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SECTOR 20-D, CHANDIGARH
NAAC ACCREDITED GRADE 'A'**



**3rd Cycle
Assessment and Accreditation by NAAC
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Research and Outreach Activities**



CRITERION 3

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E-copies of outer jacket/contents page of the journal in which articles are published

INDEX

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TEACHING EFFICACY OF PRE-SERVICE TEACHERS IN RELATION TO ATTITUDE TOWARDS INCLUSIVE EDUCATION

Dr. Balwinder Kaur* & Ms. Poonam Devi**

Abstract

Inclusive education means the act of ensuring that all children of society despite their differences receive the opportunity of being the part of the same classroom as other children of their age. It is based on a system of values and beliefs centred on the best interests of the students which promotes social cohesion, belonging and active participation in learning, a complete school experience and positive interactions with peers and others in the school community. So the present study focussed on the inclusive education. The paper aimed to study the relationship of pre-service teacher's attitude and teaching efficacy towards inclusive education and to compare the attitude and teaching efficacy of pre service teachers towards inclusive education in terms of Government and private colleges of education. Descriptive survey method was employed by selecting 100 pre service teachers 50 from Government and 50 from private education colleges of Panjab university situated in urban area of Chandigarh, UT. No significant correlation was found between attitude and teaching efficacy of pre service teachers towards inclusive education and no significant difference was found in the teaching efficacy and attitude of pre- service teachers towards inclusive education in Government and private educational colleges.

Key Words: Attitude, Teaching Efficacy, Pre Service Teachers, Inclusive Education

Introduction

The term 'inclusive education' was formally introduced at the UNESCO World Conference on special needs in education held in Spain in 1994. Inclusion means enabling all children to participate fully in the life and work of mainstream settings in fulfilling their needs, seen as a continuing process of breaking down barriers to learning. Any child may experience a special need during the course of educational years (UNESCO). Making the school system flexible and adopting an inclusive approach leads to reforming the school system as an inclusive child-

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KNOWLEDGE OF IN-SERVICE TEACHERS ABOUT INCLUSIVE EDUCATION IN RELATION TO BACKGROUND VARIABLES

Ms. Poonam Devi*

Dr. Balwinder Kaur**

Abstract

Teacher's knowledge is the key to successfully implementing any educational program. In this study knowledge was defined as the way teachers conceptualize inclusive education. Barriers to the success of inclusive education include insufficient knowledge of the teacher. If inclusive education is to truly become effective, then there is a requirement for teachers to be able to gain more knowledge and understanding of it. Sample consisted of 200 numbers of secondary school teachers selected randomly, out of which 100 male and 100 female teachers and 100 graduate and 100 postgraduate teachers were considered. The tools used were Knowledge of Inclusive Education Scale (KIES) by Kuyini Bawa (2004) The findings revealed no significant difference between knowledge of male and female in-service teachers and similarly no such difference was found in graduate and post graduate in-service teachers.

Key words: *Knowledge, Inclusive education, In-service teachers, Male, Female*

Introduction

Knowledge can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject); it can be more or less formal or systematic.

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S.B. Nangia

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Recent Trends in English Language

Dr. Balwinder Kaur*

ABSTRACT

English teaching has evolved and developed over the years to suit different perceptions of learners. English language has higher status in India as it has been recommended as the medium of instructions. The learners of English language have been increasing day by day. So there is a need to have different methods of teaching English to make teaching learning more effective. Technologies are having an accelerating impact on the understanding of what is to be literate and how English is to be learnt. There is need to understand the relevance of technology and language development. Technology can be used for any age group in English language learning. It is not limited to only one age group. Students of any age group benefit from the technology to develop language skills. This paper focussed on technologies that are playing an important in English Language learning and how these are helpful in the development of linguistic skills. The paper briefly discusses the role of language teachers how they can help the students in English learning through technology.

Keywords: English, Language, Technology, Student, Teachers

INTRODUCTION

Technology is developed to solve problems of human beings. Applying the principles of technology would mean that educators should create and adopt technology that addresses the educational problems. The advancement of knowledge has also influenced teaching English language. Computer based instruction has been challenging traditional teaching and learning process. The computers which are used for drill and practice in language instruction nowadays with advances such as integration of speech recognition programs with multimedia software enrich student's language learning experiences. The internet provides numerous facilities for communicating via the target language and accessing text based and multimedia resources and globalised information. In the developed world, all language experts agree that it is impossible to make progress without high technology and computers.

COMPUTER ASSISTED LANGUAGE LEARNING

CALL is a language learning and teaching approach in which the computer is used as a tool for presentation, assisting students and evaluating learning material and has an interactional element. CALL may be defined as the search for computer applications in language learning and research. Language teachers and administrators realize the tendency towards CALL, student's demand of computers through the facilities provided them for language learning. CALL has been taking advantage of advanced technological facilities to create the highest interactive learning environment for activities that develop listening, speaking, reading and writing skills. With the help of networks high transmission capabilities, it has been possible to access authentic cultural resources and bring foreign language students together with native speakers of that language.

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INTERNET

The internet has been raised in the status of English technology. In the present, many projects are being created and used through the internet and multi-media. It is exciting and powerful. So English is being taught rapidly so English is becoming an essential application. Teachers must use different sites, portals.

Multimedia must be taught. Making meaning must ensure in the

Multi-user O

MOOs are textual conversations. You enjoy a MOO site.

The origin of MOOs is which forms the LambdaMOO by establishing virtual worlds. In years this development via web browser.

MOOs also possible in the present. It gives access to a wide range of objects. Available

Weblogs

A weblog is a series of words, ideas and thoughts on a website, weblogs are instantly published.

Tutor Web

This is a new development. The teacher acts as a tutor by the student.

The Initial Blueprint of Errors Similar to the Phenomenon of Deep Dyslexia: As Reflected by Children with Dyslexia during Reading Hindi Words

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Abstract – This paper reports on the classification of Hindi (language) words with respect to deep dyslexia phenomena as found during a linguistic investigation of specific errors as shown by children with dyslexia (CWD) during reading. The analysis is based on the data collected throughout an academic year from a total of forty-six children identified as dyslexic, having Hindi as a mother tongue or first language, and studying in class second to fifth. The findings are organised under four themes; first is similar meaning and the same language, second is similar meaning but different language, third is different orthography and different meaning but share a relationship, and fourth is different words but have some resemblance in orthography but differ in 'matraa'. One another possibility was also considered as fifth theme i.e. incoherent, but no details came under this out of the data collected. It was found that despite differences in the linguistic contexts of English and Hindi, deep dyslexia crosses language boundaries. The derived considerations are discussed which will perhaps work as a foundation, provide some reflections for further research, and hope to convey comprehension to some extent of how deep dyslexia reflects in words of Hindi language.

Keywords: Dyslexia, Deep Dyslexia, Dyslexia in Hindi Language, Children with Dyslexia, Reading.

INTRODUCTION

Dyslexia is a learning difficulty in the processing of reading and writing resulting in a significantly below reading ability than the person's intellectual level (Snowling, 2000) and typically delineated by problems in reading, spelling, and word recognition (Grigorenko, 2001). It has been classified into three major syndromes: surface, phonological, and deep dyslexia (Coltheart, 1987; Ellis & Young, 1988). From the psycholinguistic viewpoint, Marshall and Newcombe (1973) also distinguished three categories of acquired dyslexia. First is 'surface dyslexia', in this comprehension is mediated by grapheme-to-phoneme conversion strategies in the absence of the direct semantic route. Second is 'visual dyslexia' occurs due to an impaired discrimination of visually confusable letters, and similar to phonological dyslexia. The third is 'Deep dyslexia', occurs due to an impairment of grapheme-to-phoneme conversion rules while direct access to meaning is preserved; and the reverse pattern.

Deep dyslexia is one such disorder and is characterised by the marked production of semantic errors, and greater difficulty reading and repeating non-words over real words. Numerous neuropsychological and theoretical accounts have been proposed to explain their pattern of performance in deep dyslexia (e.g., Buchanan, McEwen, Westbury, & Libben, 2003; Colangelo & Buchanan, 2006; Coltheart, 1980, 2000; Morton & Patterson, 1980; Plaut & Shallice, 1993).

Several models account for deficient reading performance in deep dyslexia by positing multiple loci of damage in a dual-route system for which functionally distinct phonological and semantic-lexical pathways are postulated (e.g., Morton & Patterson, 1980; Plaut & Shallice, 1993). For example, Coltheart (1980, 2000) proposed that the deficit in deep dyslexia reflects reading with right hemisphere after lesions eliminate the use of the more linguistically inclined left hemisphere. Many other models of deep dyslexia suggest multiple loci of



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Is Hereby Awarding This Certificate To

Dr. Anjali Puri

An Recognition of the Publication of the Paper Entitled
Mobile Phone Addiction as Related to Personality
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21. Mobile Phone Addiction as Related to Personality Temperament of Adolescents

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Abstract

In this study an attempt has been made to find the relationship between Mobile Phone Addiction and various personality temperaments of adolescents. The sample of the present study consists of 100 adolescents studying in class IXth and Xth in the Govt. schools of Chandigarh (U.T). Random sampling was used to select Government schools of Chandigarh. Data were collected and scoring was done. On the basis of the scores the students were categorized in 12 subgroups. The coefficient of correlation between Mobile Phone Addiction and Personality Temperaments of adolescents were calculated. The results of the present study can help the adolescent girls and boys to know that mobile phone addiction can significantly relate to the personality temperament and they can therefore gain an insight and contribute to the society in a better way.

Keywords: mobile phone, addiction, personality temperaments

Introduction

Information Communication technology resources include mainly all the online applications of mobile, computer, like email, web based applications, search engines and so on. Mobile Phone Addiction is compulsive behavior towards using mobile phone and related applications. This produces a feeling of discomfort leading to an alteration in one of the attitudes, beliefs or behaviors to reduce the discomfort and restore balance etc. For example, when people smoke (behavior) and they know that smoking causes cancer.

Although Mobile Phones allow individuals to have unlimited access to information and to connect with others in a way otherwise thought impossible, there are many harmful and disturbing effects of smartphone dependence. According to Psychguides (2018) Cell phone addiction, sometimes referred to as problematic mobile phone use, is a behavioral addiction thought to be similar to that of an Internet, gambling, shopping, or video game addiction and leads to severe impairment or distress in one's life.



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To,
Ms. Enu Sambyal
Published in : Volume 6 | Issue 3 | 2019-03-04

Subject: Publication of paper at International Journal of Emerging Technologies and Innovative Research .

Dear Author,

With Greetings we are informing you that your paper has been successfully published in the International Journal of Emerging Technologies and Innovative Research (ISSN: 2349-5162). Thank you very much for your patience and cooperation during the submission of paper to final publication Process. It gives me immense pleasure to send the certificate of publication in our Journal. Following are the details regarding the published paper.

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Thank you very much for publishing your article in JETIR. We would appreciate if you continue your support and keep sharing your knowledge by writing for our journal JETIR.

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Effect of Metaemotional strategies on the Educational Aspiration of adolescents in relation to their Learned Optimism

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ABSTRACT

Human beings experience brief subjective responses called emotions as feelings such as joy, sadness, fear, or anger. Emotions have been studied in several scientific disciplines—e.g., biology, psychology, neuroscience, psychiatry, anthropology, and sociology—as well as in business management, advertising, and communications. As a result, distinctive perspectives on emotion have emerged, appropriate to the complexity and variety of the emotions themselves. In the present study researchers used emotion variable in the field of education and emerged with new terminology i.e. metaemotions which means to know about own and others emotions. The purpose of the study was to examine the impact of metaemotional strategies on the educational aspirations of the adolescents in relation to their learned optimism who are studying in 11th grade having commerce and arts background. 180 students were taken as a sample from two Govt.senior secondary schools of Chandigarh by using multistage sampling. The group was further divided into experimental group and control group, Experimental group was administered with the metaemotional strategies, whereas control group was not provided with any treatment. After analysing the data it was found that educational aspirations of the subjects of experimental group was improved drastically in post-test, moreover it was retained when delayed post-test was applied on the sample after 45 days.

INTRODUCTION

Adolescence is a transitional period, from childhood to adulthood which spans the ages of 12-24 years old. Involving multiple physical, intellectual, personality, and social developmental changes. These include emotions, exploring and asserting of personal identity, peer relationships, independence, self-centred attitudes, and testing rules and boundaries. The stage marks a transition from childhood to adulthood. Adolescents' altered emotional state also results from complex social interactions including conflicts with friends, pressure from school and experimentation with relationships. Some common emotional developments include pushing limits, having more quarrelsome behaviour and sometimes being conflicted about leaving the safety of the home. Most educational institutions, schools and colleges emphasize the thinking aspect, whereas Less attention is paid to the emotional aspects. Yet, emotions are important as they play a vital part in learning and can help or hinder a child's academic commitment and success in school. Among Indian adolescent's major problem arises due to the change in emotional development, which led to anxiety, stress, career pressure, mood swings among them, main reason behind it that they remain unaware about the emotions through which they are going through as well as the solution to control those emotions. So, for the understanding of the emotions Metaemotions was emerged as a new variable, which can help adolescents to know their emotions as well as others emotions too.

Meaning of Metaemotions

Meta-emotion is "an organized and structured set of emotions and cognitions about the emotions, both one's own emotions and the emotions of others. Meta-emotion refers to the idea that whenever we elicit a certain emotion, we also deal with subsequent emotions regarding how we experienced the primary emotion.

Definition of Metaemotion

According to Mitmansgruber et al. (2009) metaemotion is an emotional reaction about one's "emotional self." It claim that metaemotion has a regulatory function, and that its phenomenological quality (e.g., anxiety, anger, compassion) reflects qualities of self-regulation, for example, it is associated with motivation and action tendency.

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ROLE OF METAEMOTIONAL STRATEGIES IN THE PERSPECTIVE OF PSYCHOLOGICAL WELLBEING OF ADOLESCENTS



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ABSTRACT: During adolescent phase, there are rapid physiological, psychological, emotional, social changes as well as demands for new social roles take place.....

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ROLE OF METAEMOTIONAL STRATEGIES IN THE PERSPECTIVE OF PSYCHOLOGICAL WELLBEING OF ADOLESCENTS

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ABSTRACT:

During adolescent phase, there are rapid physiological, psychological, emotional, social changes as well as demands for new social roles take place. Teaching adolescents about their emotions and how they deal with others as well as their own actions can be very helpful in their daily life. Many problems are face by the students in this stage. With the application of Metaemotional strategies adolescents will able to understand their emotions as well as will able to regulate and control them which can further lead them to regulate and control the emotions according to situations for a good psychological well-being. The purpose of this paper is to do review of the studies which are already done in the field of metaemotional strategies and psychological wellbeing of the adolescents.



KEYWORDS: Teaching adolescents, metaemotional strategies and psychological.

INTRODUCTION

Emotions are the important aspect of adolescents within the school and society as a whole that has been overlooked. Adolescent is period of emotional instability and imagination. An adolescent is highly emotional and most of his actions and decisions are based upon emotions rather on rational judgment. Without proper education and support adolescents lack the knowledge and confidence to make decisions. They experience the emotion of joy, elation, love and affection in their most powerful

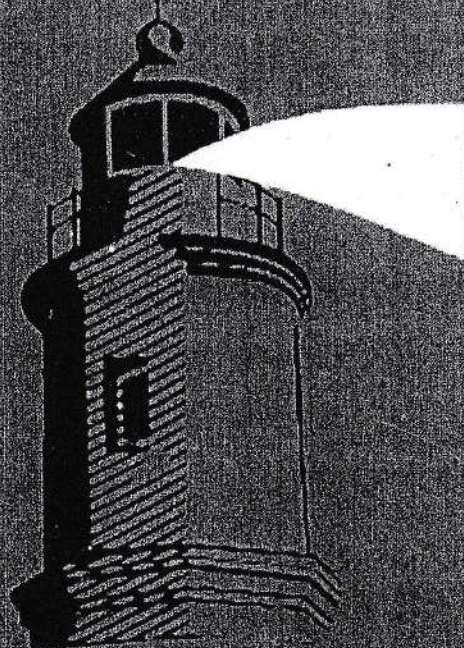
form. Similarly, they experience the unpleasant emotions like fear, anger, jealousy, sadness, etc. in their most violent form. It is this stage in which emotions run very high but without having the power of sufficient control of them such excessive emotions may very often cause unhappy situation resulting in emotional maladjustment. (Webb, 2012). In India, adolescents are put under pressure to perform well in school examinations, vocational pressure, expectations of parents, aspirations, identity confusion, adjustment and relationship with peer groups

for students, academic stress, and relationship with peer group leads to a sense of distress, which is generally manifested in a variety of psychological and behavioral problems. Students are measured in terms of their performance and goals. They are observed on how well they can play, sing, act, draw and so forth. Adolescents, in their quest of forming their own identities, realize that they need to incorporate and resolve these challenges as part of themselves. Risk aspects that undermine adolescents' socio emotional development include

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MOBILE PHONE ADDICTION AND COGNITIVE DISSONANCE OF PROSPECTIVE TEACHERS

Dr. Anjali Puri*

Abstract

The present study was undertaken to investigate the Mobile Phone Addiction and Cognitive Dissonance among prospective teachers. The sample of study comprised of 200 prospective teachers, who were selected from Education Colleges of Chandigarh. Attitude towards using Mobile Phone Addiction Scale by Velayudhan and Srividya (2012) and Cognitive Dissonance scale constructed by Bhagwat (2009) were used for the purpose of data collection. Findings of the study were that there was no significant difference between Mobile Phone Addiction among students in Government and private colleges of education. Significant differences were found in cognitive dissonance of prospective teachers in Government and private colleges of education and Mobile Phone Addiction of prospective teachers was found to be significantly related to their cognitive dissonance.

Keywords :

Mobile Phone Addiction, Cognitive Dissonance, Prospective teachers

Introduction

Information Communication technology resources include mainly all the online applications of mobile, computer, email, web based applications, search engines and so on. Mobile Phone Addiction is compulsive behavior towards using mobile phone and related applications. This produces a feeling of discomfort leading to an alteration in one's attitudes, beliefs or behaviors to reduce the discomfort and restore balance etc. For example, when people smoke (behavior) and they know that smoking causes cancer.

Although Mobile Phones allow individuals to have unlimited access to information and to connect with others in a way otherwise thought impossible, there are many harmful and disturbing effects of smartphone dependence. According to Psychguides (2018), Cell phone addiction, sometimes referred to as problematic mobile phone use, is a behavioral addiction thought to be similar to that of an Internet, gambling, shopping, or video game addiction and leads to severe impairment or distress in one's life.

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Pedagogical Shifts in Teacher Education

Dr. Anjali Puri*

ABSTRACT

Teacher education is seen as imparting a set of skills, attitudes and values. The process of globalization has added various new dimensions in the education sector. Teachers need "global" knowledge about the world in general as well as content specific to the subjects they teach. It is important that teacher becomes aware of his/her pedagogical way of thinking. Thus teaching technical education and pedagogical way of thinking should be actively included in the curriculum of teacher education. Simulated as well as personal cross-cultural experiences at home and abroad are a significant part of global and international education. Content and experiences in global and international education need to be infused throughout teacher education programs. Teacher educators can prepare teachers to deal with the controversial nature of global and international education. A balanced perspective requires a careful analysis to prepare the education sector towards a global future. The important challenge for the education sections of all the countries is to reposition their traditional structure in the context of new changes and revival of teacher education for sustainable human society. Though teacher education system should incorporate technological innovations but it should also protect its identity.

Keywords: Teacher education, global, international, human society.

Teacher education is seen as imparting a set of skills, attitudes and values. It is considered as a tool to transform an individual to the extent of his spiritual growth. According to Ministry of Human Resource Development, India has a large number of teachers and needs many more. All processes of teacher recruitment, training, motivation, incentives, retention and feedback therefore have to be planned on a large scale. Further the ultimate goal of in-service teacher development should be to ensure that optimal learning takes place in the classrooms.

But now-a-days whole education system is being treated as an internationally traded commodity with active role of market in its co-modification. The market has started guiding academic institutions to set their priority in designing their curriculum and research work which has added few opportunities along with certain threats to education institutions.

The process of globalization has added various new dimensions in the education sector. Globalization can be defined as the intensification of world wide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa. The mechanism of education is now seen in terms of demand and supply especially in teacher education. The role of market, state and academic institutions is changing rapidly which has created a dichotomy between educations as a tradable good or a public good.

It is argued that the inclusion of education in the service sector of GATS will have major implications on the ownership and transmission of knowledge. Education will come directly under the control of business lobbyists who argue that schools will respond better to paying customers like any other business which in turn will duly affect the quality of teacher education.

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GREEN CONSUMERISM IN EDUCATION FOR GLOBAL CITIZENS

*DR. ANJALI PURI

ABSTRACT

Green Consumerism in education for sustainability can start with a simple change in our focus or context. In order for today's students to be part of the solution of various environmental issues when they graduate, they'll need to learn new things in educational institutions. Because time is of the essence, we cannot wait for curriculum committees, curriculum review, and curriculum revision to change what we teach. We're still teaching a 20th century curriculum that ignores 21st century realities. It is possible only if our classrooms become a practical example of this urgency. The classes will green its facilities and adopt and demonstrate environmental principles such as the 3Rs (reduce, reuse, recycle), renewable energy, energy efficiency and resource conservation. This will allow for an experiential "place as pedagogy" teaching approach, and will enhance the environmental awareness of students and staff who see their classes utilizing green practices on a day-to-day basis. Greening the Classrooms and increasing green consumerism in education is a tremendous opportunity for children to learn about ecological sustainability, environmental health, nutrition, personal responsibility and leadership so that they can inherit the planet and become efficient global citizens.

Keywords: green consumerism, sustainability, environmental health

INTRODUCTION

Group of consumer organizations from around the world representing various nodal agencies has formed Consumers International to provide specific guidelines to ensure that safe environment is provided in the context of the consumers' rights. Think Gandhi's maxim: "Be the change you want to see in the world." Students as green consumers learn what they live. Education should give them a place that teaches them by example how to be stewards of the planet that sustains them.

We might be feeling more than a little scared about a future defined by global warming, dwindling resources, war and injustice. Or perhaps we have a sense that what we're teaching is

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चंडीगढ़ के विद्यार्थियों की हिन्दी योग्यता का अध्ययन

डॉ० कुसुम¹

सारांश

द्विभाषी संदर्भ को भाषाई विविधता, भाषा अधिग्रहण के विभिन्न नमूनों और संदर्भों में भाषा के उपयोग में भिन्नता की विशेषता है। हमने उत्तर भारत में प्रमुख भाषा संयोजनों (हिंदी-अंग्रेजी) में से हिंदी भाषा प्रवीणता की प्रकृति की जांच की। वर्तमान अध्ययन भारतीय द्विभाषी संदर्भ में भाषा प्रवीणता की प्रकृति की जांच करने के प्रयासों में से एक हिंदी-अंग्रेजी द्विभाषी व्यक्तियों में बोलने / समझने और पढ़ने / लिखने के क्षेत्र पर भाषा कौशल के संगठन की जांच की। अध्ययन में चंडीगढ़ के स्कूल के 100 छात्रों का चयन किया गया। इन छात्रों को लिंग और क्षेत्र के आधार पर विभाजित किया गया था। Z- स्कोर और टी-मान के विश्लेषण ने महत्वपूर्ण परिणाम दिखाए। यह शोधपत्र आयोजित शोध कार्य का विस्तृत अवलोकन प्रदान करता है।

परिचय

बहुभाषावाद एक बहुपक्षीय घटना है। इस घटना की जटिल प्रकृति को द्विभाषी जनसंख्या को परिभाषित / रूपरेखा, द्विभाषी भाषा अधिग्रहण, द्विभाषिकता के उपायों और भाषा प्रतिनिधित्व के स्तर पर अधिक समझ की आवश्यकता है। द्विभाषावाद का वर्तमान ज्ञान मुख्य रूप से पश्चिमी मानदंडों पर आधारित है जो भारत के द्विभाषिक संदर्भ में लागू नहीं हो सकता है। भारतीय भाषाई संदर्भ में भाषाई विविधता, दो भाषाओं के विभिन्न संयोजन, अधिग्रहण के विभिन्न पैटर्न की विशेषता है। भारतीय संदर्भ में भाषा कौशल के संगठन का अध्ययन करने की अधिक आवश्यकता है। शिक्षार्थी अपने अध्ययन कौशल में सुधार करने और अपनी व्याख्याओं और विचारों को बनाने के लिए पाठ का विश्लेषण करने के लिए अपने पढ़ने के कौशल का उपयोग करते हैं। इसलिए, पढ़ना न केवल याद के बारे में है, बल्कि यह अनुमान, भविष्यवाणी और सारांश के बारे में भी है। यह भी ध्यान रखना महत्वपूर्ण है कि पढ़ने का उपयोग सीखने के साधन के रूप में किया जा सकता है। बुवेर (2004) का कहना है कि पाठकों को पुस्तकों और पत्रिकाओं और समाचार पत्रों को पढ़ने और इंटरनेट पर सर्फिंग के माध्यम से ज्ञान और दुनिया की घटनाओं की जानकारी प्राप्त होती है।

¹सहायक प्रवक्ता राजकीय शिक्षा महाविद्यालय, सेक्टर- 20 डी, चण्डीगढ़

Kusum

Metacognitive Skills and Language Achievement: A Correlational study

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Abstract

In recent years, the field of research on language learning and metacognitive skills has received much attention and became a popular area in cognitive psychology. Metacognitive skills is believed to have significant contributions to learners' academic context in the era of technology and explosion of information. The need to regulate our own thinking patterns is felt more prominently for the secondary school students with their intense exposure to more readings. This study aimed at the correlation among language achievements and metacognitive skills of the students. The findings of present study demonstrated that there was a significant relationship among language achievements and metacognitive skills. Also, gender and level of proficiency could not make a statistically significant difference in this respect.

Introduction

Metacognition was originated by Flavell, a child developmental psychologist. He suggested that metacognition is what organizes the learning process. It involves constant monitoring and regulation of cognitive process to accomplish cognitive goals (Flavell 1976). After Flavell, some other researchers focused their attention on MLS and offered different definitions for the term. But what can be inferred from these definitions is that MLS can simply be viewed as "Thinking about thinking" (Anderson 2002). Biehler and Snowman (1997) considered metacognition as a very broad concept which covers everything an individual can know that relates to how information is processed. Experts agree that appropriate use of this strategy set influences learning process positively (Anderson 2002) and they view it as what controls cognitive processes of learning (Livingston 1997). Research into language learning strategies began in the 1960s which was particularly influenced by developments in cognitive psychology (Williams and Burden 1997) "Early researchers tended to make lists of strategies and other features presumed to be essential for all good L2 learners" Oxford (1994:1). In most of the research on language learning strategies, the main concern has been on investigating what makes good language learners do to their learning.

