight problem solving. *Consciousness and Cognition, 21*(2), 1031–6.
- Pagedar, S. (2015). A study of mathematics anxiety remediated with the vedic math program. *The International Journal Of Humanities & Social Studies, 3*(10), 195–200.
- Park, D., Ramirez, G., & Beilock, S. L. (2014). The role of expressive writing in Math Anxiety. *Journal of Experimental Psychology: Applied, 20*(2), 103–111.
- Patanjali. (2015). *The Yoga Sutras of Patanjali*. New York: Simon and Schuster.
- Penso, S. (2002). Pedagogical content knowledge: How do student teachers identify and describe the causes of their pupils' learning difficulties? *Asia-Pacific Journal*

- of Teacher Education*, 30(1), 25–37.
- Pert, C. (2012). *Molecules of emotion why you feel and way you feel*. New York, N.Y.: Pocket Books.
- Plaisance, D. V. (1980). A teacher ' s quick guide to understanding mathematics anxiety, (1980).
- Plake, B. S., & Parker, C. S. (1982). The development and validation of a revised version of the mathematics anxiety rating scale. *Educational and Psychological Measurement*, 42(2), 551–557.
- Pletzer, B., Kronbichler, M., Nuerk, H.-C., & Kerschbaum, H. H. (2015). Mathematics anxiety reduces default mode network deactivation in response to numerical tasks. *Frontiers in Human Neuroscience*, 9:202.
- Pletzer, B., Wood, G., Moeller, K., Nuerk, H.-C., & Kerschbaum, H. H. (2010). Predictors of performance in a real-life statistics examination depend on the individual cortisol profile. *Biological Psychology*, 85(3), 410–416.
- Pohjavaara, P., Telaranta, T., & Väisänen, E. (2003). The role of the sympathetic nervous system in anxiety: Is it possible to relieve anxiety with endoscopic sympathetic block? *Nordic Journal of Psychiatry*, 57(1), 55–60.
- Price, J. F. (1997). Maharishi ' s absolute number : the mathematical theory and technology of everything. *Modern Science and Vedic Science*, 7(1), 165–178.
- Prins, P. J., Groot, M. J., & Hanewald, G. J. (1994). Cognition in test-anxious children: the role of on-task and coping cognition reconsidered. *Journal of Consulting and Clinical Psychology*, 62(2), 404–9.
- Psychic Science. (n.d.). Random Number Generator & Checker.
- Puerta Morales, L. (2015). Relationship between cognitive processes and academic performance in high school students. *Psychologia. Avances de La Disciplina*, 9(2), 85–100.
- Punaro, L., & Reeve, R. (2012). Relationships between 9-year-olds' math and literacy worries and academic abilities. *Child Development Research*, 2012, 1–11.
- Radhakrishna, S. (2010). Application of integrated yoga therapy to increase imitation skills in children with autism spectrum disorder. *International Journal of Yoga*,

3(1), 26.

Radhakrishnan, S. (1953). *The principal upanisads*. Oxford: Oxford University Press.

Raghuram, N., Deshpande, S., & Nagendra, H. (2008). A randomized control trial of the effect of yoga on *gunas* (personality) and health in normal healthy volunteers. *International Journal of Yoga*, 1(1), 2.

Rajesh, S. K., Ilavarasu, J. V., & Srinivasan, T. M. (2014). Effect of bhramari pranayama on response inhibition: Evidence from the stop signal task. *International Journal of yoga*, 7(2), 138–41.

Ramachandran, V. S., & Seckel, E. L. (2011). Synchronized dance therapy to stimulate mirror neurons in autism. *Medical Hypotheses*, 76(1), 150–151.

Ramasubramanian, K. (2015). Kerala School of Astronomy. In *Handbook of Archaeoastronomy and Ethnoastronomy* (pp. 2001–2006). New York: pringer Science+Business Media.

Ramasubramanian, K., & Sriram, M. S. (2011). *Tantrasaṅgraha of Nilakantha Somayaji*. New York: Springer Science & Business Media.

Ramirez, G., & Beilock, S. L. (2011). Writing about testing worries boosts exam performance in the classroom. *Science*, 331(6014), 211–213.

Ramirez, G., Chang, H., Maloney, E. A., Levine, S. C., & Beilock, S. L. (2016). On the relationship between math anxiety and math achievement in early elementary school: The role of problem solving strategies. *Journal of Experimental Child Psychology*, 141, 83–100.