Review of related Research

Hidayat, Zulnaidi & Zamri, (2018) in Roles of metacognition and achievement goals in mathematical modelling competency: A structural equation modelling analysis explains that the relationship between metacognition and achievement goals which may influence mathematical modelling competency in students of mathematics education programs. The study employed 538 students of mathematics education program; The study followed a correlational research design to investigate and measure the degree of relationship amongst mathematical modelling competencies, achievement goals and metacognition. Results indicate that achievement goals and metacognition positively influence mathematical



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Academic Achievement in Relation to Their Self-Concept of Class 9th Students

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Abstract: This study was undertaken to investigate the relationship between Academic Achievement and Self-concept. Four Government schools were selected through the lottery method and the sample consisted of 200 students of class 9th was randomly selected from Ludhiana district of Punjab. The final examination marks was taken as the academic achievement of the students and self-concept was measured by a scale which was developed by Saraswat (1984) (revalidated by the investigator) was used. For analyzing the data statistical techniques 't' test, product moment co-efficient were used. Finding revealed that there were significant gender differences also correlation was found to be significant.

Key Words: Academic Achievement, Self-concept, Class 9th Students.

I. INTRODUCTION:

This present society is achievement oriented. Everywhere academic achievement is given a lot of weightage in admitting the students for higher studies and selecting the candidate for the job etc. Academic achievement of the students depends upon a number of factors. In this process of educating the students and its emphasis is to measure the school subjects, as well as teacher grades. The education of the child is not only for the purpose of knowledge but for his/her harmonious development. So the education system should be such that it can exit in preparation and development to face challenges of life as its focus is to tap the skills of learner. Academic achievement is a scale to know the capability and ability of the student, even the quality of teacher and standard of school depends upon the performance of student. The academic achievement has been provided a very high place in child's life as it builds self-esteem and self-concept as well as emotional security. It refers to the extent to which one has acquired knowledge gained by the individual that remains with him for entire life. It includes the theoretical knowledge and ability of the individual to apply his learning to life situation in an intelligent way. Academic achievement is the weightage of learning obtained by the learner in different subjects. It is also helpful for educator to understand the whether their teaching methods are fruitful or not and brings improvement to both teacher and students to know where they stand. Academic achievement is not deal with the quantity but also with the quality of learning obtained in subjects.

Good (1959) has defined "academic achievement as knowledge attained or skills developed in the school subjects, usually designated as test scores or marks assigned by teachers or by both".

Stienberg (1993) defined "academic achievement encompasses student's ability and performance. It is multidimensional. It is intricately related to human growth and cognitive, emotional, social and physical development".

Factors affecting academic achievement

Environment Factors: Home environment, Community, Social environment, Class room environment, Friends, Socio economic status.

Personal Factors: Self-concept, Intelligence, Motivation, Creativity, Learning Capacity, Attitude.

Individual's self-concept is considered as one of the most basic and crucial component of personality. In simple words, it can be described as the imagery a person has of oneself. An individual's adjustment, academic achievement and general behavior are among the departmental features which are subjects to the influence of self-concept.

Kenneth and Irwin (2001) defined "self-concept is the basic understanding of how we define ourselves and the resources of information we use reflected appraises, social comparison and self-observation".

Ambrom (2007) defined "self-concept as the description of oneself including a person's mental image of his physical self, his expectations about his own behavior and other such expression of the person's sense of himself".

Anupam, Kusum

Mind Mapping: An Innovative Approach to Elevate Mathematics Learning and Critical Thinking

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**Assistant Professor, Govt. College of Education, Sector-20D, Chandigarh.

Abstract

There are many possibilities how to improve mathematical education and enable students to participate in the process of the cognition of new knowledge and elevate Critical Thinking. In this paper we present mind mapping as one of graphical representation of mathematical networks which may become another efficient tool for improving mathematical achievement and boost Critical Thinking. The paper establishes the relationship between Mind Mapping, Mathematical Learning and critical thinking skills.

Key Words: Critical thinking, Mathematics Learning, Mind map.

Introduction

Mind mapping is a visual technique that exploits the way we actually think—through synaptic connections and non-linear associations. Because mind mapping gives practitioners, be they professional or student, access to subconscious observations and connections, it is a powerful thinking tool, useful in a variety of situations in business and in education. It explains what is at work in the brain as we create new knowledge and how mind mapping exploits these processes to gain intuitive and concrete understanding in situations requiring critical thinking (Roxanne M. O'Connell, 2014). Critical thinking, as defined by Scriven and Paul at the 8th Annual International Conference on Critical Thinking and Education Reform, is the “intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (1987, n.p.). We also recognize these activities as those articulated in Benjamin Bloom’s taxonomy of learning, in the cognitive domain, as knowledge, comprehension, application, analysis, synthesis and evaluation (1984, p. 18). The Mind Map is an extension of Radiant Thinking and is therefore a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.



THE RELATIONSHIP BETWEEN READING COMPREHENSION IN HINDI LANGUAGE AND CRITICAL THINKING: A CORRELATIONAL STUDY

Dr. Kusum¹

ABSTRACT

In recent years, the field of research on reading comprehension and critical thinking has received much attention and became a popular area in cognitive psychology. Critical thinking is believed to have significant contributions to learners' academic context in the era of technology and explosion of information. The need to think critically is felt more prominently for the secondary school students with their intense exposure to more readings. This paper aims at probing the role of critical thinking skills in Hindi Language reading comprehension. The findings of present study demonstrated that there was a significant relationship between critical thinking and reading comprehension. Also, gender and level of proficiency could not make a statistically significant difference in this respect.

Introduction

The ability to think critically is an essential life skill in Indian society today; as the world changes at an ever-faster pace and economies become global, young adults are entering an expanding, diverse job market. To help young Indians compete for jobs that did not even exist a few years ago, it is necessary now more than ever before to ensure that young adults possess the thinking power to flexibly and creatively adapt to new job markets. Developing the ability to think critically is an essential life skill; it is also clear that practicing critical thinking strategies should be a daily occurrence in classrooms across the India. The high school classroom is a logical environment in which to explicitly teach, and practice, critical thinking with the goal of developing lifelong habits of mind. A classroom environment centred on a critical thinking philosophy will better prepare students for the adult world of change and uncertainty. Paul and Elder (2009) maintained that without concerted intervention and evaluation, human thinking tends to be biased, unclear and flawed. However, —when we recognize this problem, this obstacle to quality in our lives, we use our thinking to improve our thinking. We use our capacity to think at a higher level to work on and improve our thinking. As majority of Secondary level students pursue their studies in Hindi Medium so its role in developing critical skills among students cannot be denied. The relationship between critical thinking and reading is well established in the literature.

Review of related Research

¹ Govt. College of Education, Sector-20D, Chandigarh

Dr. Kusum

CORRELATIONAL STUDY OF LEARNING STYLES AND SECOND LANGUAGE ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

Dr. Kusum*

Abstract

One of the most significant issues in learning to learn is for individuals to take responsibility for their own learning. When learners take the responsibility of their own learning, they attach meaning to the process of learning, leading to effective learning. The purpose of this study was to determine the relationship between learning style and achievement in second language among secondary school students in Punjab. The study objectives were to: identify the learning style preference among secondary school students; and to determine the relationship between learning styles and academic achievement of male and female the students. The data collection instrument was the Kolb's on learning styles. This was used to identify the learning style preference among the students based on Visual (V), Auditory (A), Reading (R) and Kinaesthetic (K) modalities. The second language achievement referred to achievement in Hindi language in their academic performance. The findings indicate that majority of the students are multimodal learners, followed by bimodal (VA) learners and thirdly by unimodal (V), learners. The least preferred learning styles are reading and kinaesthetic modalities which were preferred by only 2 female students. There was no significant difference in learning style preference among male and female students and among high and low academic achievement groups. There was strong positive and statistically significant relationship between learning styles and second language achievement for the multimodal learners, and among male and female students.

Introduction

Language Learning has, for the past decades, been the centre of interest in educational research. Exploring the issue of language achievement has extended beyond simple issues of intelligence and prior academic achievement into how learners interact with the learning material. Several factors have been identified in explaining academic achievement: demographic status (Bany, 2010), intelligence (Deary et.al); behavioural characteristics (Lane et.al); and psychological factors such as attributes (Erdogan et.al) self-esteem (Reasoner, 2005) self-efficacy (Olaniran, 2009) and self-concept (Holliday, 2009).

*Assistant Professor, Government College of Education, Chandigarh

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ENVIRONMENTAL BEHAVIOUR AND LEARNED OPTIMISM IN RELATION TO GENDER OF SECONDARY SCHOOL STUDENTS

B. Kaur*

Key words : Environmental behaviour, Learned optimism, Secondary school students.

The main objective of the paper was to study the correlation between environmental behaviour and learned optimism, to study the differences between learned optimism of boys and girls secondary school students and to study the differences between environmental behaviour of boys and girls secondary school students. The sample of 100 secondary school students from Government schools of Chandigarh was selected. Descriptive analysis like mean, median, mode and coefficient of correlation were calculated. Significant positive correlation was found between environmental behaviour and learned optimism of secondary school students. No significant difference was found between learned optimism and environmental behaviour of boys and girls secondary school students.

Environment means those surroundings that influence the development and growth of an individual and society, living and non-living. It does not influence only the growth and development, but also the behaviour of an individual. This influence starts from birth and remains till death. Environment is responsible for each and everything like behaviour, level of confidence and attitude.

Environmental behaviour is the action or reaction towards the conservation and protection of environment. Human beings always influence the environment in one way or the other. It may be greater or small, but the interaction with the environment is constant. The behaviour of human beings towards environment is called environmental behaviour.

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* Associate professor, Government College of Education, Sector 20 D Chandigarh-160020.

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In-Service Teacher Teaching Efficacy Towards Inclusive Education Scale

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Abstract

The paper deals in detail with the development and standardization of in-service teacher teaching efficacy towards inclusive education. At the initial stage, the scale consisted of 85 items. Then number of items was reduced to 66 after extensive scrutiny by the subject experts. Subsequently item-analysis was carried out. Finally, a set of 41 items were retained for the final scale. The final version of the in-service teacher teaching efficacy towards inclusive education scale consists of 41 positive and zero negative items. The test- retest reliability was found to be 0.984. The concurrent validity of the scale was assured by evaluation from subject experts.

Key words: Teaching Efficacy, In-service Teachers, and Inclusive Education.

Introduction

The idea is that the concept of integration should be replaced by a move towards inclusive education. Integration demand that "additional arrangements was made to accommodate pupils with disabilities "within a system of schooling that remains largely unchanged", inclusive education on the other hand, aims to restructure schools in order to respond to respond to the learning needs of all children. Thus integration calls for separate arrangements in the regular school for exceptional children mainly those traditionally labelled as disabled, through such practices as withdrawal, remedial education and mainstreaming. Inclusive education in agreement in practice at national and local level. Inclusive education in different parts of the world led UNESCO to convene, with assistance of the government of Spain, the 1994 World Conference at Salamanca. At the end of the conference, the Salamanca Statement and Framework for Action was unanimously adopted by acclamation (UNESCO, 1994).

Teaching efficacy, is a teacher's belief that effective teaching can bring about student learning regardless of external variables such as home environment, family background, and parental influences. Teacher efficacy is the conviction that an individual educator can shape student outcome in a positive manner (Barco, 2007; Brownell & Pajares, 1999). Teacher efficacy is a two-dimensional conviction about reaching students that comprises general teaching efficacy, or a belief about the general power of teaching to reach students, and personal teaching efficacy, which is a belief, that one is personally capable of reaching students (Solomon, 2007).

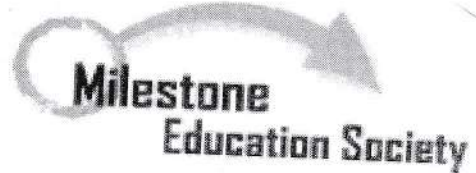
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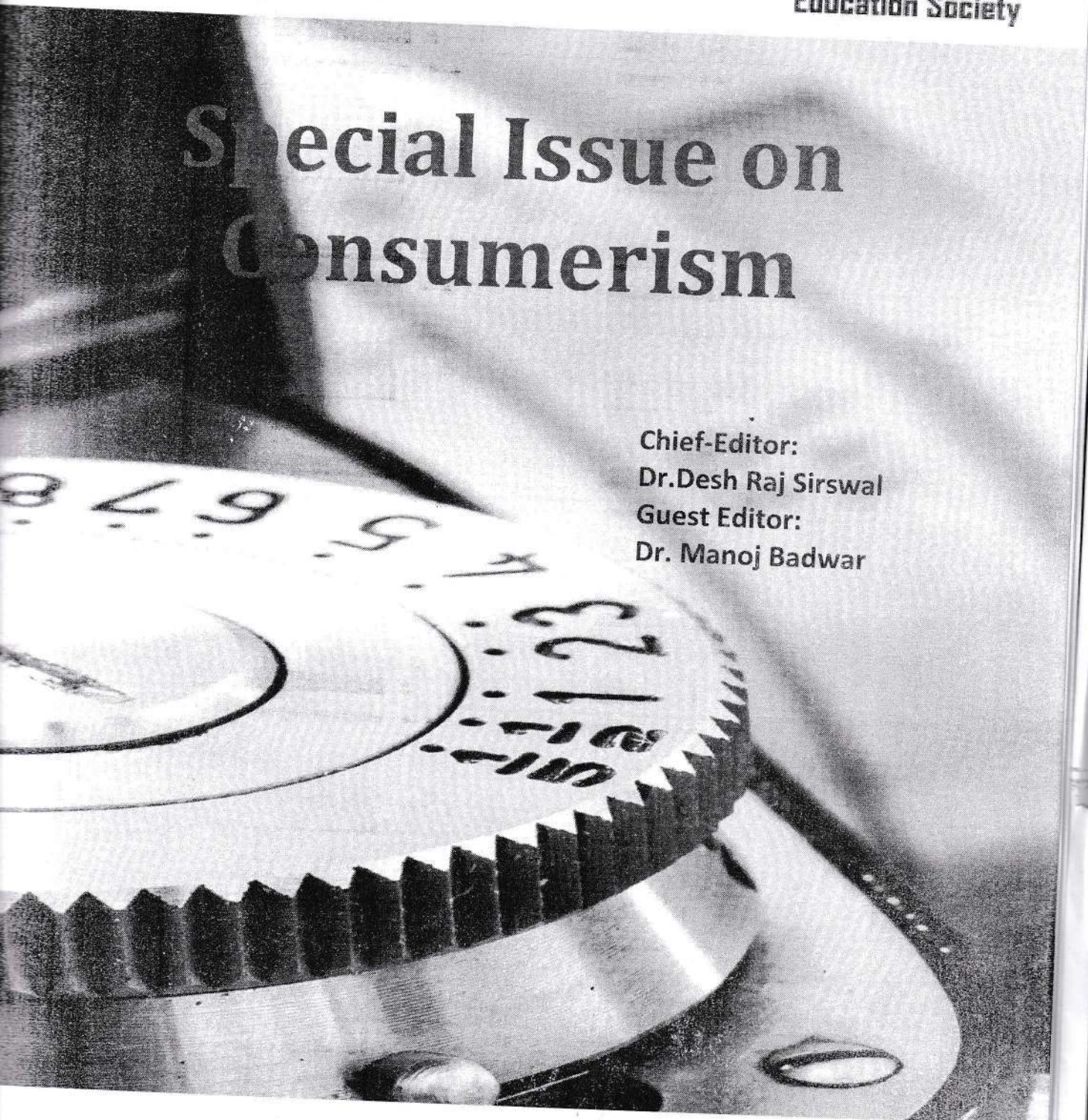
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Special Issue on Consumerism

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FACTORS AFFECTING CONSUMER'S CHOICES AND DECISION MAKING

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Associate Professor (English)

G. C. E.-20D, Chandigarh

Abstract

The consumer today has to play the role of consumer as well as of producer. When he is consumer, he wants to have best quality products in his life and on the other hand when he is producer he wants to have maximum profit from sale of his product. Family of the consumers can influence his choices. A family forms the environment for an individual to acquire values, develop and shape personality. This environment offers the possibility to develop attitudes and opinions towards several subjects such as social relations, society and politics. A family creates first perceptions about brands or products and consumer habits. (Kotler & Armstrong 2010, p. 169; Khan 2006, p. 68.) The consumer faces the problem what to buy as there are so many products in the market. So decisions cannot be taken in vacuum. The consumer has to judge the product on the basis of the information about the product and its brand. This paper highlights the factors affecting the consumer's choice of buying and also throws light on the concept of consumer. The objective of the paper is to discuss how to take intelligent decisions while purchasing goods and articles from the market.

Keywords: Consumer, choices, decision making, consumer buyer

Introduction

The ideal economy of the country always works for the welfare of the consumers. Consumers form an integral part of an economic system. Everyone is a consumer whether young or old. As soon as one is born one becomes a consumer of food, clothing, shelter, and water as a person grows older. The things which consumers use are known as consumer goods and the person who uses them is known as consumer. The consumer today has to play the role of consumer as well as of producer.

MICRO AND SMALL ENTERPRISES (MSE) DEVELOPMENT IN HIMACHAL PRADESH

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Abstract

Micro and Small scale industries play an important role in the national economy. Development of micro and small industries increase income, output and employment and accelerate the rate of growth of a backward area. Himachal Pradesh is least urbanized state of the country. The present study was an effort to analyse the industrial hubs development in the case of micro and small industrial enterprises of Himachal Pradesh during different years; 1991-92, 2001-2002 and 2012-13. The two parameters used for the analysis were industrial units and industrial worker employed in the state. The results of the study show a highly uneven industrial development in the state in the case of micro and small enterprises.

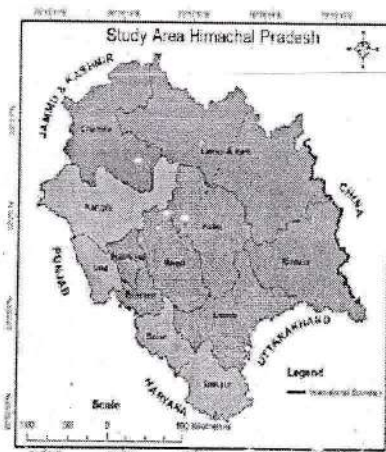
Keywords: Micro and Small Enterprises, Development, Hubs, Industrialisation, Units and Worker.

Introduction

Industrialisation is not merely a technological revolution; it involves deep social changes. The impact of Industrialisation does not remain limited only to the economic sector, also influences the shaping of social life (Paul, 1961). Better industrialisation requires well framed development plans and co-coordinated efforts for the development of agriculture, mining, power, transport and other infrastructural activities. Industrialisation helps in the growth and service that are used to satisfy the basic human needs of large percentage of population. The industrial growth is being accompanied by development (Clarence, 1979). The state of Himachal Pradesh has observed a slow progress in Industrialisation during pre-independence period (Parry, 1979). After independence of the country, Himachal Pradesh came into existence on April 15, 1948 as a Chief Commissioner's province (Thakur, 1997). The employment in the industrial sector in 1951 was around 5 percent. During the last few years, the industrialisation in Himachal Pradesh has made significant progress. Micro and Small Scale Industries play an important role in boosting the overall economic growth of the state. The main industrial activities in Micro and Small Scale in the state are weaving, small scale engineering, agriculture instruments wood carding, fruit processing, lime stone, food products, fisheries, forest products like Guchi, patish, dhoop, kalazira, kesar, bharmi etc. The micro and small scale industries set-up by the entrepreneurs in different years has contributed to increase shares in the overall production, investment, exports, and employment. 38592 Small Scale Industrial Units were registered with an investment of 5579.02 crores and employment of about 2.11 lakhs persons was registered with the Department of Industries (Annual Administrative Report, 2012).

Study Area

The study area Himachal Pradesh is located in the northern part of the country between 30° 22' 40" to 33° 12' 20" North latitudes and 75° 45' 55" to 79° 04' 20" East longitudes. The state forms part of western Himalayan Zone. It has a hilly terrain, mountainous and undulating topography with altitude ranging from 350 to 6,975 meters above mean sea level. Total geographical area of the state is 55,673 sq. kms.





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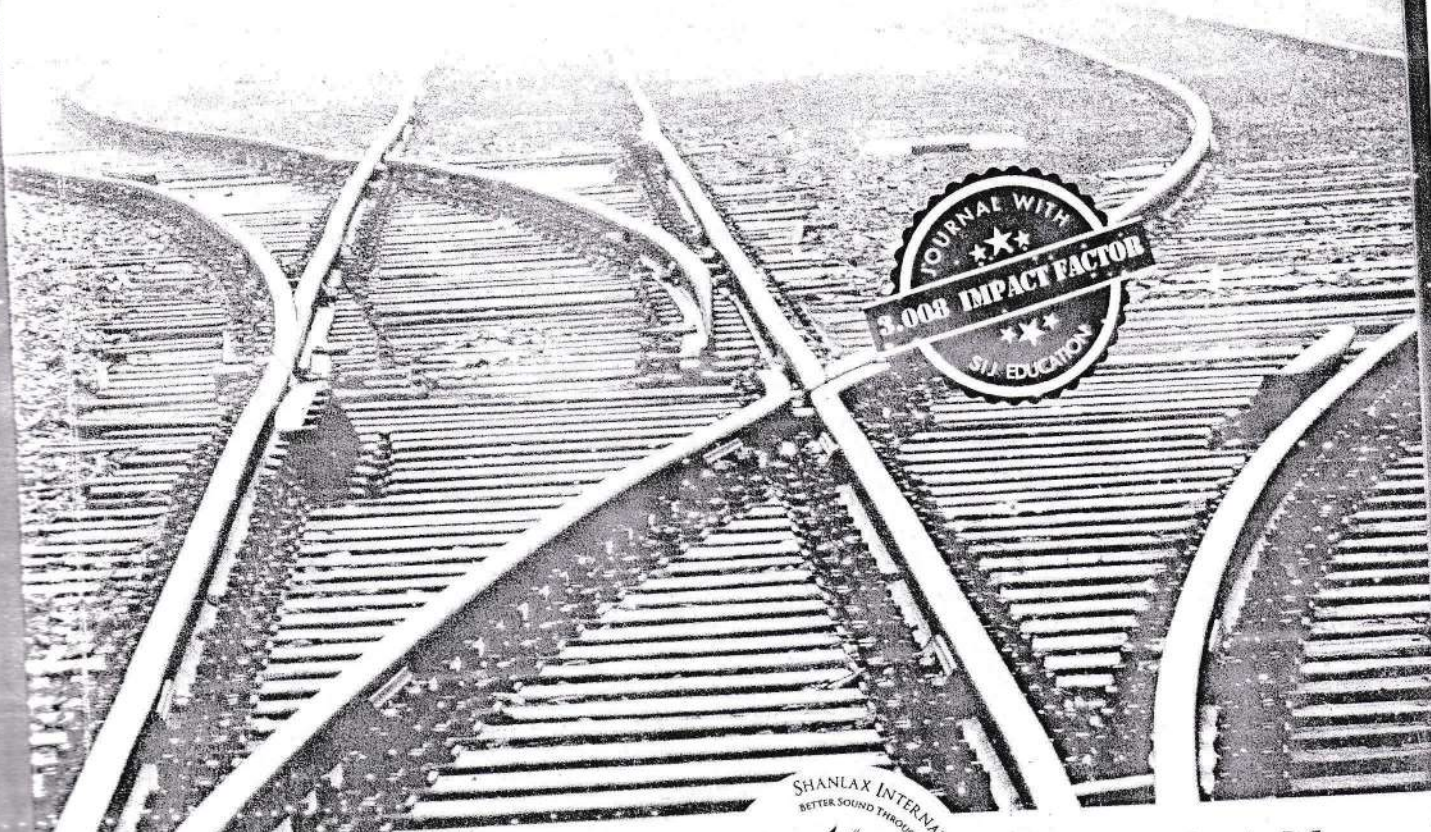


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7E LEARNING CYCLE MODEL: A PARADIGM SHIFT IN INSTRUCTIONAL APPROACH

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Abstract

Technology has influenced all spheres of education and science. Almost every aspect of scientific exploration has been touched in some or other way by technology and much of today's science would not be possible without it. Science is considered as the expanding, dynamic body of knowledge consisting of new domains of scientific methods and experiences. Present world is shaped profoundly by science and technology and thus bringing about scientific revolution to the society. In other words science can be defined as the practical and intellectual activity that includes the study of the behavior and structure of the universe systematically through experimentation and observation. In today's science curriculum the constructivist approach as a teaching methodology is being implemented in the classroom with an objective to provide the students ample opportunities to construct their own knowledge rather than becoming a passive absorber of science concepts. One of the constructivist approach is 7E learning cycle model which has given due importance to the concept of transfer of learning which is an essential component in science education. Present paper throw lights upon the 7E learning cycle model and review the different research studies related to it. Research studies support that with this model students' problem solving ability, achievement level and scientific process skills can be enhanced.

Keywords: Constructivist approach, Problem solving ability, Scientific process skills, Achievement, 7E learning cycle model, Transfer of learning.

Introduction

We are in the era of scientific revolution where the world is shaped profoundly by science and technology. The scientific knowledge is expanding at an exponential rate and thus bringing revolution to the society. Undoubtedly the effects of scientific revolution can be seen everywhere and in every aspect of our lives right from path breaking discoveries in atomic sciences, to discovery of new vaccines in life sciences, to technological advancements in the field of communication. Science has left no

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ENGLISH LANGUAGE ANXIETY IN RELATION TO ACADEMIC ACHIEVEMENT IN ENGLISH AMONG VII GRADE STUDENTS

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Abstract

This study aims to seek the relationship between English Language Anxiety and Academic Achievement in English. The present study was conducted on a sample of 100 students of Class VII selected randomly from two CBSE affiliated English medium private schools of Fazilka district of Punjab state of India, affiliated to central board of secondary education. Two instruments were employed to collect the data. The first one was Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz & Cope (1986) and secondly the students were given an Achievement Test in English. The obtained scores were analyzed by using Pearson Product Moment co- relation. It has been found that English language anxiety and Achievement in English are negatively correlated. It has also been found that most of the students fall in the categories of slightly anxious to very high anxiety.

Keywords- *English Language Anxiety, Academic Achievement, Relationship, English Language.*

Introduction

In our country every parent wants their children to get the best education. They aspire to send their children to the schools where the medium of instructions is English as English language has become the master key to acquire a good job. In this era of competition; at every step the academic record speaks for the individual. So Academic Achievement is the most important factor to judge the students' progress. Academic Achievement means the attainment level at which the students' functioning in school tasks is measured through examination. "Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university" (Academic Achievement - Education - Oxford Bibliographies - obo. , 2018). Different researchers have studied the

Summy

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ENHANCING BASIC MATHEMATICAL SKILLS THROUGH TOUCHMATH MULTI-SENSORY PROGRAMME

Kirandeep Kaur Taneja¹ and Anurag Sankhian²

Abstract

Learning is the basis for the foundation of the bright future. Mathematics has always been an important part of education. Not only mathematics serves as a valuable subject of student life, but also serves as a problem solver in the life. Thus, having a good knowledge of mathematics or being able to solve mathematical problems is a need of all social beings. Mathematics, in the curriculum of education and of life, starts with recognition of numbers, basic counting with numbers and then operating with these numbers using different mathematical skills. Mathematical skills, as opposed to concepts, are fundamentally techniques or methods of procedure by which a mathematical operation or problem can be worked out. Thus, it is important for the teachers to teach these skills in a way that enable the students learn and perform well in these skills e.g. by using teaching aids and various teaching methods. Teaching mathematical skills using multi-sensory approach of teaching is one of these teaching methods. TouchMath is basically a multi-sensory approach of teaching mathematical skills using the senses and was developed in 1975 by an elementary school teacher Janet Bullock. TouchMath is beneficial for many struggling students because the use of auditory, visual & tactile strategies in it reinforce the counting techniques. The present paper highlights the significance and process of use of TouchMath programme in teaching of basic mathematical skills of number recognition, addition and subtraction.

Keywords: Mathematics, Mathematical skills, TouchMath, Performance.

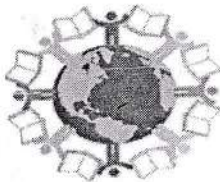
INTRODUCTION

Mathematics is the mother of all science (Chiu, 2007). Every natural process moves and works in mathematical terms. Every activity of human life is also comprised of mathematics. Starting from simple numbers to Pythagoras theorem, every mathematical fact and formula can be related to daily activities. All mathematics is basically comprised of basic numbers and operating these numbers in different ways and methods to get desired results. Hiebert (1988), in his research, has shown that students must learn and understand the earlier

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A STUDY OF EMOTIONAL INTELLIGENCE AND MENTAL HEALTH OF YOGA SPECIALISED AND GENERAL PUPIL TEACHERS

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ABSTRACT

Emotional intelligence is the ability to monitor one's own and other people's emotions. Health is a complete state of physical, mental and social well-being and not merely the absence of disease or infirmity. Mental health means a sound mental condition or state of psychological well-being or freedom from mental diseases. Yoga play a vital role as the ancient Indian healing art while dealing with the physical, mental, emotional, moral and spiritual well-being. Yoga education is a process that helps in the all round development of a human being. The present study was conducted to compare the Emotional Intelligence and Mental Health of the yoga specialised (B.Ed Yoga students) and General Pupil teachers (B.Ed. General students). The sample of the present study comprised 80 B.Ed. course pupil teachers including 40 B.Ed. Yoga and 40 B.Ed. General Pupil teachers selected randomly. The Emotional Intelligence Inventory by Mangal and Mangal (2007) and Mental Health Inventory (M.H.I.) by Jagdish & Srivastava (1992) were administered to the sample. The results of the study show that there exist a significant difference in the Emotional Intelligence and Mental Health of the Yoga specialised (B.Ed. yoga students) and general pupil teachers (B.Ed. General students).

Key words: Mental Health, Emotional Intelligence, Yoga specialised.

INTRODUCTION

The aspect of mind which most powerfully affects the body and especially the nervous and endocrine systems is its emotional side. The term Emotional Intelligence can be defined in a number of ways, comprising many personality traits such as self awareness, zeal, empathy, motivation, persistence, warmth and social skills or social adeptness. "Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions" (Hein, 2007). Emotional intelligence enables us to make a good choice and brings inner world into focus. Emotional intelligence refers to the capacity for recognizing our feelings and those of others, and for motivating ourselves. An individual with a higher emotional intelligence (usually) gets more success, more happiness and more compassion in life. Goleman (2001) found in his study that two per cent success of life depends upon intelligence (general) and rest upon emotional

ENGLISH LANGUAGE ANXIETY: A CASE STUDY OF EXPERIENCES OF STUDENTS OF ENGLISH LANGUAGE LEARNING IN A RURAL AREA OF PUNJAB

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Abstract -This case study investigates the experiences of students of English language learning in a rural area of Punjab and also explores the techniques, students used to cope up with their anxiety and the role of English teacher as suggested by the students. To accomplish this task subjects were selected purposefully from a school of rural area of district Fazilka affiliated to Punjab school education board. The study was conducted in different phases. In the first phase, the adapted version of FLAS (foreign language anxiety scale) by Horwitz, Horwitz & Cope 1986 was used to find the level of English language anxiety. In the second phase, the technique of focused group interview was used to get the deeper understanding of students' experiences of English language and the strategies they used to cope with the problem of English language anxiety. Triangulation was done for the authentication of the data. The findings indicate that most of the student participants, experienced moderate to high levels of anxiety in English language classroom. The findings from the focused group interview further indicate that many factors lead to language anxiety.

Keywords- English Language anxiety, English Language learning, Case study, Strategies

Introduction

In this modern era, challenges in education are increasing day by day. The world is worried about the quality concerns in education. Whereas in the developing country like India , the English language is still struggling to touch many of the rural areas. English being the international language has become the important subject in our educational institutes but the students of rural areas are finding it the most difficult language and feel anxious in the English language classrooms. "Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second language. These learners may be good at learning other skills but, when it comes to learning to speak another language, they claim to have a 'mental block' against it (Horwitz,1986)."

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कहत कबीर सब आँखिन देखी

सारांश

Dr. Kamal

हिंदी साहित्याकाश में कबीर एक चमकता हुआ सितारा हैं जो आजतक भी धूमिल नहीं है। समय के थपेड़े भी उसकी चमक को कम करने में असमर्थ हैं। क्रान्तिकारी कबीर का दृष्टा और युग निर्माता के साथ-साथ यथार्थ में पुरुषार्थ के कवि हैं। उन्होंने अपनी सामाजिक, धार्मिक और राजनैतिक परिस्थितियों को अपनी मानस दृष्टि से देखा और उसके पश्चात मानव मात्र के कल्याण के लिए तत्कालीन अंधविश्वासों और रीतियों की सीधे चोट की। अज्ञान रूपी अंधकार से बाहर निकलने का मार्ग प्रशस्त किया। इनके द्वारा बनाये गये रीति रिवाजों का प्रभाव व्यक्ति के जीवन पर सीधे पड़ता है समय नहीं रहा हो मनुष्य उस से अछूता नहीं रहा उसी प्रकार कबीर के जीवन पर भी उस सामाजिक परिस्थितियों ने सीधा प्रहार किया मगर वे हारे या डरे नहीं बल्कि उनका डटकर सामना किया। यही वह काल होता है जो व्यक्ति को कालजयी बना देता है। इनके जीवन को पूर्व से पश्चात तक जिन-जिन परिस्थितियों ने प्रभावित किया। इस प्रक्रिया द्वारा उनकी हल्की सी झलक ही प्रस्तुत की जा रही है।

संत कबीर के पूर्व की सामाजिक परिस्थिति:

उस समय पर सामाजिक परिस्थितियाँ अत्यधिक विषम थी भारत में सभी धर्मों के लोग रहे थे लेकिन तत्कालीन समाज में हिन्दू और इस्लाम धर्म प्रतिद्वन्दी धर्म थे। आक्रमणकारियों के रूप में मुसलमानों ने भारत में प्रवेश किया और शक्ति को धर्म प्रचार का प्रमुख साधन बनाया जिससे हिन्दू धर्म पर संकट के बादल मंडराने लगे। हेनरी इलियट की पुस्तक 'हिस्ट्री ऑफ़ इंडिया' के प्रथम भाग के उद्धरणों में मुसलमानों से संघर्ष करने वाले हिन्दुओं की हत्याओं, हिन्दुओं के धार्मिक जुलूसों, पूजा और धर्म कृत्यों के आम प्रतिबंधों के साथ-साथ कुछ असहिष्णुता पूर्ण कार्यों में- मूर्तियों का भंजन, मन्दिरों का विनाश, बलात्कार, परिवर्तन और हिन्दू स्त्रियों से मुसलमानों द्वारा दुराचार, बलात् हिन्दुओं का देश निकाला, उनकी सम्पत्ति का अपहरण, उनकी हत्याएं और कल्लेआम का आदेश देने वाले कानूनों, शराबी और अत्याचारी मुस्लिमों का उल्लेख है।¹ तत्कालीन समाज में साथ, सहयोग, सहानुभूति, सौहार्द्रता की भावना दम तोड़ रही थी ऐसी विषम परिस्थितियों में ही संत कबीर का आविर्भाव हुआ।

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लैंगिक असमानता समाज और शिक्षा: एक सिंहावलोकन

डॉ. कुसुम

हैं तक भारतीय परिवेश का प्रश्न है। यहाँ हर तथ्य को अपने आदि ग्रंथ वेद को बीच में रखकर उसका विवेचन, श्लेषण और मूल्यांकन करने की एक परम्परा जैसी बन गयी है। जिन लोगों ने वेदों को देखा तक नहीं है। वे भी अपने तर्कों और वितर्कों में अत्यंत स्वाभिमान के साथ उनके उदाहरण प्रस्तुत किया करते हैं। यदि समस्त भारतीय संस्कृति के आदि स्रोत वे हैं तो इस आलेख में यह आवश्यक हो जाता है की प्रथमतः उनका ही आँकलन और संकलन कर निष्कर्ष निकाला जाय। वे लैंगिकता के विषय में क्या विचारधारा रखते हैं। इन विश्व के प्राचीनतम ग्रन्थों में नारी के तिरस्कार और अपमान का जैसा घिनौना वर्णन मिलता है। ऐसा उनके समकालीन किसी भी ग्रन्थ में नहीं मिलता। नारी की भयानक दुर्दशा के लिए जिम्मेदार नियोग प्रथा, जाति प्रथा, सती प्रथा, दहेज प्रथा, कुल वधु, नगर वधु, देवदासी, बली प्रथा, बलात अपहरण जैसी अनेक कुप्रथाओं का वर्णन वेदों में बहुतायत में मिलता है। इन्हीं के माध्यम से कामी, क्रोधी, लालची और धूर्त क्रूर लोगों ने जी भर कर उनका शोषण और अपमान किया। अपनी वासनाओं के दासों ने वासनाओं की आग को उनका शोषण, तारन-प्रतारण करके बुझाया है।

लैंगिक असमानता का वेदाख्यान:- वेदों के अध्ययन से जात होता है की कन्या पिता की अनिच्छित सन्तान हुआ करती थी। वहाँ पुत्रवती भव के आशीर्वादों की तो बौछार की जाती है। लेकिन पुत्रीवती भव का उल्लेख कहीं पर भी नहीं है। पुत्र के पैदा होने पर उत्सवों का उल्लेख है पुत्री के पैदा होने पर 'हाय' का उल्लेख मिलता है। लड़का पैदा हो ऐसी इच्छा ऋग्वेद के (10-84-85) में देखी जा सकती है "जहाँ नव विवाहिता को दस पुत्र पैदा करने का आशीर्वाद दिया जाता है" (1) वेदों में लैंगिक असमानता चरम पर थी। लड़का पैदा करने के उद्देश्य से एक विशेष प्रकार का "पुंसवन संस्कार" किया जाता था। जिसके अनुसार प्रार्थना की जाती थी देवियों और देवों से की इस गर्भ से लड़की नहीं लड़का ही उत्पन्न हो। यथा- प्रजापतिरनुमतिः सिनी वाली चीक्लपत ॥

अर्थात् "हे प्रजापति अनुमति और सिनीवाली तुम्हीं ने इस गर्भ को बनाया है। स्त्री का जन्म कहीं और हो पर इस गर्भ से पुत्र ही उत्पन्न हो" लैंगिक असमानता को बढ़ावा, नारी को हेय मानने उनको पुरुषों से कम आंकने के सूक्त ऋग्वेद में भी हैं। यथा- इन्द्रिशब्दा तद्वरीत स्त्रिया अशाम्य मनः उतो अहं क्रतुम रधुम ॥-ऋग्वेद 8-33-17 (3)

अर्थात् स्वयं इंद्र ने कहा-"स्त्री के मन को शिक्षित नहीं किया जा सकता उसकी बुद्धि तुच्छ होती है" यजुर्वेद के व्याख्यान शतपथ ब्राह्मण के अनुसार "स्त्री, शुद्र, कुत्ते और कौए में असत्य, पाप एवं अंधकार विराजमान रहता है"- यजुर्वेद 14-1-31 (4)

वेदों में दासी प्रथा का भी हर स्थान पर उल्लेख मिलता है। इस प्रथा में कबीले आपस में लड़ते थे जो कबीले भारतीय आदि वासी हार जाते तब उनको बंदी बना लिया जाता वे लोग दास और दासी कहलाए जाते थे। शक्तिशाली पुरुषों की हत्या कर दी जाती असहाय पुरुषों और स्त्रियों को एक दूसरे को उपहार के रूप में भेंट करते थे। "राजा लोग अपने परिजनों और पुरोहितों को दासियों से भरे

**राजकीय शिक्षा महविद्यालय, सेक्टर-२० डी, चंडीगढ़
रथों के रथ दान देते थे" ऋग्वेद 6-27-8, 8-68-17 (5) "राजा त्रसदस्यु ने सौभरि कण्व को 50 दासियाँ प्रदान की"
ऋग्वेद 8-19-38, 5-47-6 (6)

वेदों में नियोग प्रथा का भी उल्लेख है। जिसको स्मृतियों ने पशु धर्म कहा है। नियोग का अर्थ है किसी नियुक्त पुरुष के साथ पुत्रोत्पन्न करना स्त्री की इच्छा के विरुद्ध केवल पुत्र प्राप्त करने के लिए उसे विवश और बाध्य किया जाता था।

कुसुम

PERCEPTION ON E-LEARNING IN THE ERA OF COVID-19 PANDEMIC: IN VIEW POINT OF TEACHERS AND STUDENTS

*Dr. Kusum

ABSTRACT

Covid-19 pandemic created a knowledge blockage as all the education institutions were shutdown to stop the spread of virus. Formal learning was on stake. In meantime E-Learning broke all the barriers and emerged as a revolution in school system. This shift in learning process effected both the learner and the educator. In this paper the attitude of teachers and students towards E-Learning has been discussed. This paper throws light on some important aspects regarding E-Learning. This is a survey study on 150 participants from Chandigarh including teachers and students. The findings of the study revealed that E-Learning was positively accepted by the participants and it elevated their level of self-Efficacy. Participants chose movable devices and easy to use applications for hassle free Learning.

Keywords: Perception, Pandemic, E-Learning, Self-Efficacy.

INTRODUCTION

Covid-19 was officially declared as pandemic on March 11, 2020. Preventive measures for Covid-19 put lock on the schools. This lock on schools opened various new gateways for teaching-learning process. Covid-19 pandemic made E-Learning essential worldwide. Teaching-Learning process flipped from offline mode to online mode of study. Several E-Learning channels and Interactive web based applications launched various portals, T.V evaluation techniques also shifted from paper pen to digital forms and response sheets. This transition was sudden and very fast. E-Learning established a different and new relationship between student and teacher through virtual connect. Chalk and Duster are well merged with desktop, smartphone and internet and have become an essential component of teaching and learning.

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BLEND E- LEARNING AND ACADEMIC ACHIEVEMENT: AN EXPERIMENTAL STUDY

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ABSTRACT

Education is one of the sectors that have benefited most from the modern technical innovations. With this development, time and space are no more barriers to education. As a matter of fact, the concept of distance learning has been transformed to what is now known as blended-learning programs. In this paper the role of Blended E-Learning in academic achievement was studied on secondary school students in Punjab. This study revealed that Blended E-learning elevated the academic achievement of secondary school students. The difference of scores between male and female students was not found significant on the $p < .5$ level of significance. Blended- E Learning enhanced the annual performance of secondary school students.

Keywords: Blended E-Learning, Achievement, Experimental, Secondary, Students

INTRODUCTION

E-learning is essentially electronic learning and is delivered through a computer. In different sectors and with different people the meaning of e-learning differs. For instance, in the field of business it refers to the strategies used by a company network to give training to its employees. In many Universities, the term is used to mean a specific method to convey contents of course or program to the students online. Many higher education systems now a day are offering e-learning to their students. Blended E-learning is also known as mixed, sandwich, hybrid learning, is a method that conflates traditional learning environments in which led by teachers and technological based e-learning.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university.

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RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT: A DESCRIPTIVE EXPLORATION

Dr. Kusum¹

Abstract

Emotional intelligence integrates the vital aspects of interpersonal and intrapersonal relationships, malleability, temperaments and stress management skills, which have a reflective effect on the academic performance of students. Therefore, the present study was done aiming at surveying emotional intelligence and its relation with academic performance of secondary school students. A sample consisted of 100 students, 50 males and 50 females were selected from Govt. Schools of Chandigarh. The findings of the study throw light on relationship between Emotional Intelligence and Academic achievement of secondary school students.

Introduction

Emotional intelligence is gradually discussed in psychology. In Recent years, emotional intelligence has been given much attention in research particularly in psychological research. The concept of emotional intelligence was introduced by Salovey and Mayer. They defined it as the competency of an individual to cope with his own emotions and the emotions of other individuals. Academic achievement is as much a function of a person's emotional response to a learning environment as it is to the teaching method or classroom (Flood, 2003). While Intelligence Quotient (IQ) has long been used as a predictor of a student's success, as the world enters the 21st century, research shows that EI is a better predictor of "success" than the more traditional measures of cognitive intelligence. EI is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another (Hettich, 2000). Emotional intelligence skills are vital to human performance and the management of successful learning organizations.

Emotional Intelligence and Academic Achievement: A Research Review

Bunyaan, Tan and Loo (2014) revealed that the female participants scored lower than male participants in EI mean score. However, the difference in EI between genders is not statistically significant. The results revealed an interesting finding that the participants in this

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वर्तमान परिप्रेक्ष्य में बुद्ध के मानवतावादी चिंतन की प्रासंगिकता

Dr. Kusum¹

सिद्धार्थ गौतम बुद्ध की आद्यांत विचारधारा तर्क, विवेक और विज्ञान के व्यावहारिक धरातल पर अंकुरित, पल्लवित, पुष्पित और फलित हुई है। उसके ताने-बाने में अलौकिकता से दूर लौकिकता, अमूर्त से परे मूर्त, काल्पनिकता से इतर स्थूल और परोक्ष से बचकर प्रत्यक्ष का स्वरूप दृष्टिगोचर होता है। उसमें देखे और सुने से दूर भोगे यथार्थ का कथ्य, पथ्य और अनुभव समाहित है। सम्पूर्ण जीवन अन्यतर इतर शक्तियों की अपेक्षा वर्तमान की आसान और जटिल पग डंडियों से होकर गुजरता है। उनका दर्शन इस वास्तविकता का सम्मिश्रण है। बिना किसी अहंकार, दम्भ अथवा सम्प्रभुत्ता से दूर वह प्रत्येक जीव के जीवन को जीने की दिशा नितान्त व्यक्तिगत रूप से अन्य पर नहीं स्वयं पर निर्भर होती है ऐसा उनके द्वारा प्रतिस्थापित, प्रचारित, प्रसारित और विस्तारित किया गया है। बुद्ध के द्वारा जीव के जीवन को एक इकाई मानकर उसको सुखद बनाने की दिशा में स्वयं उपभुक्त अनुभवों को स्वीकार करते हुए बिना किसी लाग-लपेट के स्पष्ट उद्घोष किया गया है कि प्रत्येक जीव अपने जीवन का संचालक, स्वामी और नियन्ता स्वयं है उसके अतिरिक्त-उसके-सुख-दुःख, उत्थान-पतन, प्रेय-श्रेय का संचालक कोई दूसरा नहीं है। उनके द्वारा भाग्य, विश्वास, भय, भ्रम और भटकन से हटकर एक कठोर स्वाभिमान संस्थापक की दिशा में प्रत्येक जीव के जीवन को बैशाखियों से मुक्त किया गया है। आज से ढाई हजार साल से अधिक पहले यह अद्भुत, अनूठी और अनुपम सोच एक ओर ललकार भरी थी और दूसरी ओर इसके पथ में अनेक चुनौतियाँ भी थीं। जिनका बुद्ध ने सम्पूर्ण निष्ठा और सम्मान के साथ सामना किया। विभिन्न वर्णों, वर्गों, सम्प्रदायों के उद्भट विद्वानों द्वारा उनकी ललकार को सहन करना स्वभाविक नहीं था, इस कारण अनेकानेक समाज सुधारकों, समाज के ठेकेदारों, पीठाधीशों और धर्माचार्यों से उनकी अंतिम साँस तक शास्त्रार्थ होता रहा जो उनके सामने आता वह उनके प्रत्यक्ष व्यावहारिक, विवेकपूर्ण तर्कों से परास्त होकर उनके मानवता पर आधारित चिंतन को स्वीकार करने के लिए बाध्य हो जाता और वह ऐसा किसी विवशता की बैचैनी में नहीं करता बल्कि तथ्यों पर आधारित वैज्ञानिक चिन्तन को प्रमुदित, मुदित, प्रफुल्लित होकर सहर्ष स्वीकार करता। सारे संसार के असंख्य बुद्धिजीवियों में केवल बुद्ध ही एक मात्र ऐसे सर्वसृष्टा, सर्वदृष्टा सर्वअन्तर्यामी विचारक रहे जिनके द्वारा जीवन की दुष्वारियों से लोहा लेने के लिए व्यक्ति को केंद्रबिन्दु बनाकर मानवता का उद्धार और परिष्कार किया गया। उनके द्वारा किसी जीव पर बलपूर्वक कुछ थोपा नहीं गया बल्कि उनके चिंतन की उर्वरा भूमि ने सहज जीवन को जीने की मूलभूत अवधारणाओं और अनुभवों को आधार बनाकर रोपा गया। उनके द्वारा कहने से पृथक करने पर अधिक जोर दिया गया। जीव के जीवन को आधार मानकर उसके कल्याण, लाभ के लिए और अकल्याण, हानि के लिए किसी अन्य को नहीं उसके ही उत्तरदायित्वों को सुनिश्चित किया

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EMOTIONAL INTELLIGENCE AS CORRELATES OF CAREER MATURITY OF THE ADOLESCENTS

*Dr. Lilu Ram Jakhar

ABSTRACT

Emotional intelligence is the self-awareness, managing one's emotions, level of motivation and empathy, and social management. The career maturity of the adolescents is a determining factor to choose a right career according to the one's needs and interest. The present study focused on finding out the relationship between emotional intelligence and the career maturity of the adolescents, carried over a sample of 200 students of senior secondary. The mean score of the career maturity inventory of the adolescents was found to be 59.73 whereas the mean score of the emotional intelligence was found to be 56.28. The coefficient of correlation was found to be 0.45 at 0.01 level of significance for $df = 199$. Thus the study indicates that there exists significant correlation between emotional intelligence and career maturity of the adolescents.

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EMOTIONAL INTELLIGENCE OF THE ADOLESCENTS ON THE BASIS OF GENDER

Dr. Lilu Ram Jakhar¹

Abstract

Emotional intelligence plays a significant role in the academic as well as success in the social life. This study was conducted to ascertain whether there exists difference in the emotional intelligence on the basis of the gender among the adolescents. The results of the study revealed that the mean score on the emotional intelligence Inventory of the boys was 57.44, whereas the mean score on the emotional intelligence inventory of girls was found to be 55.12. The difference in the mean scores of the there is no significant difference in the emotional intelligence of the adolescents at secondary level. However, significant difference was found in intra- personal awareness dimension of the emotional intelligence inventory scores of boys and girls of senior secondary school at 0.01 level of significance in favor of boys.

INTRODUCTION

The concept of emotional intelligence tells that every individual behaves differently and reacts differently in different social situations. In technical term the emotional intelligence of an individual refers to its unique ways of managing feelings of self and others. Goleman (1995) defined emotional intelligence as "the ability of realizing one's own feelings, as well as that of others in order to build up self-inducement to manage personal emotions". Salovey and Caruso (2002) interpreted emotional intelligence as "the ability to process emotional information particularly, as it involves the perception, assimilation, understanding and management of emotions." Researches have revealed that emotional intelligence encourages a person to aim high and hence become more result oriented in life with discernible emphasis on human relations, which leads to better achievement. Cooper (1997) in his studies highlighted that emotional intelligence underpins many of the best decisions, most dynamic organizations, and most satisfying and successful lives. Maulding (2002) stated in the study that cognitive intelligence is often equated with eventual success in many areas but, there are many instances where people of high intelligence quotient flounder and those of having modest intelligence quotient do exceedingly well. Buvoltz, Powell, Solan and Longbotham (2008) predicated through research that suggested that emotional intelligence might lead to student success and that autonomous learners persevere toward academic goals with more resourcefulness, initiative, and persistence than other. Afolabi, Ogunmwonyi and Okediji (2009) in their study examined the influence of emotional intelligence and its need for achievement on interpersonal relations and academic achievement of undergraduates and the results of study confirmed that emotional intelligence has a significant influence on interpersonal relations. Valadez, Borges, Ruvalcaba, Villegas and Lorenzo (2013) found that emotional intelligence has been linked to several variables, such as gender, and academic performance. Sumita (2014) found no significant difference in emotional intelligence of the pre-service teachers of government and private college. Meshkat and Nejati (2017) found no significant difference between the genders on emotional intelligence. However, they found that emotional dimensions of self-awareness, interpersonal relationship, emotional self-regard, and empathy differ

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Gender Difference in Learning Styles of the Secondary School Students

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ABSTRACT

Learning styles of the students plays a significant role in their academic achievement as well as success in educational field and thereby affecting their future vocational choices. The present study was carried out to explore whether there exist difference in the learning styles of the students on the basis of the gender studying at the level of the secondary stage. The results of the study revealed that the mean score on the learning style inventory of the boys was 159.13, whereas the mean score on the learning style inventory of girls was found to be 163.42. The difference in the mean scores of learning styles was determined by applying t- test and was found to be 1.465. This indicate that the there is no significant difference in the learning styles of the students at secondary level.