Ramirez, G., Gunderson, E. A., Levine, S. C., & Beilock, S. L. (2013). Math Anxiety, working memory, and math achievement in early elementary school. *Journal of Cognition and Development*, 14(2), 187–202.

Rao, S. B. (2016). *Vedic Maths mattu vedagalalli vijnana* (1st ed.). Bengaluru: Nava Karnataka Prakashana.

Rauch, S. L., Shin, L. M., & Wright, C. I. (2003). Neuroimaging studies of amygdala function in anxiety disorders. *Annals of the New York Academy of Sciences*, 985, 389–410.

Reddy, U. U., & Reddy, V. S. (2014). Area efficient vedic multiplier for digital signal

- processing applications. *International Journal of Innovative Science, Engineering & Technology*, 1(6), 576–582.
- Reys, R.E., Lindquist, M.N., Lambdin, D.V., & Smith, N. L. (2014). *Helping children learn mathematics*. John Wiley & Sons.
- Richardson, F. C., & Suinn, R. M. (1972). The mathematics anxiety rating scale: Psychometric data. *Journal of Counseling Psychology*, 19(6), 551–554.
- Rosenthal, E. N., Riccio, C. A., Gsanger, K. M., & Jarratt, K. P. (2006). Digit span components as predictors of attention problems and executive functioning in children. *Archives of Clinical Neuropsychology*, 21(2), 131–139.
- Roser, M. E., Fiser, J., Aslin, R. N., & Gazzaniga, M. S. (2011). Right hemisphere dominance in visual statistical learning. *Journal of Cognitive Neuroscience*, 23(5), 1088–99.
- Schillinger, F. L., Vogel, S. E., Diedrich, J., & Grabner, R. H. (2018). Math anxiety, intelligence, and performance in mathematics: insights from the german adaptation of the abbreviated math anxiety scale (amas-g). *Learning and Individual Differences*, 61(June 2017), 109–119.
- Seals, D. R., Suwarno, N. O., & Dempsey, J. A. (1990). Influence of lung volume on sympathetic nerve discharge in normal humans. *Circulation Research*, 67(1), 130–41.
- Selvamurthy, W., Sridharan, K., Ray, U. S., Tiwary, R. S., Hegde, K. S., Radhakrishnan, U., & Sinha, K. C. (1998). A new physiological approach to control essential hypertension. *Indian Journal of Physiology and Pharmacology*, 42(2), 205–13.
- Sengupta, P. (2012). Health impacts of yoga and pranayama: A state-of-the-art review. *International Journal of Preventive Medicine*, 3(7), 444–58.
- Serwacki, M. L., & Cook-Cottone, C. (2012a). Yoga in the schools: a systematic review of the literature. *International Journal of Yoga Therapy*, 22(22), 101–9.
- Serwacki, M. L., & Cook-Cottone, C. (2012b). Yoga in the schools: a systematic review of the literature. *International Journal of Yogā Therapy*, 22(22), 101–9.
- Sharma, B., Hankey, A., Nagendra, H. R., & Meenakshy, K. B. (2014). Inter-operator

- variability of electrodermal measure at jing well points using acugraph 3. *Journal of Acupuncture and Meridian Studies*, 7(1), 44–51.
- Sharma, B. N. . (1986). *Brahma Sūtras and Their Principal Commentaries*. Delhi: Munshiram Manoharial.
- Sharma, M., & Haider, T. (2013). Yoga as an alternative and complementary therapy for patients suffering from anxiety: A systematic review. *Journal of Evidence-Based Complementary & Alternative Medicine*, 18(1), 15–22.
- Sharma, V. K., Rajajeyakumar, M., Velkumary, S., Subramanian, S. K., Bhavanani, A. B., Madanmohan, ... Thangavel, D. (2014). Effect of fast and slow pranayama practice on cognitive functions in healthy volunteers. *Journal of Clinical and Diagnostic Research*, 8(1), 10–13.
- Sharma, V., Trakroo, M., Subramaniam, V., Sahai, A., Bhavanani, A., & Rajajeyakumar, M. (2013). Effect of fast and slow pranayama on perceived stress and cardiovascular parameters in young health-care students. *International Journal of Yogā*, 6(2), 104–110.
- Siegler, R. S., Adolph, K., & Lemaire, P. (1996). Strategy choices across the lifespan. In L. Reder (Ed.), *Implicit memory and metacognition* (pp. 79–121). Mahwah, NJ: Erlbaum Press.
- Silk, K. J., & Parrott, R. L. (2014). Math anxiety and exposure to statistics in messages about genetically modified foods: effects of numeracy, math self-efficacy, and form of presentation. *Journal of Health Communication*, 0730(April 2014), 37–41.
- Singh, A. (2010). *Design and hardware realization of a novel bit synchronization circuit*. Thapar University.
- Sivapriya, D. V., Suba Malani, S., & Thirumeni, S. (2010). Effect of nadi shodhana pranayama on respiratory parameters in school students. *Recent Research in Science and Technology*, 2(11), 32–39.
- Smyth, J. M. (1998). Written emotional expression: effect sizes, outcome types, and moderating variables. *Journal of Consulting and Clinical Psychology*, 66(1), 174–84.