Key words: Learning Styles, School Children, Quality Education

Introduction

The concept of learning styles tells that every student learns differently and interacts differently with different environmental situations. In technical term the learning style of an individual refers to its preferential ways of absorbing, processing, comprehending and retaining of the information. Grasha (1996) defined “learning style as personal qualities that influence student’s ability to acquire information, to interact with peers and the teachers and otherwise participate in learning experiences”. According to Misra (2012) there are six styles of learning followed by the learners’ viz. enactive reproducing, enactive constructive, figural reproducing, figural constructive, verbal reproducing and verbal constructive. However, Kolb (1984) categories learners into four types on the basis of their learning style viz. the accommodator, converger, diverger and assimilator. Diaz and Cartnal (1999) in their study found that local health education students enrolled in an online class are likely to have different learning styles than equivalent on-campus





Adolescent's Learning Style as Determinant of Problem Solving Ability

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ABSTRACT

The present study was an endeavor to explore the relationship between learning style and problem solving ability of the adolescents. The study was conducted over a sample of one hundred students of tenth standard. The mean score of the learning style of the adolescent boys was found to be 159.12 whereas the mean score of the problem solving ability was found to be 9.68, the product moment coefficient of correlation was determined between the scores of learning styles and problem solving ability scores and the value was found to be 0.14 for $df = 49$, which is not significant even at 0.05 level of significance. Similarly, the mean score of the learning style of the adolescent girls was found 163.21 whereas the mean score of the problem solving ability was found to be 5.48, the product moment coefficient of correlation was determined between the scores of learning styles and problem solving ability scores and the value was found to be 0.04 for $df = 49$, which is not significant even at 0.05 level of significance. Thus the study indicates that there exists no significant correlation between learning style and problem solving ability of the adolescents.

Keywords: Learning Style, Problem Solving Ability, Adolescent, Significant, Correlation, Scores.

INTRODUCTION

The concept of problem solving ability is as old as human civilization. The problem solving ability refers to the individual's capability to observe and analyze the causes of the problem at hand and to seek its solution. Problem solving is such a unique framework or pattern within which creative thinking and reasoning take place. The state of tension created by unsatiated wants that drives the individual to exercise his efforts and to use his best language techniques such as observation, prediction, and inference to control the difficulties that hinder progress towards his goal of want satisfaction is problem solving. Problem solving is a situation for which the individual has no readymade solution and the state of tension is created in mind. He exercises his great effort and uses all the abilities, intelligence, thinking etc. to seek answer to the problem situations. Some individuals are able to solve problem sooner as compared to others, which indicates that there are different levels of problem solving ability ranging from average ability to highest ability depending upon the difficulty level of the problem. Dubey (1971) found that the persons having higher intelligence and reasoning ability can solve the complex problems quickly. The term learning style refers to the learning behavior of the student and it points to the fact that every student learns differently. Etymologically, the learning style of

STREAM SELECTION AND EMOTIONAL INTELLIGENCE OF THE SENIOR SCHOOL STUDENTS

Dr. Lilu Ram Jakhar¹

ABSTRACT

The academic success as well as success in social sphere of the individual depends to great extent on the emotional behavior. The study under analysis was carried out to ascertain the impact of the stream of study on the emotional intelligence of the school students. It was also planned to find out the difference in the emotional intelligence of the students opting different course of study. The results of the study revealed that the mean score on the emotional intelligence inventory of the students studying science stream was 58.31, whereas the mean score on the emotional intelligence inventory of students opting for arts stream was found to be 54.25. The difference in the mean scores of the emotional intelligence inventory for science and arts stream students was determined by applying t- test and was found to be 3.20. This indicate that the there is significant difference in the emotional intelligence inventory scores of the science and arts students at senior secondary level. The study suggests that the stream have significant bearing on the emotional intelligence of the senior secondary students.

INTRODUCTION

Lewkowicz (1999) in his studies analyzed the students' behaviors and concluded that teachers can help reduce the students' frustrations; they can make classroom time more useful and productive. Teachers can prevent behavioral problems and learning problems of the students by providing them with necessary information and skills so that they can make well informed, positive, and independent choices relating to their emotional, social, physical, and mental well-being. Goleman (1995) expressed emotional intelligence as the ability of fulfilling one's feelings as well as that of others so as to build up positive influence to manage the personal emotions. Salovey and Caruso (2002) also explained the emotional intelligence as "the ability to process information emotionally, since it involves the perception of emotions, assimilation of emotions, and understanding of emotions and management of emotions". Thus, emotional intelligence describes the ability of individual to deal with emotional issues, take part in interpersonal relationships and to make effective conscious decisions. Maree and Fernandes (2003) pointed out that intellectual potential cannot be the only predictor for success and stability in life and in their study found that emotional intelligence plays a significant role in optimal functioning of an individual. Adeyemo (2005) investigated the relationship between emotional intelligence and adjustment of students and found that there was a significant relationship. Gliebe, (2012) found positive relationship between emotional intelligence and academic achievement but not specifically stream was taken into consideration. Gupta and Rajak (2017) found the significant impact of emotional intelligence on the stream of study and concluded that science stream had the positive effects on the emotional intelligence of the students when compared with arts stream.

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Gender as a Predictor of Difference in Problem Solving Ability of the Students

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Abstract

Problem solving is one of the basic requirement for the adjustment and social well-being for an individual. The present study was conducted to ascertain whether there exists difference in the problem solving ability of the students studying at the secondary stage on the basis of the gender. The results of the study showed that the mean score on the problem solving ability test of the boys was 10.14 whereas the mean score on the problem solving ability test of girls was found to be 10.40. The difference in the mean scores of the problem solving ability was determined by applying t-test and was found to be 0.26. This indicates that there is no significant difference in the problem solving ability of the students on the basis of gender at secondary level.

Keywords: Gender, Difference, Reasoning, Problem Solving Ability, Secondary, Significant, t-test

Introduction

Problem solving is a situation for which the individual has no ready-made solution and the state of tension crops up in mind as and when an individual faces a problem. The person makes great effort and uses all the abilities, intelligence, thinking, creativity etc. to find an appropriate solution. Few individuals are able to solve problem sooner than others. The problem solving ability refers to the individual's capability to observe and analyze the causes of the problem at hand and tries to seek its solution. Problem solving is a unique framework or pattern of creative thinking and reasoning that take place in the mind. The state of tension aroused by unsatisfied wants drives the individual to make efforts and motivate him to use his language and abilities such as observation, prediction, and inference to surmount the difficulties that interfere in the progress towards his goal of problem solving. Problem solving ability ranges from average ability to highest ability depending upon the difficulty level of the problem. Dubey (1971) found that the persons having higher intelligence and reasoning ability can solve the complex problems quickly. Dubey (2010) stated that problem solving is a process of overcoming difficulties that seems to interfere with the attainment of a desired goal. Simple problems can well be solved by instinctive characteristics and habitual behavior, whereas more difficult problems require a series of serious efforts till the solution is reached. However, complex problems require a greater degree of understanding and perception of the relationship between the significant factors of a problem. Different researchers have presented different views regarding the role of gender in determining the problem solving ability of the adolescents. Results of researches in the field are quite conflicting. The results of a study by Becker and Forsyth (1994) indicated fairly consistent differences in males and females in the score distributions in problem solving in mathematics and science. The study of Ajai and Imoko (2015) found that performance in problem-solving is a function of orientation and not of gender.

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ROLE OF STREAM ON THE OCCUPATIONAL ASPIRATIONS AND CAREER MATURITY OF THE STUDENTS OF SENIOR SECONDARY

*Dr. Lilu Ram Jakhar

ABSTRACT

The adolescents' occupational aspirations is affected by various factors such as intelligence, emotional stability, growth and development, peer group interest, family background, social and economic life and the cognitive maturity to select a career according to the one's interest and needs. Adolescents' career maturity is influenced by the attitude and the competencies of the individual. The study focused on finding out the relation between occupational aspirations and career maturity of the senior secondary school students according to their streams of study. The results of the study indicated no significant correlation between the occupational aspirations and career maturity of the arts stream senior secondary school students and it also shows no significant correlation between the occupational aspirations and career maturity of the science stream students of senior secondary classes.

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Keywords: Career Maturity, Occupational Aspiration, Correlation, Adolescents, Stream.

INTRODUCTION

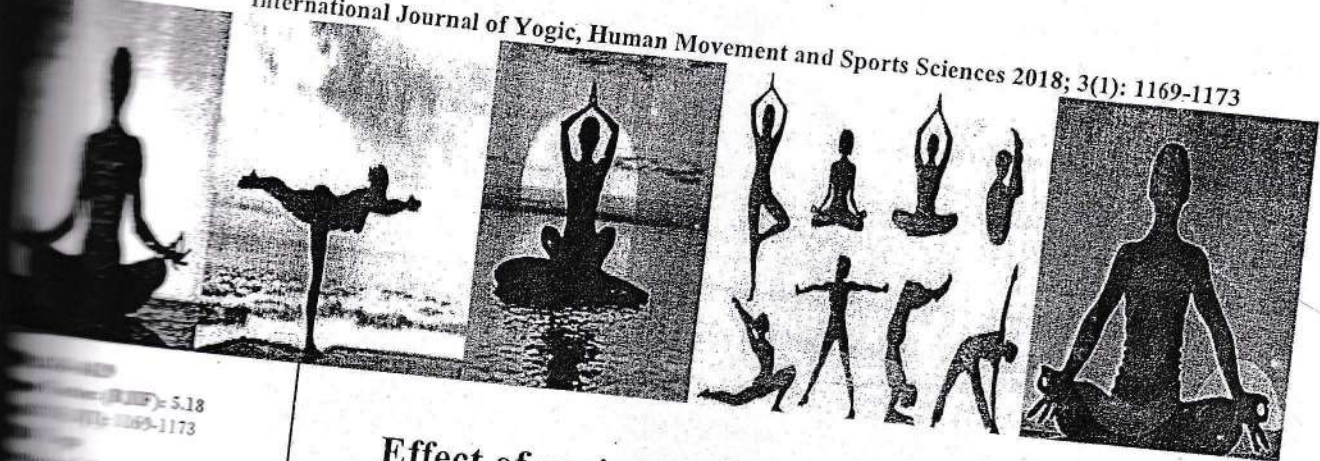
The concept of career maturity originated from the term vocational maturity and it refers to the person's degree of readiness to choose, prepare well and plan for the future vocation. Career maturity has been considered as a prerequisite essential ability to make a right choice of the occupation and fulfill career related needs. It is assumed that maturity development occurs along a continuum of thinking and cognition; higher the maturity of the person, the greater is the likelihood that person is able to cope with developmental tasks at various stages of the professional career. Therefore, the career maturity involves forming interests and developing attitude in making consistent and competent to make choices

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Effect of yogic training on selected hematological variables among college students

Sunil Rayat and Dr. Neelam Paul

Abstract

According to medical scientists, yoga therapy is successful because of the balance created in the nervous and endocrine systems which directly influences all the other systems and organs of the body. Yoga acts both as a "Curative therapy". The very essence of yoga lies in attaining mental peace, improved concentration powers, a relaxed state of living and harmony in relationship. Regular practice of asana, Pranayama and meditation can help such diverse ailments such as diabetes, blood pressure, digestive disorders, arthritis, arteriosclerosis, chronic fatigue, asthma, varicose veins, and heart conditions.

Objectives: The purpose of this investigation was to study the effects of Yogic training on selected hematological variables among college students.

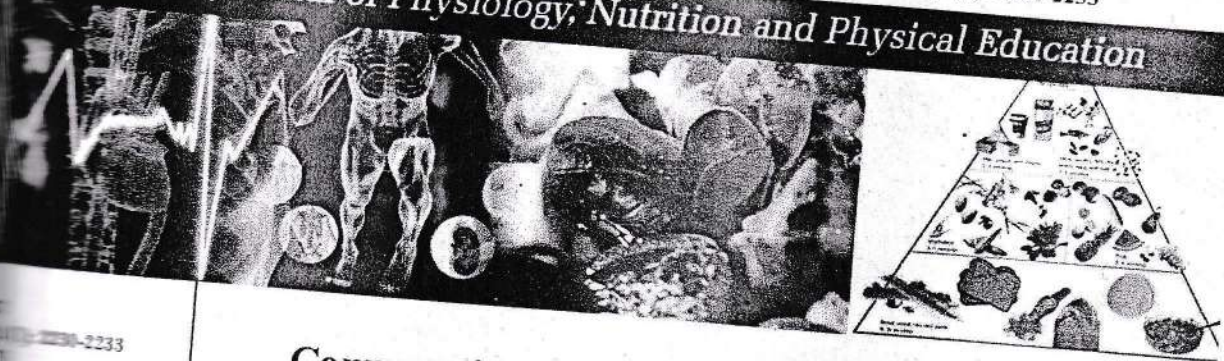
Methods: Post-test (After the Yogic training of 12 weeks) design was used study group (N = 30 in which 15 subjects were act as control group and 15 subjects were act as experimental group) allowed to undergo Yogic training. The selected Hematological variables that are Hemoglobin (HB), White Blood Cells, Red Blood Cells and Platelets were examined by laboratory test. For the analysis of data paired 't' test was applied.

Findings: There was insignificant reduction of white blood cells in study group i.e. post-test value (8.66 x 10⁹/L), but the numbers of red blood cells, Platelets and Hemoglobin (in grams) have significantly improved in experimental group after yogic training (P<0.05). The selected hypothesis has accepted.

Keywords: Hematology, hemoglobin, red blood cell, white blood cells, platelets

Introduction

The zeal for winning medals in the prominent international competitions has motivated the Physical educationist and Sports experts are supposed to take idea to explore all the aspects and potential which can be supportive to improve sports performance. The standard of Sports performance has risen to a zenith with the help taken from various sports sciences such as sports physiology, sports medicine, biomechanics, sports psychology and sports training etc. The coaches, physical fitness experts and athletes are focusing their attention on the actual process of physical training and the physiological adaptations which allow the athlete to improve his general and specific physical fitness for the enhancement of athletic ability and performance for competitive situation. The researches and sports scientist have taken enough pains to know the effect of physical training on specific components of physical fitness. Numerous techniques of sports training are used to develop sports performance. The sports scientists and Physical educationist have now started looking further than these horizons and Yogic training are also implemented at the present time to improve the performance of sports person's. Yoga is the science of appropriate existent and, as such is affianced to be fused in daily life. It works on all facts of the person's physical, vital, mental, emotional, psychic and spiritual level. In the epoch of current civilization, the wallop of industrialization technology can be envisioned on every facet of human life. This fast changing synopsis has changed every individual into a working machine as his addiction on motorized machine is developing with the passage of each day. The main reason behind this is because he always has urge to earn more and more money to deluge earlier of others and to get more sickness for himself and his family. So, consequently, he is always leading a life of enough tension and undesirable pressures. Money has become the main rover of his life.



Comparative study of mental toughness between amateur golfers and caddie turned amateur golfers

Dr. Neelam Paul and Pardeep Kumar

Abstract

In this study, we assessed the mental toughness between the amateur golfers and caddie turned amateur golfers. Two hundred (200) male golfers of 18 to 24 years of age group were randomly sampled to participate in the present study. They were further divided into two groups which includes one hundred (n=100) amateur golfers and one hundred (n=100) caddie turned amateur golfers. All the subjects, after having been briefed about the objective and protocol of the study, gave their consent, and volunteered to participate in the study. Participants completed the mental toughness inventory (MTI) by Middlenton *et al.* (2005) was used to measure mental toughness. To determine the difference of Mental Toughness between male golfers independent t-test was employed through SPSS package 20.0 and the significant level was set at 0.05. The findings of this research paper showed that there was non-significant mean difference for overall mental toughness between Amateur golfers and Caddie turned amateur golfers along with its domains: Rebound ability, Ability to handle pressure, concentration ability, Level of confidence and motivation. Yet Caddie turned amateur golfers presented more mental toughness.

Keywords: Golf, amateur golfers, caddie turned amateur golfers, mental toughness

Introduction

An outdoor game Golf, basically a ball-stick game is played around the world. It is played on a large open-air course in which a ball is struck by a club with the aim of taking the lowest number of strikes possible to get the ball into 18 holes in the ground. The objective of golf is to get the ball into the holes in the lowest number of shots. Whether one play for fun or play competitively, golf is a complex game. Golf is intensely associated with traits like patience, persistence, skilled practice, and focused ability. To be a successful player reaching fullest potential, ongoing practice and professional instruction is needed. Psychological parameters mental toughness, adjustment, and self-concept play an important role for growth of golfers whether Amateurs or Professional. Amateur golfer is who plays for enjoyment and does not receive payment in cash or kind as a reward. Caddie is the person who carries a player's bag and clubs and gives insightful advice and moral support. Earlier a caddie and then become an Amateur Golfer is known as Caddie turned amateur golfer. The vast majority characterize mental toughness as the capacity to create steady outcomes in practices and in games paying little heed to the circumstance. Regardless of whether it's helpless climate, a physical issue, or a weight circumstance, competitors with mental sturdiness figure out how to create similar outcomes. Some eminent competitors with mental strength include:

- Michael Jordan, who has hit different match dominating shots under the most tension filled of circumstances.
- Serena Williams, the best female tennis player ever, produces a great many pros down breakpoint or match point.
- Adam Vinatieri, a future lobby of-acclaim kicker, has hit field objectives that have won his group NFL Super Bowl Championships.

These competitors could not perform at this level reliably without mental strength. Undoubtedly, mental ability is fundamental for competitors to accomplish the most ideal outcomes with regards to sports. At these times, competitors should have the drive and inspiration to push through testing and weight filled minutes and proceed to progress.

EFFECTS OF YOGIC TRAINING ON SELECTED HEMATOLOGICAL VARIABLES AMONG COLLEGE STUDENTS

Dr. Neelam Paul* & Sunil Rayat **

Abstract

Yoga, is a practice of mental and physical exercise techniques, aiming to acquire good health in human beings. For thousands of years, Yoga an ancient holistic relaxation practice has been used as an effective therapeutic tool that counteracts the adverse clinical conditions of human beings. However, the underlying molecular mechanisms that explain these clinical benefits are still an enigma. The efficacy of Yoga and Meditation as an adjunct to routine management of various diseases and disorder is a great challenge in the present scenario. Ayurvedic knowledge of Yoga is much more incompatible with its understanding of biochemical and hematological changes. Exploring the biochemical association with various Yogic postures and practices will definitely improve the practice as therapeutic adjuvant and thus, will improve the quality of life. The aim of present study was to investigate whether regular practice of Yoga for one month can improve hematological parameters. The study group, comprised Govt. college Nagrota Bagwan male students aged between 18 -25 years. They were trained for one month of Yoga. Assessments of various parameters were done before and after Yoga practices, were significantly modulated, statistically by using student's test. Regular practice of yoga for one month significantly improved the R.B.C., W.B.C., Platelet count and Hb content ($P < 0.00$). Conclusion:- Significant effect of the one month yoga training was found on RBC and WBC and Hemoglobin content.

Keywords :- Yoga, hematological parameters.

INTRODUCTION

Yoga is a practice of mental and physical exercise techniques, aiming to acquire good health in human beings. Holistic health, integrative treatment and mind, body medicine are some of the current buzz words in health care originated actually from yoga, which took its birth some 6000 years ago in India and is one of the elements of Ayurvedic medicine as the healing science. Yoga practices are gaining popularity and have the potential to make a significant contribution to the field of health sciences. Having a wide array of practice, all essentially including breathing exercises, physical postures and meditation, the science, and art of yoga is reaching new heights.

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Comparative Study of Physical Fitness Components of Shooter and Football Players

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Abstract

Physical fitness it is recognized that the various of fitness are closely interrelated, for purposes of discussion physical fitness is dealt with separately because of its close relationship to our professional field of endeavor. The purpose of the study was to compare the study of physical fitness components between inter college level shooter and football players components (Abdominal Strength, Shoulder Strength, Body Fat, Cardio-respiratory Endurance and Flexibility) among Inter-University level shooter and football players. For this purpose, total number of 30 players (15 shooter (Air Pistol Men) and 15 football players Men) were selected. Their age ranged between 18 to 26 years. The selected variables were assessed using sit-ups, push-up, skin fold, 1 mile run, sit and reach test. To determine the significant differences of physical fitness components between Inter-college level shooter and football players, unpaired t-test was employed for data analyses. To test the hypothesis, the level of significance was set at 0.05. The result showed that there were insignificant differences in all the selected physical fitness components among Shooter and Football players.

KEYWORDS: Abdominal Strength, Shoulder Strength, Body Fat, Cardio-respiratory Endurance and Flexibility.

Brief Introduction

The Shooter and Football players need to prepare various components of fitness. Thus, the athlete will Concurrently perform various fitness training (e.g., Muscular Strength, Muscular Endurance, Body Fat, Cardio-respiratory Endurance and Flexibility). (Lawson 2001). Physical fitness is a general state of health and well-being and, more specifically, the ability to perform aspects of sports or occupations. Physical fitness is generally achieved through correct nutrition, exercise and rest. It is a set of attributes or characteristics seen in people and which relate to the ability to perform a given set of physical activities. Physical fitness is the capacity of heart, blood vessels, lungs and muscles to function at optimum efficiency. In previous years, fitness was defined as the capacity to carry out the day's activities undue fatigue. Physical fitness is now defined as the body's ability to function efficiently and effectively in work and leisure activities, to resist hypo kinetic diseases, and to meet the emergency situations (Corbin and Lindsey, 1994). Fitness concepts in elementary physical education center on children's understanding of fitness as good health, and a working knowledge of activities that promote a healthy level of fitness. However, with increased leisure time, and changes in life styles wrought by the industrial revolution, which took a large proportion of the population away from farm life and into more urban areas, this definition is no longer considered comprehensive enough. The definition for physical fitness is now defined as the body's ability to function efficiently and effectively in work and leisure activities, not only at a set point in time, but at various ages and stages within a person's life cycle. The key is in finding optimum health within the limits of one's lifestyle, in order to be able to

Ascent of Dr. Rupa Saini: An Eminent Hockey Wizard

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Abstract: The Contention of this paper deals with the struggle of a Hockey Wizard Dr. Rupa Saini. The determined and dedicated player had been a recipient of Arjuna Award in the year 1975. However, this journey towards recognition and reward for the game like Hockey had been full of struggle both on personal and professional front. Hailing from a poor family with no house to live in, her father had worked hard for supporting and motivating her towards her love for ground. Not only Rupa Saini had achieved in sports even her sisters had been player of national and International repute. Dr. Saini represented her nation in Hockey both in national and International games. Her leadership shall come to limelight during her tenure as a women hockey team and her experience on the field for the 12 years may sound less but the reputation she earned through it speaks about her glory and success.

Keywords: *Hockey, Motivation, Leadership Skills.*

Hardwork, dedication, honesty, determination, positive attitude and the struggle- the name is Dr. Rupa Saini, Arjuna Awardee (hockey, 1975), the most experienced and most talented of the four unusual Saini Sisters as commonly known in the world of sports worldwide from Faridkot. Though the parents of Dr. Saini were not educated but they consecutively reared up and included the qualities in their children of hard work, raging rough with situations and always coming out victorious there were in total seven members in the family of Dr. Rupa Saini, mother father four sisters (including herself) and one brother. The family's economic condition was very poor as only father was the earning hand who was working as a peon in Government Barjindra College, Faridkot, the family did not have their own house, they need to reside at quarters provided by the college where her father had worked. Even family income of Dr. Saini was even not enough to fulfill the basic needs. During their childhood days, her father was interested upon the duty of upkeep of the ground. This had been coincidental for her to be in love with ground sports. Dr. Saini concurred

Digital Educational Accessibility during Pandemic

*M. Gayatri & **Dr Neelam Paul

ABSTRACT

From the last few years, the Internet has grown from being nearly non-existent into the largest, most accessible database of information ever created. Growing internet facilities helped us a lot in changing the traditional teaching methods in classroom making and education more accessible. COVID 19 worldwide is leading to a tremendous transition in the education system. The current pandemic brought a prodigious paradigm shift from the traditional method of teaching to modern or technological teaching. Teachers are now taking a complete virtual class where they try to input more creative use of audiovisual aids to make the class more interesting and trying to provide better conceptual learning using videos. The interaction would be a greater task in a specified time for teachers in online classes. Teachers were also not into so much technology or tech-savvy in today's era as they were feeling good to go with either only traditional methods or a combination of the traditional and smart classroom but COVID 19 made them learn technology better. Teacher's tech friendliness is of utmost importance to create successful online teaching. I, over here, assessed some basic asked from 50 teachers regarding the usage of the online platform for teaching, their tech friendliness, and whether they think this online class is productive or not. This questionnaire was prepared when online education had just started during this pandemic and every teacher was on the initial stage of flight into digital teaching and learning. The results show mixed responses of the teachers regarding the usage of the digital environment.

Keywords: COVID-19, Lockdown, Online education, Educational platforms, teaching skills, Productivity

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A STUDY OF SUICIDAL THOUGHTS AMONG PROSPECTIVE TEACHERS OF CHANDIGARH

Mangat Ram¹ & Dr. Vijay Phogat²

ABSTRACT

Suicidal thoughts are emerged from emotional factors. Suicidal thoughts refer to make end of life. Suicidal thoughts are connected with the circumstances of life. A number of students commit suicide due to nonattainment of their goals, family problems, and social and economic concerns. In the present study a sample of 97 prospective teachers was studied. It was found that there was an average level of Suicidal thoughts among prospective teachers. It was found that there were no significant differences in suicidal thoughts based on Gender, Locality, and stream.

KEYWORDS:- Victims, Inhibitor, Suicidal Ideation, Violation, Self-harm, Life.

INTRODUCTION

Suicide is one of the most enigmatic and disturbing human behaviors, whose desire and ultimate goal is the end of life (Santos et.al., 2017). Suicide is a major concern for public health and individual well-being worldwide as it happens to be among the top three causes of death of youths and also a major threat to other age groups. According to estimates, every year, almost one million people die from suicide in the world (Pathak et.al., 2017). Homicide and suicide are acts of violence differentiated only by the direction of aggression (Bills, 2017). Drastic changes in appearance, drastic changes in mood, Self-harm, Loss of interest in activities, Fatigue and depressed mood are signs of suicide mood (Kenny, 2019). Suicide ideation emerges from the combination of psychological pain and hopelessness. Second, the persons which are experiencing both pain and hopelessness. Third, the theory views the progression from ideation that there are other practical contributors to attempt suicide (Klonsky & May, 2015). Psychoanalytic and psychodynamic principles and concepts in relation to violence towards the self are introduced and the various unconscious meanings of suicide and self-harm are explored within a relational context and attachment framework (Yakeley & Burbridge-James, 2018). The perceived social support from family, helpless and optimistic styles, seeking social support are a significant predictor of suicide probability (Cenkseven-Onder, 2018). Ego-resilience is a strong inhibitor of suicidal ideation (Cha & Lee, 2017). Failure to ego-dystonic ideation is a strong reason of committing suicides (Bradvik & Berglund, 2011). Overuse of displacement is connected with an increased risk for suicidal and aggressive behaviors, while sublimation is probably a protective factor. Several immature ego defenses possibly amplify aggression, which then is directed to suicide (Apter et.al. 1997).

SIGNIFICANCE OF THE STUDY

Isolation may increase a high risk of suicide (Jasnosik, 2020). Every year, more than 1,00,000 people commit suicide in our country. There are various causes of suicides like professional and

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LIFE SATISFACTION AMONG PROSPECTIVE TEACHERS OF CHANDIGARH

Mangat Ram¹ & Dr. Vijay Phogat²

ABSTRACT

Life is full of adventure and struggle. Satisfaction is strong desire of every human. Life is progressive so it is very significant to know about living satisfied. Life satisfaction is affected by various internal and external factors. This study was conducted on a sample of one hundred students of B.Ed. in Govt. College of Education, Sec -20 D, Chandigarh. It was found that there was no significant difference in life satisfaction among prospective teachers based on gender, and locality. But there was a significant difference in level of Life Satisfaction between prospective teachers in Science and Arts backgrounds.

KEYWORDS: Satisfaction, attitude, Climate, Significant, adaptive.

INTRODUCTION

Satisfaction refers to the fulfillment or gratification of desires, feelings or expressing pleasures, happiness, optimism. It includes the ability of relaxation in life. Life satisfaction refers to positive thinking that helps an individual to live a happy life and deal with our problems and difficulties well (Kumar & Ghorai, 2020). Satisfaction with one's life is an acceptance of one's life circumstances, and the fulfilment of own desires in life as a whole. Life satisfaction is a deep evaluation of the quality of one's life. it is inherently an judgements of life satisfaction have a large cognitive components (Patel & Shetty, 2020). Spiritual intelligence impacts the Quality of Life (Gupta & Malhotra, 2018). Life satisfaction levels vary according to income levels and place variables (Gokalp & Topal, 2019). Life satisfaction and locus of control differs by gender (Tas & Iskender, 2018). Happiness and adaptive perfectionism contribute positive impact of daily life and low magnitude of happiness and maladaptive perfectionism leads to negative impact of life satisfaction (Shaheen & Shaheen, 2015). Job Satisfaction is the fulfillment and gratification that comes from work. It is not the money, the benefits or the vacations. Many people get considerable satisfaction from doing ordinary jobs. (Banerjee, 2015). Migration and immigration provide new experiences gained while studying abroad. It makes satisfying adaptation for better life for better level of satisfaction with life (Nilsson & Stalnacke, 2019). Related studies found that mental well-being contributes to attain happiness and life satisfaction (Kadadi, 2020), effect on the Job well -being, positive effect, and life satisfaction with mediating role of strengths use (Naami et.al. 2020). Job satisfaction of the teachers have a significant effect on their life satisfaction (Aydintan & Koc, 2016), Employment instability is related to job burden and satisfaction with life and family burden, goal and satisfaction of life are also related (Jung,

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PERCEPTION OF BULLYING AMONG PROSPECTIVE TEACHERS OF CHANDIGARH

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ABSTRACT

Bullying refers to the act by someone powerful threatening or harming someone less powerful. This behaviour is found in common. Bullying has many forms. Bullying is related to personal dominating factors. In the present study, a sample of 97 prospective teachers was studied. It was found that there exists above average perception of Bullying among prospective teachers. There was no significant difference in perception of Bullying on basis of Gender, Locality, and Stream of prospective teachers.

KEYWORDS:- Bullying, Victims, Parental Involvement, Perception, Institutions.

INTRODUCTION

Bullying is faced by most of the students in their classrooms and academic achievement is made low (Mbah, 2020). Bullying is present in all schools but with different levels (Al-Raqqad, et.al., 2017). Bullying is differently experienced by an individual. We need to use various strategies to know well about Bullying (Subedi, 2020). Some important forms of Bullying includes activities like physical, verbal, social, cyber, and psychological torture (Antiri, 2016). Cyberbullying consequently takes several forms. It includes sharing of derogatory remarks or spreading rumour about a person (Sharma, 2020). Students' academic performance and school attendance are lowered by Bullying. It includes the activities like- mocking, joking of the physical drawbacks of others and using filthy language, and physical bullying as- kicking, pushing, physical attack, and forcefully possession of others. It is commonly seen that victims of bullying are affected by stress, anxiety, depression, a problem with academic, suicidal ideas, and other psychosocial problems (Akasyah, et.al. 2018). Students possessing bullying behaviour required to use psychotherapeutic training as remedial of the behaviour (Olatunbosun, 2016). The related studies found that school bullying affect student's academic achievement either victims or the bullies (Al-Raqqad, et.al., 2017), Bullying and Moral Disengagement (Wang, et.al., 2017), bullying and victimization (Sudan, 2016).

SIGNIFICANCE OF THE STUDY

The gender, region, age, and education level are influenced by Bullying. Victims rarely share their bullying and avoid the problem (Le, 2020). Anti-bullying policies might be effective at reducing bullying if their content is based on evidence and sound theory (Hall, 2017). Today, violence among school children, in the form of bullying and physical fighting, is a topic of great concern for parents, school staff, researchers and policy-makers (World Health Organisation, 2016). It has high impact on children's physical and mental health, psychosocial well-being and educational performance, and even continue in adulthood on health, well-being and lifetime earnings (Pells, et.al., 2016). Bullying has been an ongoing problem that tends to be ignored or tolerated due to institutions, and people in general, not knowing how to

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A STUDY OF SOCIAL MATURITY AMONG PROSPECTIVE TEACHERS OF CHANDIGARH

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ABSTRACT

Social maturity is a very important aspect of human life. Social maturity describes a balanced personality. Social maturity is influenced by age, and level of education. It develops social and moral values among people. It develops values like trust, honesty, and cooperation in an individual. Social maturity also influences academic achievement. In the present study, a sample of 88 prospective teachers was studied. It was found that there was an above average level of Social Maturity among prospective teachers. It was found that there were no significant differences in above average level of Social Maturity based on Gender, Locality, and stream.

KEYWORDS- Social Maturity, Interpersonal Relationship, Harmony, Social Problem-Solving.

INTRODUCTION

Social maturity is a social behaviour that is used by an individual to reach the desired socially acceptable acts. Social maturity is a long process to be socially mature (Manju, 2016). A well trained teacher can prompt the students to become socially mature by using suitable efforts in a natural or artificial setting in an institution (Kaur & Chopra, 2020). The development stages of an individual are responsible for social maturity and the students should be given proper opportunities and exposure to develop social maturity (Nadaf & Patil, 2019). Social maturity is judged by the competence of an individual with regard to interpersonal relations, and social problem-solving (Shah & Sharma, 2012). Social maturity is an important factor to determine the success and perfection in the future of an individual and it is very essential for the proper adjustment of an individual in society (Punia, 2016). Social maturity produces trust, harmony, active co-operation and peace, while social immaturity produces fear, discord, confrontation (Punia, 2013). The related studies found that social maturity of adolescents belonging to single-sex education system and co-education system do not differs (Fatima & Singh, 2018), effect of socio-demographic variables on social and emotional maturity (Samhitha, et.al., 2020), social maturity in relation to vocational maturity (Verma, 2019), social maturity of workers in healthcare organizations (Vydrova & Bejtkovsky, 2018), Social maturity of children and ability problem (Herlina, 2018), self-affiliation, social maturity and academic achievement (Oroma, 2018).

SIGNIFICANCE OF THE STUDY

Immature adolescence sometimes creates maladjustments in family and society and perform different anti-social activities (Arya, 2019). It is seen that education and training of children with delinquency on social aspects helps to make them social and in decreasing delinquent behaviour among children (Lakshmi & Anuradha, 2015). Social maturity develops socially capabilities as

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DEVELOPING VALUE EDUCATION PROGRAMMES BASED ON MAJOR MORAL DEVELOPMENT THEORIES

Ramandeep Singh*
Dr. Vijay Phogat

ABSTRACT

Moral development is a concern since the beginning of the civilisation. It is an important part of the socialization process. The term refers to the way people learn what society considered to be good and bad, which is important for a smoothly functioning society. Due to increase in crime and violence, there is resurgence in need of value education at all levels of education, be it school or higher education. However, for developing effective value education programmes, we need to understand how moral development take place. Notions of moral development have evolved over the centuries. There are various approaches and theories, both traditional and contemporary, which explain moral development. In this article, different philosophical underpinnings about moral development, some of which are virtue ethics of Aristotle, empiricist's position on moral education, ontological and the rationalist ethics of Kant, Dewey ethics, philosophical tradition based on developing relationships of mutual respect, Kohlberg and Piaget moral development theories are discussed. In the next part of this paper, it is discussed that how the value education programmes can be developed based on the understandings of these moral development theories.

Keywords: Moral Development, Moral Education, Value Education, Moral Development Theories, Value Education Programmes.

Introduction

In the service of a cringing spirit of indiscriminate tolerance and value neutrality, the moral sensibilities have been left largely unattended in today's schooling. Schools have failed to address one of the fundamental need of today's youth and society. Moral education has been side-lined as a school subject and in some cases completely ignored from school curricula. But, by blocking out the sound of the morals, schools proceed to trivialise what is most conducive to and constitutive of human flourishing.

It remains to ask how radical changes would have to be enacted to the school system if education for well-being, became an explicit, overarching concern. Thus there is need to such a change that would call for a radically new 'vision' and a substantially changed curriculum in which we would abandon outdated practices of academic rigour, traditional subject-based learning and over dependence on examination. If we really want schools to become 'seedbeds of human flourishing', we need to remodel the whole schooling processes. There is, also a value gap – a gap in the value layer – in today's education in Western liberal democracies and based on that, in developing countries like India also. It has something to do with the post-enlightenment erosion of the traditional sources of ethics in teleology and religion, but even more to do with the deeply misguided fact-value distinction, the fact that educational institutions in the West have typically refrained from trying to fill the value gap by engaging in the development of young people's moral characters and aspiring to create better, wiser and happier people. Let us not forget that education for character has historically been one of the school's most fundamental missions. The 'demoralisation' of the school is a fairly recent aberration from that historical tradition.

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ATTITUDE OF SCHOOL TEACHERS OF CHANDIGARH TOWARDS USING NEW TECHNOLOGY IN THE CLASSROOMS

Dr. Vijay Phogat¹

Abstract

The structure of the education system has changed very much due to the development of technology. Technological progress helps in making the teaching learning process more effective and Comprehensive. In this era, role of teachers have become complex, multidimensional and challenging. Modern teachers are expected to have a positive attitude towards the technological approaches in teaching. Therefore, the present study was planned to find out the attitude of school teachers of Chandigarh towards using new technology. The study reveals that there is a moderate attitude of school teachers using new technology in teaching. It also shows that there is a significant difference between attitude of govt. and private school teachers towards using new technology in teaching. It also indicates that there is no significant difference between attitude of female and male school teachers towards using new technology in teaching

Introduction

In knowledge based society, there is a need of new technologies to access and proper transaction of this fast growing knowledge. These new technologies have a purpose of effective delivery with minimum efforts. This change in society affects our education system in terms of curriculum framework, methodology and evaluation techniques. Technology has become an integral part of today's teaching process under the changing scenario, there is need to redefine the role of new technology in teaching process. It helps the teacher and make the process of teaching learning easy and enriching the goals of education.

Educational systems around the world are under increasing pressure to use new technology to teach students the knowledge and skills they need in the 21st century (UNESCO, 2002). The new technology is seen as a cognitive tool that has the potential of encouraging inquiry based learning, reinforcing instructional concepts and fostering active and creative learning by

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**EXAMINATION ANXIETY IN RELATION TO ACADEMIC ACHIEVEMENT
MOTIVATION**

***Dr. Vijay Phogat & **Ms. Ramandeep Kaur**

ABSTRACT

The present study was designed to study the relationship between examination anxiety and academic achievement motivation of students of Chandigarh studying in Class IX. 100 students were selected randomly from Class IX of one government school and one private school of Chandigarh. Students Examination Anxiety Test (SEAT) developed by Aggarwal and Kaushal (2010) and Academic Achievement Motivation Test (AAMT) developed by Sharma (2010) were used as tools for collecting the data for the study. The findings of the study show that there exists no significant relationship between examination anxiety and academic achievement motivation of students.

Keywords: Academic Achievement Motivation, Examination Anxiety, Relationship

INTRODUCTION

Education is basically a pre-specified process of nurturing the capabilities and potential of a person so as to make them ready to be successful in modern society. From this perspective, education is serving as a basic development function for every individual. As we know that the students are the pillars of the future generations but youth nowadays are facing various difficulties in life such as anxiety, stress, frustration, tension, emotional upsets in day to day life. Student's examination anxiety is almost universal. In fact, it is unusual to find a student who does not have high level of anxiety. In the present scenario, so many cases of depression among school children can be seen. In most of the cases, the cause behind depression is generally related to academic achievement and anxiety caused due to the pressure to perform well according to everyone's expectations.

Among students, a great deal of anxiety is related to academic performance. The pressure on students to definitely "succeed" or score get good grades increases anxiety levels amongst students and ultimately hampers the academic, emotional and mental condition of the students. Rizwan and Nasir (2010) found negative relationship between test anxiety and student achievement.

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ATTITUDE OF STUDENTS TOWARDS ONLINE EXAMINATION AND OFFLINE EXAMINATION IN RELATION TO ACHIEVEMENT MOTIVATION

*Dr. Vijay Phogat & **Indu Bala

ABSTRACT

The present study was designed to study the relationship between attitude towards online and offline examinations and achievement motivation of graduate students who are preparing for competitive exams. 100 students were selected randomly from two private academies – one from Chandigarh and another from Mohali. Self constructed Online Examination Attitude Scale (2016), Self-made Offline Examination Attitude Scale (2016) and Achievement Motivation Scale by Deo and Mohan (1985) were used as tools for collecting the data for the study. The findings of the study show that most of the graduate students who are preparing for competitive exams have favourable attitude towards online and offline examinations and possess average level of achievement motivation. Also, the findings reveal that there exists a significant relationship between attitude towards online examination and achievement motivation of graduate students who are preparing for competitive exams but the coefficient of correlation is insignificant in case of attitude towards offline examination and achievement motivation of graduate students.

Keywords: Attitude, online examination, competitive examination, achievement motivation, correlation.

INTRODUCTION

Teaching and learning are inter-dependent aspects of entire education system. Examinations are in a great importance in the life of a student in India and it is considered as parameter to verify the understanding and knowledge of student in learnt content. There are assumptions about the fact regarding the examinations that examinations are imperatively necessary for the students for their efficiency in learning.

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COMPARATIVE STUDY OF YOGA ATTITUDE AND ENVIRONMENTAL POLLUTION ATTITUDE OF ADOLESCENT BOYS AND GIRLS

*DR. ANJALI PURI

**NISHTHA PURI

ABSTRACT

The present research is aimed at studying the comparison between yoga attitude and environment pollution attitude of adolescent girls and boys. A sample of 100 students from two government schools of Chandigarh was taken with the help of random sampling. These students were categorized into 2 subgroups of 50 adolescent girls and 50 adolescent boys with the help of random stratified sampling. Yoga attitude test by Muchhal and Environmental pollution attitude scale by Rajamanickam were used as tools for this research study. Data were collected and scoring was done. After statistical analysis it was found that there exists no significant difference between Yoga attitude of adolescent girls and boys. It was also concluded that there exists significant difference between environment pollution attitude of adolescent girls and boys.

KEYWORDS: Environment Pollution Attitude, Yoga Attitude, Adolescents

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परिचय

अकुमार दस वर्ष का एक हँसमुख लड़का है, हाल ही में टूटे दो दूध के दाँत उसे बहुत आकर्षक बनाते हैं। वह डिस्लेक्सिया से पीड़ित है। वर्तमान में वह अपने गृह राज्य बिहार में रह रहा है और वहीं एक निजी विद्यालय में दूसरी कक्षा का छात्र है। जब यह अवलोकन शुरू हुआ, अकुमार अपने माँ-बाप से अलग अपने मौसा-मौसी के पास चंडीगढ़ के उपनगरीय क्षेत्र में रह रहा था। यहाँ पर उसका दाखिला पहली कक्षा में घर के पास (लगभग पांच मिनट की पैदल दूरी) के एक निजी विद्यालय में करवाया गया। यह विद्यालय पंजाब स्कूल शिक्षा बोर्ड के पाठ्यक्रम पर आधारित पूर्व विद्यालयी शिक्षा, प्लेवे से लेकर कक्षा पांच तक की शिक्षा प्रदान करता था।

पृष्ठभूमि

शैक्षिक पृष्ठभूमि

अकुमार की शिक्षा की शुरूआत अपने निवास स्थान (बिहार राज्य का एक उप मंडल) के समीप ही एक छोटे से निजी बालवाड़ी शैली के विद्यालय से हुई। उसे अपने अध्ययन के शुरूआती समय से ही अक्षरों को पहचानने, पढ़ने और लिखने का कौशल सीखने के लिए अपने ही कक्षा के अन्य साथियों की तुलना में ज़्यादा संघर्ष करना पड़ता था। यह परेशानी धीरे-धीरे अधिगम संबंधित समस्या बनती गयी, और वांछित शैक्षिक प्रगति न कर पाने के कारण वह अपने अन्य साथियों की तुलना में कम सफल छात्र साबित होता रहा। छह महीनों तक की शैक्षिक प्रगति से असंतुष्टि के कारण उसे एक दूसरे विद्यालय में स्थानांतरित किया गया। यह विद्यालय भी निजी बालवाड़ी शैली का था। इस नए विद्यालय के संचालक

* एस.आर.एफ., शिक्षा विभाग, पंजाब विश्वविद्यालय, चंडीगढ़

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YOGA AND ITS EFFECT ON POLYCYSTIC OVARIAN SYNDROME

*BHARTI GOEL

**DR. SAPNA NANDA

ABSTRACT

PCOS is defined by polycystic ovaries, chronic anovulation, and hyperandrogenism, which results in menstrual irregularity, infertility, and hirsutism. and is linked to polycystic ovaries that are enlarged. there are various signs and symptoms such as Bloating, mood swings, pelvic pain, backaches, irregular menstrual periods. Yoga practise, cures PCOS without any side effects and at no cost. YOGA literally means "union." Union of mind with supernatural power after separation from discordant worldly objects the mind is a battleground for nature's satva (tranquil), Rajas (passionate), and Tamas (inert) qualities. Yogic practises benefit both physical and mental health by regulating the hypothalamic pituitary adrenal axis, the sympathetic nervous system, and the neuroendocrine axis. Suryanamshkar (Sun Salutation), Suptbandhkonasan (Reclining Butterfly Pose), Halasana (Plough Pose), Dhanurasana (Bow Pose), Bhujangasana (Cobra Pose), Chakki chalanasan (Moving wheel pose) , Padmasana (Lotus pose), Naukasan (Boat pose).

KEYWORDS: PCOS, Asana, Yoga, Syndrome

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INTRODUCTION

A woman is a symbol of beauty. Beauty should not be superficial; it should be maintained internally as well. Many physiological changes occur in women's bodies, which are most noticeable during reproductive life. God has bestowed the most valuable gift on women: motherhood. Motherhood preparation begins with puberty and ends with menopause.

Polycystic ovary syndrome, or PCOS, is an endocrine system disorder that primarily affects women during their reproductive years. PCOS is defined by polycystic ovaries, chronic anovulation, and hyperandrogenism, which results in menstrual irregularity, infertility, and hirsutism. and is linked to polycystic ovaries that are enlarged. (Stein, 1935).

SIGN, SYMPTOMS AND COMPLICATIONS

Among the signs and symptoms are Somatic symptoms include oligomenorrhoea and amenorrhoea-irregular menstrual periods; cycles that do occur may be heavy, irregular, or absent. Anovulation-related infertility Dyspareunia, PMS-like symptoms that last for a long time (Bloating, mood swings, pelvic pain, backaches), Hirsutism is the condition in which unwanted body hair grows in a male pattern on the face, chest, and legs. Male pattern baldness, androgenic alopecia, Acne, oily skin, seborrhoea, etc. Acanthosis-dark patches of skin that range from tan to dark brown or black and are associated with PCOS (Unfer et.al.,2014 and Nicandari et.al.,2012) and Psychic symptoms such as depression, anxiety, bipolar disorder, stress, sleep apnea, general fatigue, and loss of self-confidence can all worsen Quality of Life (QoL) (Sirmans et.al., 2014).

The most serious complications associated with PCOS are as infertility, diabetes, cardiovascular diseases, dyslipidemia, hypertension, glucose intolerance, and metabolic syndrome (Teede et.al.,2010., Barber et.al., 2006 and Legro et.al., 2003). The Risk assessment for PCOS can greatly aid in early detection and better treatment. Menstrual cycle disorder, bad mood, family history of diabetes, family history of infertility, menstrual irregularity of mother, and lack of physical exercise were identified as risk factors for PCOS in one study (Shan et.al., 2015) Obesity, central obesity, and insulin resistance are all strongly linked to its aetiology, and treating these risk factors should be the primary goal. Shortterm weight loss has consistently been found to be effective in reducing insulin resistance and restoring ovulation and fertility (Giallauria et.al., 2008).

PREVALENCE OF PCOS

The prevalence of PCOS in India varies greatly, ranging from 2.2 percent to 26 percent (Moro et.al., 2009). PCOS is prevalent in South Indian states such as Andhra Pradesh, with a prevalence of 15.4 percent in the Nellore district of the same state (Vos et.al., 2010 and Nagaraja et.al.,2014). Telangana, a neighbouring South Indian state, has a prevalence of about 20%. (Radha et.al., 2016). PCOS is becoming an epidemic in the city of Bangalore in the state of Karnataka (Trina et.al., 2013). PCOS prevalence among people aged 18 to 25 years old is 3.7 percent in Lucknow, a city in northern India, 46.8 percent in New Delhi, India's capital city, and 26.4 percent in Kerala, a state in southern India (Gill et.al., 2012 and Vijayanet.al., 2013). Moreover, the prevalence rate of PCOS among medical undergraduate girls in Pondicherry was 12.18%, even though they had basic knowledge about the reproductive system and PCOS, and 9.8% in Thiruvananthapuram both these cities are in South India(Vijaya et.al., 2014 and Nair et.al., 2012).

EFFECT OF YOGA ON PCOS

Modern medical science has no cure for PCOS; they can only provide symptomatic treatment, which has unsatisfactory results, many side effects, and is also expensive; and when medication does not provide even symptomatic relief, they resort to ovaries drilling surgery. There are several medications available to treat PCOS, with varying degrees of success and risks associated with drug interactions. It has been well established that lifestyle changes such as proper diet, yoga, and exercise can help to reduce the symptoms and severity of the disease (Puurunen et.al., 2011 and Verma et.al., 2015). On the other hand, our divine ancient science, Yoga practise, cures PCOS without any side effects and at no cost. YOGA literally means "union." Union of mind with supernatural power after separation from discordant worldly objects The mind is a battleground for nature's satva (tranquil), Rajas (passionate), and Tamas (inert) qualities. Yogic processes significantly aid in the development of mental abilities and powers. Yoga is a complete prescription for a healthy body and mind that can eliminate the underlying causes of PCOS, such as obesity and stress. Yoga can help with the prevention and management of PCOS. Yoga is an important refreshing and revitalising modality. Yoga is also an excellent stress reliever. Stress in women's lives can even result in unwelcome weight gain. Entering a peaceful state reduces the production of the stress hormone cortisol, which is one of the primary causes of fat storage in the body. Yoga basically encourages taking one step outside of one's comfort zone in order to better understand oneself from a very different perspective. Ultimately, this leads to a

higher quality of life. Acharya Charak has emphasised the importance of physical exercise (Vyayam) in the treatment of oversaturation disease (Santarpanoth Vyadhi) and has quoted regular exercise (Vyayam nitya) (Charak, 2014).

PCOS has a variety of effects on women's health, ranging from a decreased sense of wellbeing to impaired reproductive health. Yoga helps to regulate the endocrine glands in the body, which aids in hormone balance. Yoga assists in balancing the tridoshas. Yoga was found to be more effective than conventional physical exercise in improving glucose, lipid, and insulin sensitivity in PCOS subjects after practising it daily for 1 hour for 12 weeks (Nidhi, 2012).

Yoga poses stretch the abdominal region, increasing blood flow to the reproductive organs and relieving any tension around the reproductive organs. Yoga poses help to improve ovulatory functions by relieving stress (Field, 2011). Schmidt et al. discovered that after yoga therapy, there is a decrease in urinary excretion of adrenaline, noradrenaline, aldosterone, serum testosterone, and LH levels, indicating optimal hormonal changes (Pallov, 2012). Yogic practises benefit both physical and mental health by regulating the hypothalamic pituitary adrenal axis, the sympathetic nervous system, and the neuroendocrine axis. Suryanamshkar (Sun Salutation), Suptbandhkonasan (Reclining Butterfly Pose), Halasana (Plough Pose), Dhanurasan (Bow Pose), Bhujangasana (Cobra Pose), Chakki chalanasan (Moving wheel pose), Padmasan (Lotus pose), Naukasan (Boat pose).

- ❖ *Suryanamshkar (Sun Salutation)* improves blood flow to the organs and thus regulates the menstrual cycle (Kaduskar, 2015). It significantly lowers blood sugar levels, improves insulin sensitivity, and improves lipid profile, resulting in weight loss, an improved BMI, and a low waist hip ratio (Malhotra et.al., 2005).
- ❖ *Suptbandhkonasan (Reclining Butterfly Pose)* - Stimulates abdominal and pelvic organs such as the ovaries and urinary bladder, stretches the inner thighs and groyne, and aids in the relief of stress and menstrual irregularities (Yoga journal, 2018).
- ❖ *Halasana (Plough Pose)* - By reducing belly fat, it improves cardiovascular health and menstrual irregularities.
- ❖ *Dhanurasan (Bow Pose)* - This is the best pose for losing body fat and weight because it stretches the abdominal muscles to their maximum strength.

- ❖ *Chakki chalanasan (Moving wheel pose)* - This pose aids in the modification of endocrine glandular functions.

CONCLUSION

Women with PCOS have severe insulin resistance, obesity, and an elevated level of androgens. Weight loss is the primary preventive and therapeutic potential to combat this disaster, which can be accomplished by incorporating lifestyle changes. The wholesome food in the Ayurvedic diet (Pathya Ahar). Yoga is both a holistic science and an art form. Yoga Asanas (poses), Pranayamas (breathing techniques), and Kriyas (cleansing exercises) prescribed in Yoga help to tone up the entire system. Yoga for 30 minutes daily with 4 Asanas, 4 Pranayama, meditation, and Shavasana aids in weight loss and stress management, ultimately stabilising the normal function of the hypothalmo-pituitary-ovarian axis and curing PCOS. So it is time to recognise Yoga's role as a safe and effective treatment for PCOS.