- Sorvo, R., Koponen, T., Viholainen, H., Aro, T., Räikkönen, E., Peura, P., ... Aro, M. (2017). Math anxiety and its relationship with basic arithmetic skills among primary school children. *British Journal of Educational Psychology*, 87(3), 309–327.
- Spangler, G., Pekrun, R., Kramer, K., & Hofmann, H. (2002). Students' emotions, physiological reactions, and coping in academic exams. *Anxiety, Stress & Coping*, 15(4), 413–432.
- Spruijt, B. M., van den Bos, R., & Pijlman, F. T. A. (2001). A concept of welfare based on reward evaluating mechanisms in the brain: anticipatory behaviour as an indicator for the state of reward systems. *Applied Animal Behaviour Science*, 72(2), 145–171.
- Srinivas, M. D., Ramasubramanian, K., & Sriram, M. S. (2014). *Mathematics in India-From Vedic Period to Modern Times*. Retrieved from <https://freevidelectures.com/course/mathematics-in-india-from-vedic-period-to-modern-times/>
- St Croix, C. M., Satoh, M., Morgan, B. J., Skatrud, J. B., & Dempsey, J. A. (1999). Role of respiratory motor output in within-breath modulation of muscle sympathetic nerve activity in humans. *Circulation Research*, 85(5), 457–69.
- Stein, M. B., Simmons, A. N., Feinstein, J. S., & Paulus, M. P. (2007). Increased amygdala and insula activation during emotion processing in anxiety-prone subjects. *American Journal of Psychiatry*, 164(2), 318–327.
- Streeter, C. C., Whitfield, T. H., Owen, L., Rein, T., Karri, S. K., Yakhkind, A., ... Jensen, J. E. (2010). Effects of yoga versus walking on mood, anxiety, and brain GABA levels: A randomized controlled MRS study. *The Journal of Alternative and Complementary Medicine*, 16(11), 1145–1152.
- Suárez-Pellicioni, Macarena, Núñez-Peña, María Isabel, & Colomé, À. (2015). Math Anxiety: A review of its cognitive consequences, psychophysiological correlates, and brain bases. *Cognitive, Affective & Behavioural Neuroscience*, In press.
- Subbalakshmi, N. K., Saxena, S. K., Urmimala, & D'Souza, U. J. A. (2004). Immediate effect of nadishodhana pranayama on some selected parameters of cardiovascular, pulmonary and higher functions of brain. *Thai Journal of*

- Physiological Sciences*, 18(2), 10–16.
- Supekar, K., Iuculano, T., Chen, L., & Menon, V. (2015). Remediation of childhood math anxiety and associated neural circuits through cognitive tutoring. *Journal of Neuroscience*, 35(36), 12574–12583.
- Sutter, C. M. (2006). *The anxiety levels and perceptions of mathematics learners from a midwestern technical college on selected classroom climate factors in mitigating the effects of Math Anxiety*. University of Wisconsin-Stout.
- Syed Ismail, S. A. Bin, & Sivasubramniam, P. (2010). Multiplication with the Vedic Method. *Procedia - Social and Behavioral Sciences*, 8(5), 129–133.
- Tatar, E. (2013). The Effect of Dynamic Software on Prospective Mathematics Teachers' Perceptions Regarding Information and Communication Technology. *Australian Journal of Teacher Education*, 38(12), 1–16.
- Taylor, B. A., & Fraser, B. J. (2013). Relationships between learning environment and mathematics anxiety. *Learning Environments Research*, 16(2), 297–313.
- Telles, S., Raghuraj, P., Arankalle, D., & Naveen, K. V. (2008). Immediate effect of high-frequency yoga breathing on attention. *Indian Journal of Medical Sciences*, 62(1), 20–2.
- Telles, S., Somvanshi, P., & Joshi, M. (2012). Yoga breathing through a particular nostril is associated with contralateral event-related potential changes. *International Journal of Yogā*, 5(2), 102.
- Telles, S., Verma, S., Sharma, S. K., Gupta, R. K., & Balkrishna, A. (2017). Alternate-nostril yoga breathing reduced blood pressure while increasing performance in a vigilance test. *Medical Science Monitor Basic Research*, 23, 392–398.
- The Harvard Mahoney Neuroscience Institute. (2010). Humor, laughter, and those Aha moments. Retrieved May 8, 2016, from http://hms.harvard.edu/sites/default/files/HMS_OTB_Spring10_Vol16_No2.pdf
- Theories of Motivation. (n.d.). Retrieved April 27, 2018, from <https://www.psychestudy.com/general/motivation-emotion/theories-motivation>
- Tierney, A. J. (1986). The evolution of learned and innate behavior: Contributions from genetics and neurobiology to a theory of behavioral evolution. *Animal*