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COMMITMENT LEVEL OF ADOLESCENTS IN RELATION TO THEIR YOGIC LIFESTYLE

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ABSTRACT

Administered questionnaires to adolescents studying in senior secondary schools of Chandigarh to determine relationship of Yoga with commitment. 100 students participated in the study. The adolescents' were assessed by using a scale developed by investigators themselves. It was a 26-item scale prepared under 3 dimensions viz, commitment as learner, commitment to achieve excellence and commitment to basic human values. The research findings observed that yoga stimulates commitment of students by contributing towards enhanced self-esteem, self-confidence, energy levels, control on fear and anxiety and so on.

KEYWORDS: Commitment, Yoga, Adolescence, Human Values, commitment as learner, commitment to achieve excellence and commitment to basic human values

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INTRODUCTION

Today, youth suffers from unhealthy lifestyles, stress, malnutrition, loneliness low self-esteem like elements which can be beaten up with yoga and medication. Yoga as a daily practice can modify, improve and correct the lifestyles of adolescent who are suffering physically, psychologically because of transition, tension and adjustment problems taking place in the society. Thus, the promotion of positive practice as a movement must be adopted by them, so that their body - mind co-ordination gets improved by imbibing values like; self-awareness, excellence and being disciplined.

Luke (1976); envisioned yoga as a philosophy that helps an individual to acquire a broader look of life with greater awareness and actions which automatically leads towards enhanced commitment towards self, duty and community. He further asserted that Yoga is a dynamic in nature free individual from worries, stress and propels him to achieve higher goals of life that is human excellence. Carrying these views forward Nagendra (1996) conceived Yoga has a practice which correct the basic limitation of individual mind by improving self-awareness, self-control and self-esteem. Based on research Karunanidhi (1996) reflected Yoga as a potential to move towards perfect harmony with nature by imbibing human values.

Further Patton et.al., (2013) perceived that to deepen and enhance the quality of commitment a regular practice has to be adopted which can foster, reflect and collaborate as practice. This can be visualized as benefit of change. Hence, Yoga as a practice comes in which it can be adopted by students or daily practice to enhance level of concentration, stable mind and more energy outputs.

Johnsen (2021); captured Yoga as commitment to free one-self with bonds of negative past Karma to generate more positive thought and actions in present and create a better, spiritually enlivened future for one-self is around. He further highlighted yoga as sacred practice which brings clarity in the goal by making one tension free and energizing one-self with enhanced aspirations.

Going through these concepts, it is important to understand how these concepts get correlated with each other. Hence to observe the relationship, the undertaken research was conducted.

CONCEPTUALIZATION OF THE TERMS USED

It is an urge of an individual to strengthen, sharpen and improve ones' competencies by understanding and accepting value to a particular social system.

COMMITMENT TO LEARNER

Moeller et. al., (2012) conceptualized commitment of learner with engagement and learning new things that brings happiness to students.

Chen (2013) conceived commitment of learner as an emotional response which brings forth individuals characteristics.

Kee, Ahmad and Abdullah (2016) conceived commitment of learner with positive attitude and good behavior with friends, elders and members of community.

Chen (2018) conceived commitment of learner with orientation and academic achievement of learner.

Hence, It can be concluded that commitment of learner or students depends on his level of engagement, motivation and response towards him.

COMMITMENT TO ACHIEVE EXCELLENCE

It is a commitment which act as a drive towards excellence by making decisions which helps him to attain high expectations by performing well in academics and expectations.

Garrison and Liston (2004) conceived commitment to achieve excellence because of strong inclination with activities by loving the field of knowledge which can bring change in the world.

Khalidah Rohani and Mashitah (2014) articulated commitment to excellence with lifelong enquiry, continuous professional development and application of learning into practice. He further embarked that engaging and supporting others in relevant professional learning also leads towards excellence.

Bowen (2016) conceived commitment with excellence as a habit which helps to work tirelessly to improve performance by achieving sustainable growth.

Clark and Klein (2018) conceived commitment towards excellence with values that promotes his performance improvement, dignity of individual, new and creative environment based on mutual trust and cooperation.

Hence, one can conclude that commitment can possess excellence by bringing novelty, good behavior, good attitude, good perception and improvement in performance and learning.

COMMITMENT TO BASIC HUMAN VALUES

Buchanan (1974) identified commitment as an instrumental worth which provides effective attachment to the goals and values of an organization by conceiving in his roles in relation to goals and values.

Lachman and Aranya (1986) conceived values of commitment as control; conformity to standards and goals; and loyalty.

Brady (2011) addressed values of commitment on quality values and technical proficiency which are expressed in classroom teaching.

Gupta and Sikarwar (2016) explored human values in his commitment towards his life and profession by taking into consideration morality and ethics.

Clouston (2018) characterized student values as moral maturity, which shapes the life of teachers by giving them freedom and honor to humanity.

At last, it can conclude that commitment to basic human values depends on work outcomes that enhance performance of an individual by making him happier, motivated, satisfied and so on.

LITERATURE OVERVIEW

Sperling (1998) identified commitment as under five areas like; commitment to the Self, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment of basic human values.

Wayne (2013); found that yoga significantly improve person's speed and accuracy by improving memory and concentration.

Shukla (2020); claimed the benefits of yoga on a way to channelize body as its functioning in better way by comprising of spiritual, physical and mental practices. All these acts as a stepping stone to beat the stress, take care of oneself by following a routine practice. She further said yoga help students to beat the pressure of internship, extracurricular and studies.

Steginus (2021), encountered different ways to keep one-self committed to yoga by following seven ways like; making a daily commitment, connect to ones' heart, write your vow, decide to your vow, share your vow, teach your vow. She further stressed that with Yoga one could reap the benefits by making additions to mindfulness as daily thoughts, actions and interactions with yoga practice.

Mullen et.al., (2021); conceptualized Yoga as commitment by training intervention. The study was conducted among college population using acceptance of commitment therapy. The research findings of the study concluded that Yoga make students receptive by enhancing their psychological flexibility and claiming their distress and in turn bringing mindfulness.

Brijesh (2022) found that daily yogic exercises lead towards longer duration of memory, high levels of energy and high achievement score in exams.

Going by the above reviews, It becomes apparent that yoga when associated with commitment can play a significant role to bring forth stability, spontaneity to learn and capture new status of life.

OBJECTIVES OF THE STUDY

To encapsulate relationship of Yoga with commitment for adolescents studying in secondary schools of Chandigarh

MATERIALS AND METHODS

A multistage random sampling method was adopted to select the sample of 100 students studying in 2 government and 2 private schools of Chandigarh. Before collecting the data, the researchers ensured that the students undertake Yoga as regular activity in their schools.

TOOLS USED:

To assess the commitment of adolescents many scales available to measure commitment were studied. Scales prepared by Kaur, Ranu and Brar (2011); Vishal Sood (2011); Baljeet Kaur (2007); Verma (2007); Dave (1999) were studied.

Keeping in mind the objectives of the study, commitment scale prepared by Kaur et.al. (2012) formed the basis of the study. It has five dimensions viz; Commitment to learner, Commitment to society, Commitment to the profession, Commitment to achieve excellence and Commitment to basic human values.

Firstly, these five dimensions on experts' comments and advice were modified under three dimensions namely; Commitment to self as learner, Commitment to achieve excellence and Commitment to basic human values. The items were modified with respect to undertaken research problem.

As such, 26 items were selected after analyzing research problem. these 26 items fall under 3 dimensions namely; Commitment to self as learner (1-9); Commitment to achieve excellence (10-18) and Commitment to basic human values (19-26).

Out of 26 items, 25 items were positive worded and one was negative. The responses to each statement were collected on 5-point Likert scale ranging from (5-1) for positive and (1-5) for negative. Thus, the total score ranges from 130 as maximum and 26 as minimum score.

RELIABILITY AND VALIDITY

To check reliability of the modified scale, the questionnaire was used as 20 adolescents aged 13 to 15 years. The students were drawn randomly from school. To check reliability, the test was administered twice or thrice on 20 students with gap of week. Coefficient of correlation between two score was calculated. It was found to be .86; reliable to undertake the study. The content validity of the scale was determined by consulting 10 experts as teachers which was found to be justified.

ANALYSIS, INTERPRETATION AND DISCUSSION

To ascertain connectedness and relatedness of yoga with three dimensions of P.C viz; Commitment to self as learner, Commitment to achieve excellence and Commitment to basic human values

Karl Pearson product moment correlation method was computed for the total sample of adolescents practicing yoga regularly.

TABLE 1: CORRELATION OF YOGA WITH COMMITMENT TO SELF AS LEARNER, COMMITMENT TO ACHIEVE EXCELLENCE AND COMMITMENT TO BASIC HUMAN VALUES (N=100)

Variable	N	Commitment to Self as Learner	Commitment to Achieve Excellence	Commitment to Basic Human Values
Yoga	100	.125*	.185**	.119*

* Significant at 0.05 level

*** Significant at 0.01 level*

The computed results inferred that all the three dimensions of commitment bear positive and significant association with Yoga for 100 students studying in secondary schools of Chandigarh. In other words, one can conclude that yoga contributes significantly towards commitment by continuously stimulating and motivating them to update and correct them from time to time accordingly to needs and requirements of time.

These relationships between commitment dimensions and Yoga were also tested by Linda Johnsen (2021); who found that yoga exercises generate positive thoughts as actions to enliven oneself for future which is around us.

She further stressed that long term use of yoga in one's life enhance immunity rates by skipping away infections and inhibitions. The findings of the research are in line with research works of ; Manavrachna(2021) who started the benefits of practicing yoga with routine as reducing stress levels addition of confidence, instilling of self-control, improving metabolic rate, managing time, strengthening endurance and exemplifying mindfulness.

CONCLUSION

Analysis of the study established the yoga has time and significant relation with commitment by exhibiting significant and time in association with the dimensions such as Commitment to self as learner, Commitment to achieve excellence and Commitment to basic human values. Thus, It may be concluded that yoga make students more receptive by bringing positivity in them and by installing human values like confidence, concentration level, adapting to change at new level, managing time effectively and self awareness of one's feeling, serve as surrounding without being disturbed as affected. Followed by the results, it is suggested that students follow Yoga as routine exercise as a path of commitment towards self or a learner, to achieve good human values and excellence.

IMPLICATIONS

Driving by today's scenario which youth is facing, commitment and its relationship with Yoga as a study was designed with dimensions like commitment to self as a learner, commitment to achieve excellence and commitment to basic human values with deceptive factors as usefulness, productivity, energizing, personalizing goal, adaptive behavior, self-esteem, self-efficacy, self-confidence,

control on fear and anxiety by reducing it, fairly positive attitude of students. Yoga by exercising daily will definitely prove to be a useful fact practice which can be enhanced the memory, confidence and self-esteem of it all adolescents.

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AN ASSESSMENT OF AWARENESS REGARDING SURYANAMASKAR A PILOT SURVEY STUDY

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ABSTRACT

The presented study was undertaken to assess the awareness of population regarding Suryanamaskar before the initiation of the 75 crore Suryanamakar project. Descriptive survey method had been used in the present study. Google Survey form was developed and used for collection of data. It was mailed to 1000 participants and the responses were received from 504 respondents. Results revealed that 43.5% subjects were made aware by their yoga teachers, 28.7% were self aware, 17.2% subjects were aware through their families and friends and only 10.6% subjects were aware through social media. Majority of the population (75.9%) subjects knew about all 12 positions of Suryanamaskar and its breathing pattern of Purak, Rechak and Behya-kumbhak as well as various asanas involved and the benefits of Astangasana for various the parts of the body. Nearly half of the subjects were aware the significance of Salutation to the Sun and the correct direction of face towards the Sun. This awareness regarding Suryanamaskar motivated the subjects to participate enthusiastically in the 75 crore Suryanamaskar initiative of Ministry of AYUSH and to create a world record with 114 crore Suryanamakar on the occasion of Azadi ka Amrit Mahotsav of India's independence.

KEYWORDS: Suryanamaskar, Azadi ka Amrit Mahotsav and awareness assessment.

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INDRODUCTION

India is celebrating its 75th year of independence. To witness this historical event and create history on the occasion of Azadi ka Amrit Mahotsav, Ministry of Ayush undertook an initiative of 75 crore Suryanamaskar in order to pay tribute to the motherland with 75 crore Suryanamaskar whereby 30 lakh participants were to perform 13 rounds of Suryanamaskar everyday for 21 days between 1st January to 7th February, 2022. This event created a world record with 114 crore Suryanamaskar which had been officially recorded. The present study was undertaken to assess the awareness of population regarding Suryanamaskar before the initiation of this project.

OBJECTIVE

The present study was designed to assess the awareness of population regarding Suryanamaskar.

DESIGN OF THE STUDY

Descriptive survey method was used in the present study.

SAMPLE

Random sampling method had been used to select the sample of 1000 subjects for the present study.

TOOL USED

A self-designed questionnaire to assess the awareness about Suryanamaskar had been developed and used for the present study.

METHODOLOGY

Google Survey form was developed and used for the present study. It was mailed to 1000 participants and the responses were received from 540 respondents. The responses had been analysed and presented in the following results.

RESULT AND DISCUSSION

Out of 540 participants who responded to the present study, the results have been analysed and reported in the following Figures 1 to 10.

Figure 1 reveals the source of awareness regarding Suryanamaskar. Results revealed that 43.5% subjects were made aware by their yoga teachers, 28.7% were self aware, 17.2% subjects were aware through their families and friends and only 10.6% subjects were aware through social media.

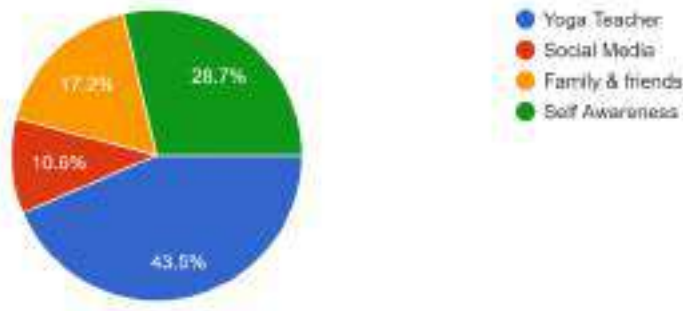


FIGURE 1

Figure 2 reveals the knowledge of subjects regarding various positions of Suryanamaskar. It was found that majority of the population (75.9%) subjects knew about all 12 positions of Suryanamaskar, 13.3% subjects knew about 8 position and other remaining 6.5% and 4.3% subjects reported 10 and 16 position of Suryanamaskar.

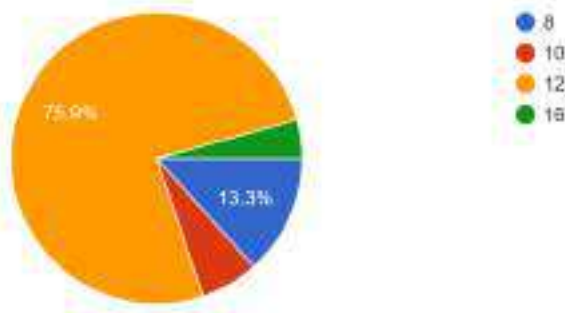


FIGURE 2

Figure 3 depicts the knowledge of subjects regarding Siddha Sthiti in Suryanamaskar. It was found that nearly same percentage of subjects (38.3% and 37.8% subjects) suggested starting position and get ready position respectively. Out of remaining subjects, 11.1% subjects reported for resting position whereas 12.8% opted none option.

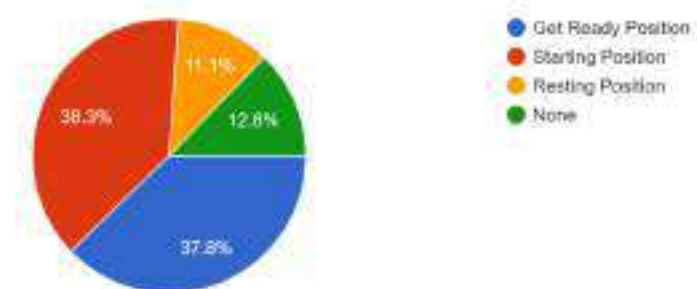


FIGURE 3

Figure 4 expresses the accompaniments of Suryanamaskar. Majority of the subjects (65.4%) reported all the options, including Purak, Rechak and Behya - kumbhak whereas nearly same percentage 13.5% and 13.3% subjects suggested for Behya- kumbhak and Purak while remaining 7.8% population reported Rechak.

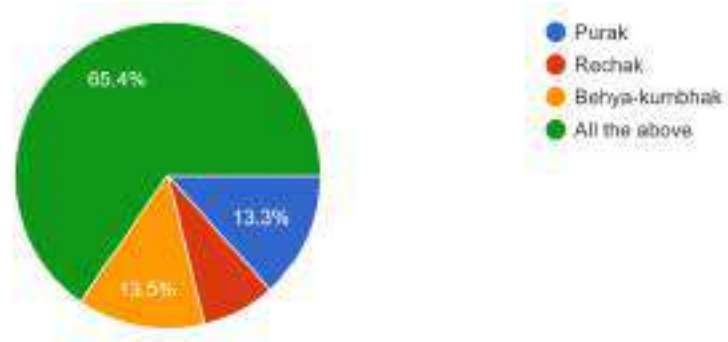


FIGURE 4

Figure 5 reveals the knowledge of subjects regarding the significance of Salutation to Sun encompasses. Nearly half of the subjects (48.5%) opted all the above options whereas 18.3% subjects considered that it inspires for noble deeds and 17.4 subjects considered it for optimistic and desires for change while remaining (15.7%) considered that salutation nourishes for all.



FIGURE 5

As depicted in Figure 6, Majority of the subjects (60.2%) suggested the benefits of Astangasana for all the body parts such as heart, stomach and blood pressure whereas 15.9% subjects considered it for blood pressure, 13.3% subjects for heart and remaining percentage (10.6%) considered it for stomach.

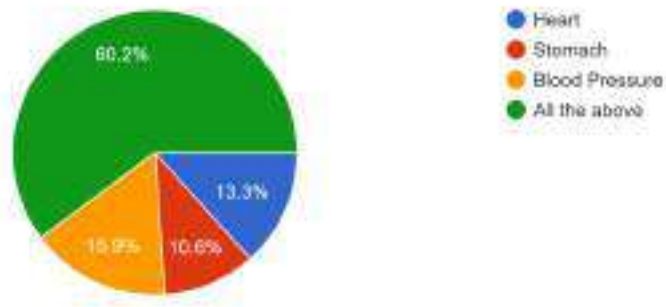


FIGURE 6

Figure 7 shows the knowledge about the direction of face towards the Sun in Get Ready Position of Suryanamaskar. Half of the respondents (49.6%) suggested for eastward in the morning whereas 35.4% of subjects considered both the directions i.e. eastward in the morning and westward in the evening to be correct, 10.7% subjects considered westward in the morning to be correct and remaining subjects (4.3%) opted for none.

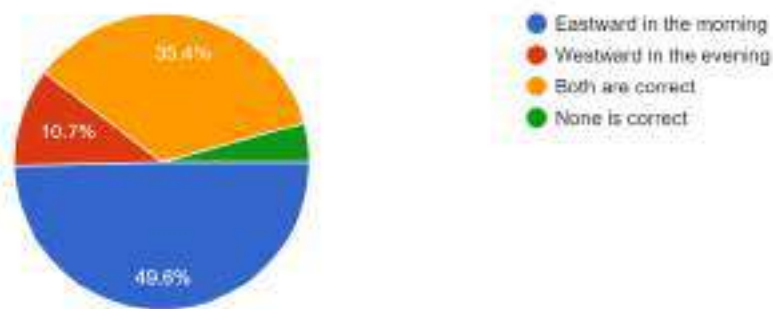


FIGURE 7

Figure 8 expresses the knowledge about various asanas i.e. Paadahastasan, Ashwasanchalanasana & Bhujangasan to be positions of Suryanamaskar. Majority of the respondents (68.3%) suggested all the asanas to be part of Suryanamaskar while 19.1% rejected that these are not the asanas of surya namaskar and remaining 12.6 % subjects could not say anything.

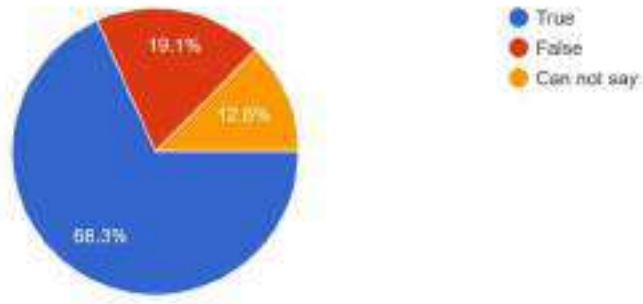


FIGURE 8

Figure 9 shows knowledge of subjects regarding salutation during Suryanamaskar. More than half of the subjects (53.9%) considered it Salutation to Pusha, Hiranyagarbha as well as Marich while 21.3% of the subjects considered it salute to Hiranyagarbha, 13.7 % subjects considered salute to Pusha and 11.1% subjects suggested Salute to Marich.

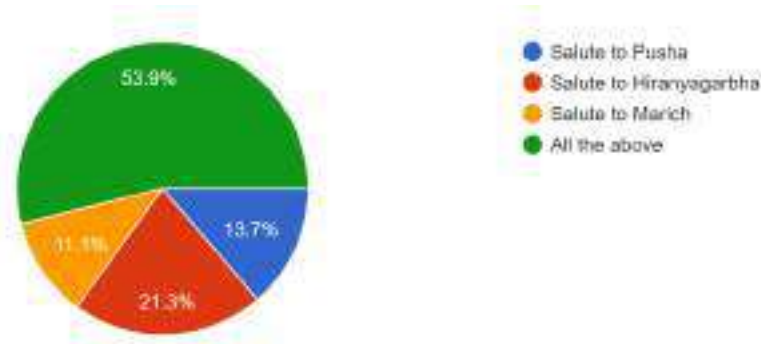


FIGURE 9

Figure 10 reveals the awareness of subjects regarding breathing practice during Astangasana. Nearly equal percentage of subjects (30.9%) reported neither inhale nor exhale, 27.6% subjects reported inhale and 23% subjects reported exhale and remaining percentage (18.5%) opted for none of the practices.

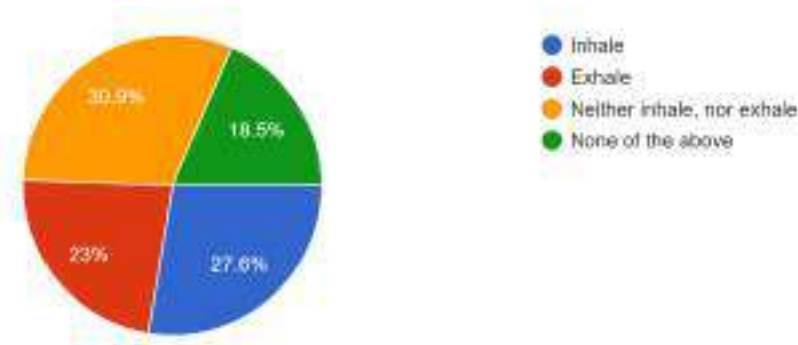


FIGURE 10

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EFFECT OF YOGA AND MEDITATION PROTOCOL ON THE ACADEMIC STRESS OF SENIOR SECONDARY SCHOOL STUDENTS OF CHANDIGARH

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**SUMANT BATISH

***MANISH KUMAR

ABSTRACT

It is found in several studies that Yoga and Meditation have a positive effect on our body and mind and helps to control the stress. In the present study, the investigators tried to manage the academic stress of school students during the COVID-19 pandemic through yoga and meditation protocol and assess the effect of intervention both qualitatively and quantitatively.

The objective of the present study was to see the effect of Yoga and Meditation protocol on the academic stress. The subjects for this study were selected from different Government Senior Secondary Schools of Chandigarh. A total of 300 students were chosen at random for the study. The Independent Variable was Common yoga protocol, while the dependent variable was the Academic Stress. Subjects were divided in two groups. Amongst them 150 subjects were selected for control group on the basis of pre score while remaining other subjects (n=150) were selected as experimental group. There were three streams Science, Commerce and Humanities and 50 students were taken from the each stream randomly.

In this study Academic Stress Scale developed by Abha Rani Bisht (BBSS) scale was used to assess the level of students in pre and post-test of all subjects.

KEYWORDS: Yoga, Meditation, and Academic Stress.

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INTRODUCTION

Yoga encourages mental and physical relaxation, which helps reduce stress and anxiety. The physical postures promote flexibility, relieve tension, and alleviate pain. Yoga poses may help you release physical blockages like muscle knots, helping release emotions and tension.

Cognitive Science as an interdisciplinary endeavour that interfaces with Psychology, Neuroscience, Medicine, Computer Science and Philosophy is well placed to address the different aspects of yoga and meditation research. The research on yoga and meditation would also help in solving fundamental problems in cognitive science.

As we know the current age of speed and competition has increased the stresses and strains resulting in an increasing occurrence of lifestyle-related health problems and purposely managers' lives have become a never ending race against time, technology, and targets. This race creates tension, which leads to dissatisfaction and irritation and finally manifests itself as psychological and physiological stress with mental and emotional drain.

This contemporary lifestyle intensifies the stress leading to "Excessive Tension" and consequent worsening in "Executive Efficiency." One of the gradually more popular tools to overcome this original challenge is physical activity. There is growing proof that has established the payback of physical exercises in preventing lifestyle-related diseases such as main prevention of diabetes, avoidance of cardiac diseases through control over major risk factors such as smoking, lipids, obesity, and stress, better quality of life of cancer patients, positive health in normal persons through better physical fitness, and stress reduction.

Yoga, which is measured to be a tool for both physical and mental development of an individual, is being documented around the globe only in the last century although it has been practiced in India over several centuries to promote positive health and well-being. It gives solace for the restless mind and can give great relief to the sick. It has become quite fashionable even for the common man to keep fit.

With rising scientific evidence, yoga is emerging as a significant health behaviour-modifying practice to achieve states of health, both at physical and

mental levels. Several studies have demonstrated the beneficial effects of yoga on health behaviour in many lifestyle-related somatic problems such as hypertension, bronchial asthma, diabetes including some psychiatric conditions such as anxiety neurosis and depressive illness.

The spread of COVID-19 poses a threat to humanity, as this pandemic has forced many global activities to close, including educational activities. To reduce the spread of the virus, education institutions have been forced to switch to e-learning using available educational platforms, despite the challenges facing this sudden transformation. This transformation has created a lot of academic stress among students due to change in mode of learning which has created numerous challenges for the teacher as well as students. There was a marked drop in student interest in their studies, due to lack of support and availability of devices, internet connectivity and also linked to a fall-off in physical engagement with school teacher during the pandemic. All these challenges increased the academic stress faced by senior secondary students.

In the present study, the investigators tried to manage the academic stress during the COVID-19 pandemic. Through yoga and meditation protocol and access the effect of intervention both qualitatively and quantitatively.

OBJECTIVE OF THE STUDY

The following objective guided the current investigation:

- ❖ To study and compare academic stress among boys and girls students of science, commerce and humanities stream.

METHODOLOGY

The present study was experimental in nature. Pre-test and post-test experimental design has been used. Yoga practice is an independent variable whereas Academic Stress is a dependent variable were assessed. Common yoga protocol were followed to manage.

SAMPLE

Stratified Random Sampling Technique was used in which 10 Government Schools from Chandigarh was selected. Random sampling method was used to select 100 students each from science, commerce, and Humanities for the collection of data. Sample was consist of a total 300 Secondary School students from XIth / XIIth class. Both boys and girls were selected.

VARIABLE SELECTED

1. **Independent Variable:** Common Yoga Protocol
2. **Dependent Variable:** Academic Stress

TOOL USED

The following tools and techniques were used for collection of information:

1. Academic Stress Scale developed by Abha Rani Bisht (BBSS) scale for measuring Academic Stress.
2. Common Yoga Protocol used by the investigator.
3. Interview to obtain feedback on qualitative aspects of yoga.

EXPERIMENTAL DESIGN

In this study, the research design was based on a pre and post-test. There was two groups control and experimental, 150 students consists in the each group. Total number of sample was 300 which consists boys and girls both from science, commerce and humanities stream. Yoga intervention was given to the experimental group for four months. Tests were administered in the starting of the Intervention and at the end of the last intervention after four months.

TABLE: 1 DISTRIBUTION OF THE SUBJECTS ON THE BASIS OF STREAM

Stream		
	Frequency	Percent
Arts	100	33.3
Science	100	33.3
Commerce	100	33.3
Total	300	100.0

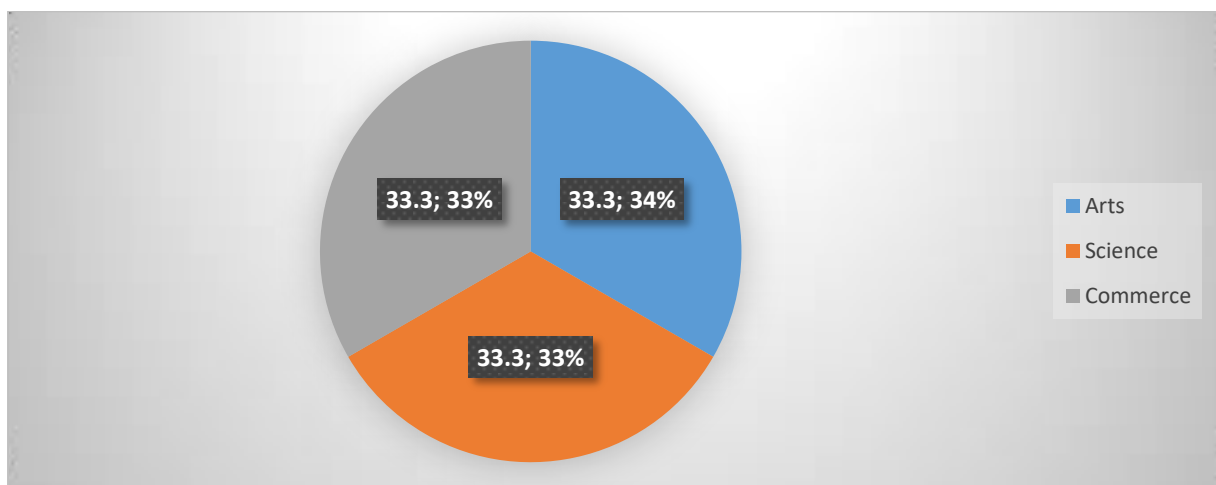


FIGURE 1: DISTRIBUTION OF THE SUBJECTS ON THE BASIS OF STREAM

Table 1; and figure 1 reveals the distribution of subjects on the basis of stream. It was reported that total number of samples (n=300) were selected from three stream in the present study. Subjects were divided in groups. Amongst them 100 subjects were selected for the each three stream as arts, science and commerce respectively.

TABLE: 2 MEAN PRE-TEST AND POST TEST SCORES OF ACADEMIC STRESS AND ITS COMPONENTS OF CONTROL AND EXPERIMENTAL GROUPS OF ART STREAM

Art Stream of Control and Experimental Sample													
		Control					Experimental						
		N	Mean	Std. Deviation	t-value	p-value			N	Mean	Std. Deviation	t-value	p-value
Frustration (F)	Pre	50	50.50	10.99	9.359	.0001**	Pre	50	51.46	10.40	.528	.600	
	Post	50	73.32	12.60			Post	50	49.92	14.91			
Conflict (C)	Pre	50	30.80	5.88	9.989	.0001**	Pre	50	24.78	8.28	3.335	.002**	
	Post	50	44.70	8.88			Post	50	31.18	11.54			
Pressure (P)	Pre	50	45.02	9.00	11.427	.0001**	Pre	50	44.44	11.23	1.012	.317	
	Post	50	69.22	11.11			Post	50	41.96	10.80			
Anxiety (A)	Pre	50	27.72	5.08	9.092	.0001**	Pre	50	27.26	7.29	1.340	.186	
	Post	50	41.46	9.07			Post	50	25.16	8.21			
Total Score	Pre	50	154.04	23.37	12.730	.0001**	Pre	50	147.94	26.65	.048	.962	
	Post	50	228.70	33.75			Post	50	148.22	27.73			

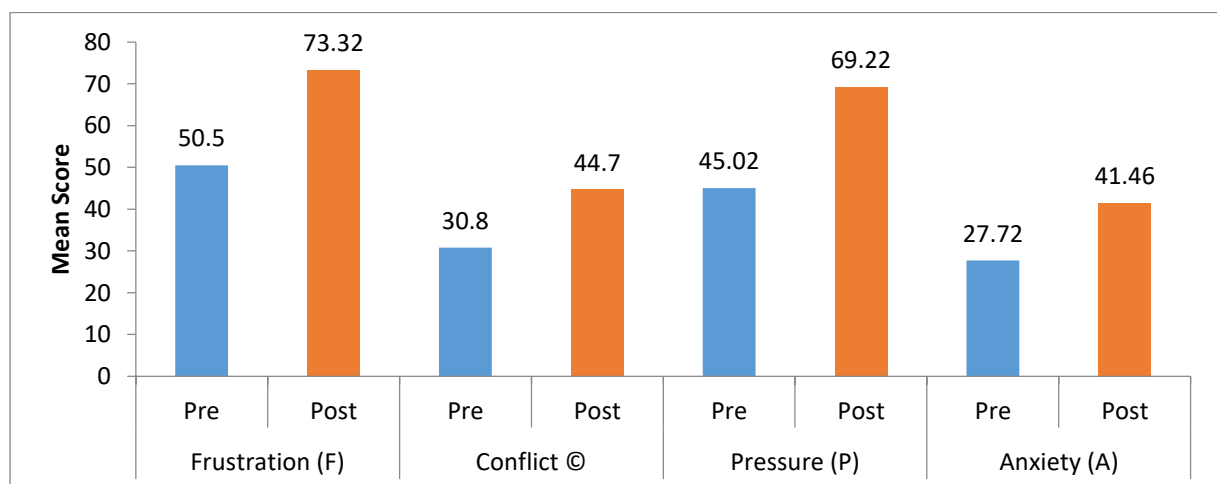


FIGURE 2.1: MEAN SCORE OF THE PRE AND POST SCORE OF CONTROL GROUP OF ART STREAM

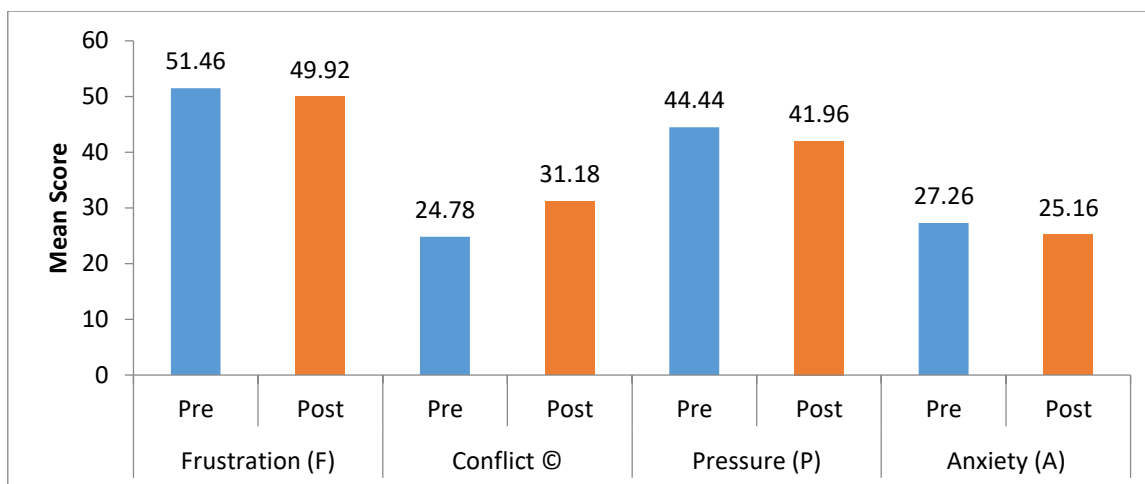


FIGURE 2.2: MEAN SCORE OF THE PRE AND POST SCORE OF EXPERIMENTAL GROUP OF ART STREAM

Table 2, Fig 2.1, 2.2 depicts Mean pre-test and post test scores of academic stress and its components of Control and Experimental groups of Art Stream. The mean scores of academic stress and its components increased significantly ($P < .0001$) in case of subjects of control group. The probable reason for significant increase in academic stress could be uncertainty towards their career leading to insecurity and stress which was compounded by covid 19 pandemic.

However, the mean scores of academic stress and its components decreased in all components of academic stress as well as overall scores of academic stress except in case of conflicts where the mean score increased significantly in case of subjects of experimental group. The intervention of yoga and meditation could have been contributing factor in managing stress by subjects of experimental groups.

TABLE: 3 MEAN SCORE OF THE PRE AND POST SCORE OF CONTROL AND EXPERIMENTAL SAMPLE OF SCIENCE STREAM

Science Stream of Control and Experimental Sample													
		Control					Experimental						
		N	Mean	Std. Deviation	t-value	p-value			N	Mean	Std. Deviation	t-value	p-value
Frustration (F)	Pre	50	49.06	9.39	.491	.625	Pre	50	50.72	10.74	3.385	.001**	
	Post	50	50.08	9.47			Post	50	42.94	11.87			
Conflict (C)	Pre	50	31.38	11.17	2.763	.008**	Pre	50	26.66	7.44	0.26	.979	
	Post	50	26.14	6.89			Post	50	26.62	7.24			
Pressure (P)	Pre	50	42.16	11.00	1.649	.106	Pre	50	46.38	9.14	3.239	.002**	
	Post	50	38.7	8.26			Post	50	38.0	11.87			

	st	0	8				st	0	8			
Anxiety (A)	Pre	50	29.44	8.05	2.018	.049*	Pre	50	27.46	6.15	2.356	.022**
	Post	50	26.36	5.88			Post	50	24.62	5.97		
Total Score	Pre	50	152.04	23.89	2.059	.045*	Pre	50	151.22	21.60	3.666	.001**
	Post	50	141.36	22.26			Post	50	132.26	25.37		

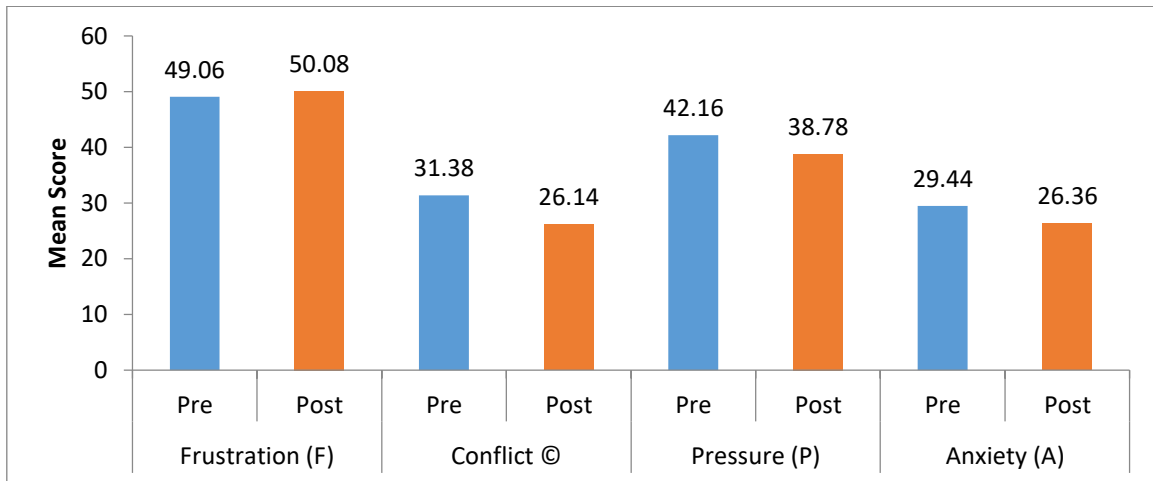


FIGURE 3.1: MEAN SCORE OF THE PRE AND POST SCORE OF CONTROL GROUP OF SCIENCE STREAM

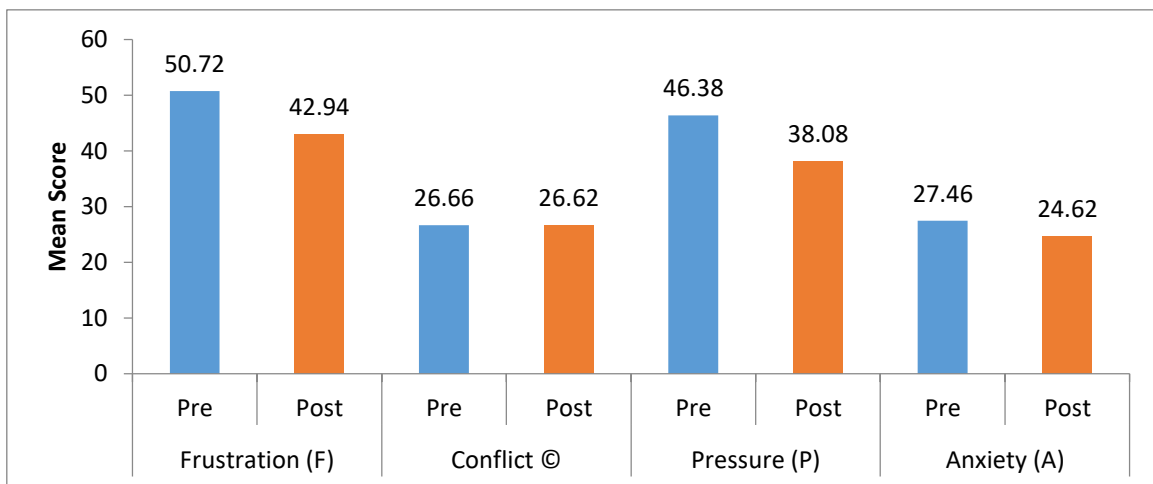


FIGURE 3.2: MEAN SCORE OF THE PRE AND POST SCORE OF EXPERIMENTAL GROUP OF SCIENCE STREAM

Table 3 and fig 3.1, 3.2 depicts mean pre-test and post test scores of academic stress and its components of Control and Experimental groups of science Stream. The mean scores of academic stress and its components decreased, though not significantly in all dimensions of academic stress except conflict where the decrease was significant ($P < .008$) in case of subjects of control group. The probable reason for significant decrease in academic stress could be due to their ability to

manage stress using various stress relaxation techniques which enhanced their coping ability to handle pressures of examination, competition and others academic activities.

However, the mean scores of academic stress and its components decreased significantly except in case of conflicts ($P < .979$) where the mean score marginally decreased in case of subjects of experimental group. The intervention of yoga and meditation could have been an added advantage to their coping abilities to manage stress during examinations and competitions.

TABLE: 4 MEAN SCORE OF THE PRE AND POST SCORE OF CONTROL AND EXPERIMENTAL SAMPLE OF COMMERCE STREAM

Commerce Stream of Control and Experimental Sample													
		Control					Experimental						
		N	Mean	Std. Deviation	t-value	p-value			N	Mean	Std. Deviation	t-value	p-value
Frustration (F)	Pre	50	49.00	10.22	7.844	.0001**	Pre	50	48.14	10.76	3.789	.0001**	
	Post	50	66.28	15.52			Post	50	40.00	13.00			
Conflict (C)	Pre	50	27.08	7.19	6.622	.0001**	Pre	50	26.70	7.18	1.322	.192	
	Post	50	40.42	11.87			Post	50	28.90	9.19			
Pressure (P)	Pre	50	48.08	11.87	3.884	.0001**	Pre	50	45.86	12.03	4.897	.0001**	
	Post	50	58.50	16.03			Post	50	33.76	11.30			
Anxiety (A)	Pre	50	30.66	7.45	3.107	.003**	Pre	50	30.82	7.27	3.611	.001**	
	Post	50	36.78	10.70			Post	50	25.34	7.24			
Total Score	Pre	50	154.82	27.19	6.257	.0001**	Pre	50	151.52	21.89	5.308	.0001**	
	Post	50	201.98	48.53			Post	50	128.00	29.78			

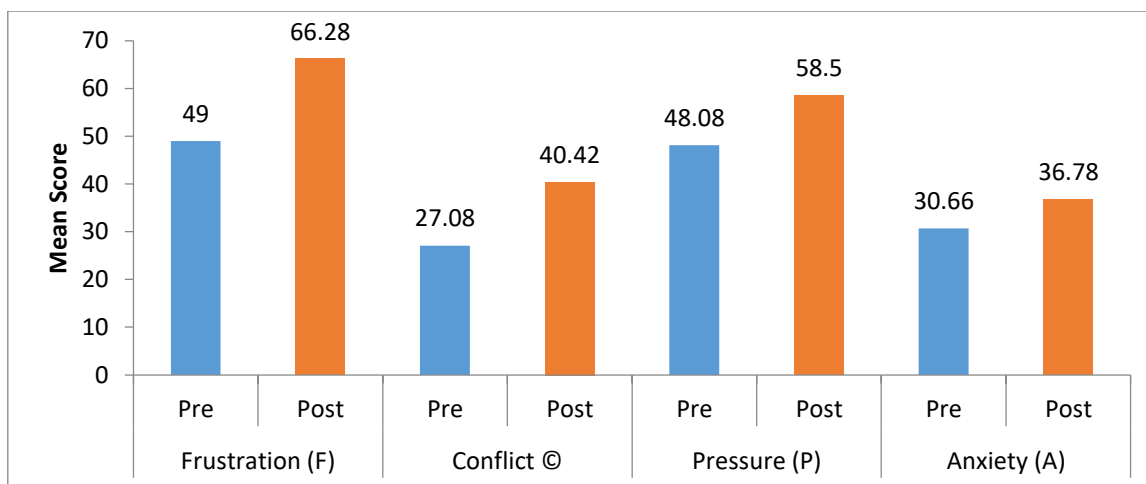


FIGURE 4.1 MEAN SCORE OF PRE AND POST SCORE OF CONTROL GROUP OF COMMERCE STREAM

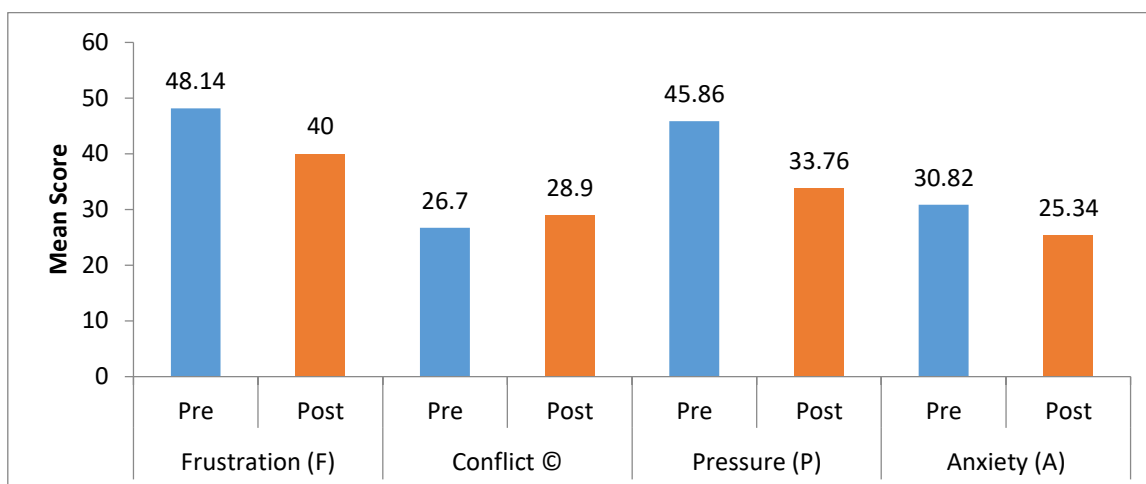


FIGURE 4.2: MEAN SCORE OF THE PRE AND POST SCORE OF EXPERIMENTAL GROUP OF COMMERCE STREAM

Table 4 and fig 4.1, 4.2 depicts Mean pre-test and post test scores of academic stress and its components of Control and Experimental groups of commerce Stream. The mean scores of academic stress and its components increased significantly ($P < .0001$) in case of subjects of control group. The probable reason for significant increase in academic stress of students of commerce group could be cutthroat competition for higher education accompanied by uncertainty towards their career choice which was further enhanced due to covid related stress. Moreover, no personal and vocational counselling was available during the pandemic.

However, the mean scores of academic stress and its components decreased significantly except in case of conflicts where the mean score increased, though not significantly in case of subjects of experimental group. The intervention of yoga and

meditation could have been relaxation strategy to in managing stress by subjects of experimental groups.

CONCLUSION

The present study is experimental in nature. Pre-test post-test experimental design has been used. Yoga practice is an independent variable whereas Academic Stress is a dependent variable.

Stratified Random Sampling Technique was used whereby Government Schools from Chandigarh will be selected. Random sampling method to select 100 students each from science, commerce, Humanities will be used. Sample would consist of a total 300 Secondary School students from XIth/ XIIth class. Both boys and girls will be taken.

In results it is found that Mean and median of control and experimental group are close to each other both at pre-test and post-test stage which show normal distribution of data. Mode is most occurred frequency in both pre and post score. The negative skewness was observed in pre test scores and positive skewness in post test scores of both control and experimental group. In case of control group, mean scores of overall stress as well as its components increased significantly while the mean scores of academic stress and all its components, except conflict decreased significantly in case of subjects of experimental group despite covid stress as a result of yogic practices given to them which helped in relieving their academic fear.

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YOGA THERAPY FOR THYROID DISORDER: A MINI REVIEW

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ABSTRACT

The thyroid gland is a butterfly-shaped endocrine gland in the lower front of the neck. Thyroid hormones are required for growth and development, myelination of the nervous system, metabolism, and organ function. Thyroid stimulating hormone (TSH), which is secreted by the anterior pituitary, regulates thyroxine production. Thyrotropin-releasing hormone regulates the generation of TSH (TRH). It has an impact on the functioning of practically all organ systems, which are crucial in normal physical and mental growth and function from conception to old age. The hormone thyroxine (T4 serum) has a typical adult limit of 4.5 to 12.0 ng/dl. Hypothyroidism, hyperthyroidism, goitre and iodine deficient disorders, Hashimoto's thyroiditis, and thyroid cancer are the five most frequent thyroid diseases in India. Yoga therapy is effective, according to medical specialists, since it creates balance in the neurological system and organs of the body. It has now been established beyond a shadow of a doubt that Yogic Science not only aids in the maintenance of normal physical and mental health, but it is also incredibly beneficial in the treatment of certain disorders. Yogic asana uses various postures to improve physical strength, flexibility, balance, co-ordination and endurance. Yogic asana or specific posture, Pranayama or controlled breathing and dhyana or meditation practice has its own specific and overall benefits. Hence the present study was undertaken to find out the effect of yoga therapy in Thyroid disorder.

KEYWORDS: Thyroid, Thyroxine, Yoga

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INTRODUCTION

Thyroid diseases impact the thyroid gland, which is a butterfly-shaped gland located in the front of the neck. The thyroid is responsible for regulating a variety of metabolic activities throughout the body. Thyroid problems impact the structure or function of the thyroid gland. The thyroid gland is beneath the Adam's apple, which is coiled around the trachea (windpipe). The isthmus connects the two thyroid lobes on each side of the gland, which is a small piece of tissue in the gland's midsection. Iodine is used by the thyroid to make important hormones. The principal hormone generated by the gland is thyroxine, often known as T4. A small percentage of the T4 generated by the gland is transformed to triiodothyronine (T3), the most active hormone, once it is delivered to the body's tissues via the bloodstream. The thyroid gland's function is controlled by a brain-based feedback process. The hypothalamus in the brain generates thyrotropin releasing hormone (TRH), which stimulates the pituitary gland (located at the base of the brain) to release thyroid stimulating hormone when thyroid hormone levels are low (TSH). TSH causes the thyroid gland to produce more T4 by stimulating it because the pituitary gland and hypothalamus control thyroid function, abnormalities with these tissues can impact thyroid function and create thyroid difficulties (1)

Hypothyroidism symptoms vary depending on the degree of thyroid hormone depletion, however they might include: gaining weight, Depression, Fatigue, and Increased Cholesterol Levels, Hair loss, memory loss, and baldness are all symptoms of Alzheimer's disease, Swelling of the legs, dry, rough skin, constipation, Muscle cramps, decreased concentration, Graves' disease, toxic multinodular, goitre, thyroid nodules that over express thyroid hormone (known as "hot" nodules), and excessive iodine consumption are some of the most prevalent causes of hyperthyroidism (2). Yoga is one of the complementary medicine treatments that have been shown to have some long-term effect in treating people with thyroid issues who practice it on a regular basis, and yogic practices can alter physiological hormone secretions (3). Yoga is thought to be a simple and potentially cost-effective therapy that can be used in conjunction with medical Thyroid treatment. Complementary medicine is defined by the National Institutes of Health National Center for Complementary and Alternative Medicine (NIH NCCAM) as therapies that are used in addition to standard medical treatments (2017), which should not be confused with alternative medicine, which is

defined as therapies that are used instead of conventional medicine. According to the United States Department of Health and Human Services National Institutes of Health report from the 2012 national survey (National Center for Complementary and Integrative Health), more than 30% of adults in the United States are likely to use healthcare approaches that are not in line with traditional "western medicine (4). Shoulder stand (Sarvang-asana), plough pose (Halasana), fish pose (Matsy-asana), camel pose (Ustrasana), cobra pose (Bhujang-asana), bridge formation pose (Sethubandhasana), shoulder-stand pose, and bow pose (Dhanurasana) are some of the yoga poses that help balance and regulate thyroid gland function.