- Learning & Behavior*, 14(4), 339–348.
- Tobias, S., & Weissbrod, C. (1980). Anxiety and Mathematics: an update. *Harvard Educational Review*, 50(1), 63–70.
- Varambally, S., & Gangadhar, B. N. (2016). Yoga-based interventions for the management of psychiatric disorders. In L. C. W. Lam & M. Riba (Eds.), *Physical Exercise Interventions for Mental Health* (1st ed., pp. 124–146). Cambridge: Cambridge University Press.
- Veenstra, R., Lindenberg, S., Oldehinkel, A. J., De Winter, A. F., & Ormel, J. (2006). Temperament, environment, and antisocial behavior in a population sample of preadolescent boys and girls. *International Journal of Behavioral Development*, 30(5), 422–432.
- Vidyabhusana, S. C. (1930). *The nyaya sutras of Gotama*. (N. Sinha, Ed.). New Delhi: Motilal Barnarssidas.
- Wang, Z., Hart, S. A., Kovas, Y., Lukowski, S., Soden, B., Thompson, L. A., ... Petrill, S. A. (2014). Who's afraid of math? two sources of genetic variance for mathematical anxiety. *Journal of Child Psychology and Psychiatry*, 55(9), 1056–1064.
- Weaver, L. L., & Darragh, A. R. (2015). Systematic review of yoga interventions for anxiety reduction among children and adolescents. *American Journal of Occupational Therapy*, 69(6), 6906180070p1.
- Weinless, M. (2011). *Consciousness-Based Education and Mathematics*. (D. Llewellyn & C. Pearson, Eds.) *Consciousness-Based Education: Learning in the Academic Disciplines*. Iowa: Maharishi University of Management.
- Weizman, R., Weizman, A., Tyano, S., Szekely, G., Weissman, B. A., & Sarne, Y. (1984). Humoral-endorphin blood levels in autistic, schizophrenic and healthy subjects. *Psychopharmacology*, 82(4), 368–70.
- Williams, K. (2009). *Vedic Maths Teacher's Manual* (Rev. ed.). Castle Douglas, Scotland: Inspiration Books.
- Witt, M. (2012). The impact of mathematics anxiety on primary school children's working memory. *Europe's Journal of Psychology*, 8(2), 263–274.

- Wood, C. (1993). Mood change and perceptions of vitality: a comparison of the effects of relaxation, visualization and yoga. *Journal of the Royal Society of Medicine*, 86(5), 254–8.
- Woodford, K. (2009). *Devil in the milk: Illness, Health and the politics of A1 and A2 milk*. Chelsea Green Publishing.
- Wu, S. S., Barth, M., Amin, H., Malcarne, V., & Menon, V. (2012). Math anxiety in second and third graders and its relation to mathematics achievement. *Frontiers in Psychology*, 3(June), 162.
- Yenilmez, K., Girginer, N., & Uzun, O. (2007). Mathematics anxiety and attitude level of students of the faculty of economics and business administrator; The Turkey model. *International Mathematical Forum*, 2, 1997–2021.
- Yorke, J. (2010). The significance of human–animal relationships as modulators of trauma effects in children: a developmental neurobiological perspective. *Early Child Development and Care*, 180(5), 559–570.
- Young, C. B., Wu, S. S., & Menon, V. (2012). The neurodevelopmental basis of math anxiety. *Psychological Science*, 23(5), 492–501.
- Zatz, S., & Chassin, L. (1983). Cognitions of test-anxious children. *Journal of Consulting and Clinical Psychology*, 51(4), 526–534.