METHODOLOGY

The current review was conducted using a complete and organized search of the available literature on the Yoga in Thyroid. The searches were performed using various databases, including Scopus (<http://www.scopus.com/>), PubMed (<http://www.ncbi.nlm.nih.gov/pubmed>), Scirus (<http://www.scirus.com/>), Science Direct (<http://www.sciencedirect.com/>), and Google Scholar (<http://www.scholar.google.com/>).

YOGA

Yoga is an ancient Indian science. It is India's unrivalled gift to the world. It is a science that teaches you how to know yourself and how to know the everlasting truth. Yoga is a philosophy, a way of life, and it is for everyone: not as a fad, as it has become in recent years, but as a means of meeting a genuine need. Yoga's systematic techniques to overcoming illness can be split into three categories: preventative, promotive, and curative. Yoga is defined as an action that leads to the unification of the body and mind, improving physical, mental, and spiritual well-being.

It's an ancient kind of mind-body control that dates back over 5,000 years in India and is currently practiced all over the world. According to the National Health Statistics, around 21 million adults in the United States practice yoga as a supplemental health method (5). Yoga therapy is the use of yoga to treat various symptoms and disorders of the body and mind. This can be controlled with medication; however there is a growing body of research that supports the use of complementary therapies for hormone management alone or in thyroid disease (6).

Patanjali is regarded as the founder of modern yoga. Yama (moral behaviour), Niyama (healthy habits), Asana (postures), Pranayama (breathing exercises), Pratyahara (sensory-motor activity withdrawal), Dharana (mind contents), Dhyana (contemplation), and Samadhi (higher consciousness) are the eight limbs of yoga, according to him (7-15). Pranayama consists of two words Prana and Ayama. Pranic force can be regulated by air and good diet. Hatha Pradipaka author gives eight types of Pranayama, one of which is Ujjayi. The main feature of Ujjayi Pranayama is that it enhances blood circulation, which is capable of producing extremely high pressure in the lungs and thorax (16). Ujjayi Pranayama also helps to rebalance metabolism and improve concentration.

EFFECT OF YOGA IN THYROID DISORDER

Yogic practices have the ability to alter the secretions of body hormones. In a study called "Effect of Yogic exercises on thyroid function in subjects resident at sea level upon exposure to high altitude," it was discovered that doing a Yogic schedule of prayer (3 minutes), Hatha Yoga asana (50 minutes), Pranayama (5 minutes), and meditation (5 minutes) for one month reduced the concentration of radio-iodine in the thyroid of subjects at sea level (17).

A search of the literature for papers on the use of yogic practices in the treatment of thyroid diseases was carried out. Studies (18-21) that support the practice of yoga to manage the side effects of thyroid disorders such as stress, anxiety, and sleep disturbances have not been consistently supported in the literature (22).

"Treatment of hypothyroidism through Yoga therapy – A study," according to the study. The current study demonstrates the effectiveness of yogic practices in the treatment of hypothyroidism. Tests to measure the amounts of thyroxine, triiodothyronine, and thyroid stimulating hormone in the blood have proven to be useful in identifying hypothyroidism. They were also crucial in establishing the degree of improvement in individuals with thyroid diseases following the practice of yogic practices, as well as ensuring that the medication administered was effective. The efficiency of yoga practices on thyroid diseases was sufficient when considering changes in the levels of these hormones in the blood stream (23).

Another study by Swami G et.al. on the effect of yogic practice on pulmonary function tests in hypothyroidism patients found that yoga improves respiratory muscular strength and increases air entry, increasing oxygen concentration at the tissue level (24, 25).

The relevance of Ujjayi is highlighted in the following study by Minal S. Pajai et.al. Ujjayi is also known as "the ocean breath." Ujjayi is a diaphragmatic breath that fills the lower abdomen first (stimulating the first and second chakras) before moving into the upper chest and neck. The nose is used for both inhalation and exhalation. Moving the glottis as air travels in and out produces the "Ocean sound." A rushing sound is produced as the neck passage narrows. The mind's length and quickness are also improved. It benefits the entire mind and body, particularly the nerve system. Its calming effect promotes the functioning of all endocrine glands. It aids in the proper secretion of hormones from the thyroid gland. According to the findings, yoga is beneficial in assisting hypothyroidism patients in managing their disease-related symptoms (26).

Yoga can be used in conjunction with medical treatment to treat hypothyroidism as a supporting or supplementary therapy. The yogic Asana, Pranayama, and Kriya are the best and most useful, according to the research, because they help not only to strengthen each organ and develop every muscle in the body, but also to regulate body blood circulation, lungs purity, inspire the mind, and thus develop the harmonious development of human personality (27).

Such awareness, according to Poonam Singh, helps to produce a more balanced balance between the sympathetic and parasympathetic autonomic nerve systems, and hence a better state of health. A month of yoga practices enhanced the quality of life of 20 hypothyroidism women in one study (28), while 6 months of Pranayama (yogic breathing) practices enhanced forced expiratory volume in a lung function test of women with hypothyroidism in another study (29).

CONCLUSION

The thyroid gland is placed below the Adam's apple in the front of the neck. It is located in the neck of humans and comprises of two linked lobes. A small band of tissue termed the thyroid isthmus connects the lower two-thirds of the lobes. The

thyroid gland produces three hormones: triiodothyronine (T3) and thyroxine (T4), as well as calcitonin, a peptide hormone. Hypothyroidism affects roughly 4-5 percent of people in the developed world because communicable diseases contribute so much to the national disease burden in a developing and highly populated country like India, researchers and scientists are finding it difficult to solve these problems. Various studies have shown that yoga is a crucial part of maintaining one's health and body, as well as one of the most effective treatments for thyroid disorders. Pranayama-based yogic disciplines are said to have a positive impact on thyroid function, resulting in a psychological and somatic balance of physiological systems. In reality, pranayama is the science of regulated and intentional expansion of the prana, or life force. The practice of Pranayama aids in the therapeutic potential for a variety of systemic issues. As a result, yoga therapy is regarded as a safe and cost-effective treatment option for thyroid disorders.

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YOGA AND LONELINESS: AN INVESTIGATION DURING COVID19 PANDEMIC SITUATION

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ABSTRACT

The undertaken research has investigated the effect of Yoga on loneliness of adolescents during the unprecedented effects of COVID-19 Pandemic since 2020 all over the world; especially adolescents. The data based review articles since 2020 onwards, suggests that corona virus has resulted to lower the quality of life among adolescents by reducing their interactions with family, peers, friends, teachers and relatives and thus resulting into loneliness, lack of enthusiasm, depression and anxiety. The undertaken research viewed Yoga as a strategy and approach to address loneliness among adolescents. Quantitative data (N=100) of adolescents were randomly identified under the age group of 13 to 18 years. Loneliness scale by Dr. Anjali Arora (2008), was modified and used to collect the data whereas an open-ended questionnaire was prepared to study Yoga. Correlation and regression analysis were applied. Results showed positive association between Yoga and loneliness. It also suggested that to combat loneliness there is a need to perpetuate Yoga as a strategy which can give relief to adolescents by expanding their vision to decrease loneliness by practicing Yoga.

KEYWORDS: Adolescents, COVID19, Loneliness, Yoga, Quality of life

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INTRODUCTION

COVID-19 pandemic has forced the world to change in which we are living. The strategies to beat this pandemic as; social isolation and distancing with our friends, neighbors, and family members. This has created notable depression, anxiety and loneliness among adolescents particularly in the age group of 13 to 20; who are characterized as; fun lovers, social busters of joy and happiness. This is the stage characterized by problems like; psychological disturbances and adjustments. This is the period is marked by personal identity, achievements, work life balances and competitions. This behavior of adolescents draw our attention that each and every adolescent reacts differently and has a unique fashion to fulfill one's needs and social gratifications. Adolescents as sensitive and attractive have to manage their desires and emotions in a way so as to understand the confusion created by pandemic that is protecting themselves from drastic and deadly consequences of disease.

This presumption suggests that the current pandemic situation has generated the feeling of chaos and loneliness among adolescents. According to Hawkley and Cacioppo (2010); loneliness is the feeling that get generated from lack of interactions particularly poor social interactions. Heidinger and Richter (2020) suggested COVID-19 pandemic as a situation which affect adolescents by affecting movement of adolescents from the parents' house to a different city for school, college, university, or a new job. This has posed a very distinct challenge in their social life. Systematic reviews of research conducted by Lee and Ko (2017); Pels and Kleinert (2016) regarded physical activity as a practice to decrease the feelings of loneliness. Their research also showed a relationship between loneliness and physical activity. Further Baumeister and Leary (1995); found a close association between physical activity and loneliness by creating an attachment and mental well being factors. This diverts our attention towards the negative effects of loneliness and problems of personal identity, which are adding more and more to daily life problems in adolescents' life. This led us to realize that necessary measures must be developed as strategy to beat loneliness. Here, Yoga comes as an art to practice, so as to control an individual's mind, body and soul. This helps one to achieve a peaceful body and mind by managing stress and anxiety and provides a relaxation. It also helps to increase flexibility, muscle strength and body tone by being associated with human body and health (Woodward (2011)). In this case very few co-relational studies were studied in India where Yoga as predictor variable

was associated with criterion variable like; loneliness. As research shows; limited workin this field so need arises to explore loneliness and Yogain COVID-19 pandemicsituation was felt.

OBJECTIVES

The objectives of the present study are stated as under:

1. To see the correlation between Yoga and loneliness.
2. To investigate the role of predictor variable viz; Yoga on loneliness (criterion variable).

RELATED LITERATURE

Brennan and of Auslander (1979) disclosed adolescence as the stage of assuming personal responsibilities towards their actions. They highlighted this stage which characterized them to delineate from their parents, teachers and peers which ultimately lead them towards a feeling of loneliness. They further stressed that loneliness among adolescents is linked to negative emotions such as depression, anxiety and boredom.

Studies conducted by [Brennan and Auslander (1979), Paplau, Rusell and Hein(1979), Parlee (1979), Brennan (1982), Rubenstein and shaver (1982), Larson (1981, 1983 1997), Guidubaldi, Parry and Natasi (1987), Hoja, Bukowski and Beery (2000), Taylor (2002), Silk (2003), Jylha (2004), Heinrich and Gullone (2006), Dhal, Bhatia, Sharma and Gupta (2007), Myin-Germeys et al., (2009), Ferguson(2011), Bolton (2021), Vanhalst et al., (2012), Roekel, Scholte, Engels and Goossens (2015)] led us to conclude that loneliness among adolescents lead towards psychological, social and emotional and behavioral problems by which an individual create distances and passivity by decreasing social involvement and interactions. This unhealthy behavior of adolescents can termed as high and low according to different aspects of loneliness.

Lee and Ko (2017) conducted research to study the effect of physical activity on loneliness. Their research finding witnessed that there was an association between the two. They further emphasized that physical activity contribute towards decrease in feelings of loneliness by arousing emotions like; romantic partnership and socio-cognitive variables such as intention, planning and self-efficacy .

Kang et al., (2018) shed light on determinants to predict students' loneliness during pandemic situation. The results revealed that loneliness was related to social-

cognitive predictors of physical activity such as; self-efficacy, quality of life and work-life balance. This study further found that loneliness was correlated with physical activity like Yoga exercises.

Based on research work Vasileiou et al., (2019) reported that university students' faces different life challenges such as; leaving home and building of new social relationships. They further noted that loneliness and transition-related changes affect the health behavior of students. The further emphasized Yoga and physical exercises act as protective factors and must be fostered among students

Hamermesh (2020); Heidinger and Richter, (2020) conducted research on senior citizens and found that loneliness has increased during pandemic. Their research further indicated that lonely individuals remained lonely, whereas lonely because of COVID-19 pandemic situation consisted of specific groups such as younger individuals and those experiencing social isolation are growing day by day.

Weger & Morley (2020) conducted a Geriatric Workforce Enhancement Program and adopted an intervention, developed at Helsinki University. The main objective of this program was to address loneliness and social isolation via weekly sessions to incorporate art and inspiring activities, exercise/health content during the program. Their outcomes indicated that to decrease loneliness and increase feelings of well-being during COVID-19 situation, physical activities and Yoga activities can be offered by video calls and conferences and daily phone calls.

METHODOLOGY

As per requirement of the study, loneliness was taken as criterion variable whereas Yoga as predictor variable. Quantitative data of (N=100) adolescents aged 13 to 18 were self administered through two questionnaires. Correlation Karl Pearson Product moment correlation was computed to ascertain the connectedness and relatedness between the two variables viz.; Loneliness and Yoga.

TOOLS USED

1. Loneliness scale by Dr. Anjali Arora (2008), was modified and used to collect the data
2. An open-ended Yoga questionnaire was prepared by the investigator.

RESULTS AND INTERPRETATION
CORRELATION ANALYSIS

Correlation Karl Pearson Product moment correlation was computed to ascertain the connectedness and relatedness between the two variables viz; Loneliness and Yoga. The analysis reported under correlation matrices is as;

TABLE 1: CORRELATION OF LONELINESS WITH YOGA FOR ADOLESCENTS (N=100)

Variables	r - value
Loneliness and Yoga	.175**

The above table reveals significant, positive correlation of Yoga with loneliness of adolescents. Therefore, it can be interpreted that Yoga disintegrates loneliness of adolescents by involving into a physical activity. The result of this study is in line with the research work of Lee and Ko (2017); Pels and Kleinert (2016); who found that physical activities like Yoga decrease loneliness of individuals.

REGRESSION ANALYSIS

To identify the relationship of loneliness and Yoga regression analysis was applied. The main purpose was to determine the role of predictor variable viz. Yoga on loneliness (criterion variable).

TABLE 2: REGRESSION ANALYSIS TO PREDICT YOGA ON LONELINESS FOR THE ADOLESCENTS (N=100)

Predictor Variable	Criterion Variable(Loneliness)				
	R	R ²	Adjusted r square	Beta Value	t-value
Yoga	.207	.103	.103	.206	4.128**

The above table depicts that Beta value for Yoga was positive, which shows that increase in Yoga activities, loneliness of adolescents decreases by 206 units respectively. The findings of the study get support from the research work of Lippke et al., (2021); who observed that physical activities decreases the effect of social isolation and loneliness by acting a buffer during COVID -19 pandemic.

CONCLUSION

This research highlights indicates the issues related to adolescents during the COVID- 19 crisis like; online classes and admissions in higher professional institutions after doing 12th Class . The young adolescents felt their entrance exams and board exams were unduly delayed which have pressurized them to go for increased digitalization in form of online classes and e-notes. This has isolated them socially as well as with self. This in turn, has increased the feelings of loneliness

among individuals who are fed up of virtual communication. Their doubts related to studies are not much clarified much as they were cleared during close physical contacts.

Further, the recent publications on the COVID-19 pandemic revealed that students were not having direct contact with family and friends as they were afraid of pandemic. This in turn, has increased the risk for both isolation and the development of mental health problems like; loneliness that lived usually in the student social network and support. Elmer et al., (2020) this impacts the mental wellbeing of students which were positively associated with loneliness and anxiety symptoms. The findings of this research match with the findings of the undertaken research that loneliness can be removed by Yoga and physical exercises which act as protective factors and must be fostered among adolescents. The results of the study are in line with the research work of Weger & Morley (2020); who visualized that to decrease loneliness and increased feelings of well-being during COVID-19 situation physical activities and Yoga activities can be offered by video calls and conferences and daily phone calls.

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COMMITMENT LEVEL OF ADOLESCENTS IN RELATION TO THEIR YOGIC LIFESTYLE

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ABSTRACT

Administered questionnaires to adolescents studying in senior secondary schools of Chandigarh to determine relationship of Yoga with commitment. 100 students participated in the study. The adolescents' were assessed by using a scale developed by investigators themselves. It was a 26-item scale prepared under 3 dimensions viz, commitment as learner, commitment to achieve excellence and commitment to basic human values. The research findings observed that yoga stimulates commitment of students by contributing towards enhanced self-esteem, self-confidence, energy levels, control on fear and anxiety and so on.

KEYWORDS: Commitment, Yoga, Adolescence, Human Values, commitment as learner, commitment to achieve excellence and commitment to basic human values

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INTRODUCTION

Today, youth suffers from unhealthy lifestyles, stress, malnutrition, loneliness low self-esteem like elements which can be beaten up with yoga and medication. Yoga as a daily practice can modify, improve and correct the lifestyles of adolescent who are suffering physically, psychologically because of transition, tension and adjustment problems taking place in the society. Thus, the promotion of positive practice as a movement must be adopted by them, so that their body - mind co-ordination gets improved by imbibing values like; self-awareness, excellence and being disciplined.

Luke (1976); envisioned yoga as a philosophy that helps an individual to acquire a broader look of life with greater awareness and actions which automatically leads towards enhanced commitment towards self, duty and community. He further asserted that Yoga is a dynamic in nature free individual from worries, stress and propels him to achieve higher goals of life that is human excellence. Carrying these views forward Nagendra (1996) conceived Yoga has a practice which correct the basic limitation of individual mind by improving self-awareness, self-control and self-esteem. Based on research Karunanidhi (1996) reflected Yoga as a potential to move towards perfect harmony with nature by imbibing human values.

Further Patton et.al., (2013) perceived that to deepen and enhance the quality of commitment a regular practice has to be adopted which can foster, reflect and collaborate as practice. This can be visualized as benefit of change. Hence, Yoga as a practice comes in which it can be adopted by students or daily practice to enhance level of concentration, stable mind and more energy outputs.

Johnsen (2021); captured Yoga as commitment to free one-self with bonds of negative past Karma to generate more positive thought and actions in present and create a better, spiritually enlivened future for one-self is around. He further highlighted yoga as sacred practice which brings clarity in the goal by making one tension free and energizing one-self with enhanced aspirations.

Going through these concepts, it is important to understand how these concepts get correlated with each other. Hence to observe the relationship, the undertaken research was conducted.

CONCEPTUALIZATION OF THE TERMS USED

It is an urge of an individual to strengthen, sharpen and improve ones' competencies by understanding and accepting value to a particular social system.

COMMITMENT TO LEARNER

Moeller et. al., (2012) conceptualized commitment of learner with engagement and learning new things that brings happiness to students.

Chen (2013) conceived commitment of learner as an emotional response which brings forth individuals characteristics.

Kee, Ahmad and Abdullah (2016) conceived commitment of learner with positive attitude and good behavior with friends, elders and members of community.

Chen (2018) conceived commitment of learner with orientation and academic achievement of learner.

Hence, It can be concluded that commitment of learner or students depends on his level of engagement, motivation and response towards him.

COMMITMENT TO ACHIEVE EXCELLENCE

It is a commitment which act as a drive towards excellence by making decisions which helps him to attain high expectations by performing well in academics and expectations.

Garrison and Liston (2004) conceived commitment to achieve excellence because of strong inclination with activities by loving the field of knowledge which can bring change in the world.

Khalidah Rohani and Mashitah (2014) articulated commitment to excellence with lifelong enquiry, continuous professional development and application of learning into practice. He further embarked that engaging and supporting others in relevant professional learning also leads towards excellence.

Bowen (2016) conceived commitment with excellence as a habit which helps to work tirelessly to improve performance by achieving sustainable growth.

Clark and Klein (2018) conceived commitment towards excellence with values that promotes his performance improvement, dignity of individual, new and creative environment based on mutual trust and cooperation.

Hence, one can conclude that commitment can possess excellence by bringing novelty, good behavior, good attitude, good perception and improvement in performance and learning.

COMMITMENT TO BASIC HUMAN VALUES

Buchanan (1974) identified commitment as an instrumental worth which provides effective attachment to the goals and values of an organization by conceiving in his roles in relation to goals and values.

Lachman and Aranya (1986) conceived values of commitment as control; conformity to standards and goals; and loyalty.

Brady (2011) addressed values of commitment on quality values and technical proficiency which are expressed in classroom teaching.

Gupta and Sikarwar (2016) explored human values in his commitment towards his life and profession by taking into consideration morality and ethics.

Clouston (2018) characterized student values as moral maturity, which shapes the life of teachers by giving them freedom and honor to humanity.

At last, it can conclude that commitment to basic human values depends on work outcomes that enhance performance of an individual by making him happier, motivated, satisfied and so on.

LITERATURE OVERVIEW

Sperling (1998) identified commitment as under five areas like; commitment to the Self, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment of basic human values.

Wayne (2013); found that yoga significantly improve person's speed and accuracy by improving memory and concentration.

Shukla (2020); claimed the benefits of yoga on a way to channelize body as its functioning in better way by comprising of spiritual, physical and mental practices. All these acts as a stepping stone to beat the stress, take care of oneself by following a routine practice. She further said yoga help students to beat the pressure of internship, extracurricular and studies.

Steginus (2021), encountered different ways to keep one-self committed to yoga by following seven ways like; making a daily commitment, connect to ones' heart, write your vow, decide to your vow, share your vow, teach your vow. She further stressed that with Yoga one could reap the benefits by making additions to mindfulness as daily thoughts, actions and interactions with yoga practice.

Mullen et.al., (2021); conceptualized Yoga as commitment by training intervention. The study was conducted among college population using acceptance of commitment therapy. The research findings of the study concluded that Yoga make students receptive by enhancing their psychological flexibility and claiming their distress and in turn bringing mindfulness.

Brijesh (2022) found that daily yogic exercises lead towards longer duration of memory, high levels of energy and high achievement score in exams.

Going by the above reviews, It becomes apparent that yoga when associated with commitment can play a significant role to bring forth stability, spontaneity to learn and capture new status of life.

OBJECTIVES OF THE STUDY

To encapsulate relationship of Yoga with commitment for adolescents studying in secondary schools of Chandigarh

MATERIALS AND METHODS

A multistage random sampling method was adopted to select the sample of 100 students studying in 2 government and 2 private schools of Chandigarh. Before collecting the data, the researchers ensured that the students undertake Yoga as regular activity in their schools.

TOOLS USED:

To assess the commitment of adolescents many scales available to measure commitment were studied. Scales prepared by Kaur, Ranu and Brar (2011); Vishal Sood (2011); Baljeet Kaur (2007); Verma (2007); Dave (1999) were studied.

Keeping in mind the objectives of the study, commitment scale prepared by Kaur et.al. (2012) formed the basis of the study. It has five dimensions viz; Commitment to learner, Commitment to society, Commitment to the profession, Commitment to achieve excellence and Commitment to basic human values.

Firstly, these five dimensions on experts' comments and advice were modified under three dimensions namely; Commitment to self as learner, Commitment to achieve excellence and Commitment to basic human values. The items were modified with respect to undertaken research problem.

As such, 26 items were selected after analyzing research problem. these 26 items fall under 3 dimensions namely; Commitment to self as learner (1-9); Commitment to achieve excellence (10-18) and Commitment to basic human values (19-26).

Out of 26 items, 25 items were positive worded and one was negative. The responses to each statement were collected on 5-point Likert scale ranging from (5-1) for positive and (1-5) for negative. Thus, the total score ranges from 130 as maximum and 26 as minimum score.

RELIABILITY AND VALIDITY

To check reliability of the modified scale, the questionnaire was used as 20 adolescents aged 13 to 15 years. The students were drawn randomly from school. To check reliability, the test was administered twice or thrice on 20 students with gap of week. Coefficient of correlation between two score was calculated. It was found to be .86; reliable to undertake the study. The content validity of the scale was determined by consulting 10 experts as teachers which was found to be justified.

ANALYSIS, INTERPRETATION AND DISCUSSION

To ascertain connectedness and relatedness of yoga with three dimensions of P.C viz; Commitment to self as learner, Commitment to achieve excellence and Commitment to basic human values

Karl Pearson product moment correlation method was computed for the total sample of adolescents practicing yoga regularly.

TABLE 1: CORRELATION OF YOGA WITH COMMITMENT TO SELF AS LEARNER, COMMITMENT TO ACHIEVE EXCELLENCE AND COMMITMENT TO BASIC HUMAN VALUES (N=100)

Variable	N	Commitment to Self as Learner	Commitment to Achieve Excellence	Commitment to Basic Human Values
Yoga	100	.125*	.185**	.119*

* Significant at 0.05 level

*** Significant at 0.01 level*

The computed results inferred that all the three dimensions of commitment bear positive and significant association with Yoga for 100 students studying in secondary schools of Chandigarh. In other words, one can conclude that yoga contributes significantly towards commitment by continuously stimulating and motivating them to update and correct them from time to time accordingly to needs and requirements of time.

These relationships between commitment dimensions and Yoga were also tested by Linda Johnsen (2021); who found that yoga exercises generate positive thoughts as actions to enliven oneself for future which is around us.

She further stressed that long term use of yoga in one's life enhance immunity rates by skipping away infections and inhibitions. The findings of the research are in line with research works of ; Manavrachna(2021) who started the benefits of practicing yoga with routine as reducing stress levels addition of confidence, instilling of self-control, improving metabolic rate, managing time, strengthening endurance and exemplifying mindfulness.

CONCLUSION

Analysis of the study established the yoga has time and significant relation with commitment by exhibiting significant and time in association with the dimensions such as Commitment to self as learner, Commitment to achieve excellence and Commitment to basic human values. Thus, It may be concluded that yoga make students more receptive by bringing positivity in them and by installing human values like confidence, concentration level, adapting to change at new level, managing time effectively and self awareness of one's feeling, serve as surrounding without being disturbed as affected. Followed by the results, it is suggested that students follow Yoga as routine exercise as a path of commitment towards self or a learner, to achieve good human values and excellence.

IMPLICATIONS

Driving by today's scenario which youth is facing, commitment and its relationship with Yoga as a study was designed with dimensions like commitment to self as a learner, commitment to achieve excellence and commitment to basic human values with deceptive factors as usefulness, productivity, energizing, personalizing goal, adaptive behavior, self-esteem, self-efficacy, self-confidence,

control on fear and anxiety by reducing it, fairly positive attitude of students. Yoga by exercising daily will definitely prove to be a useful fact practice which can be enhanced the memory, confidence and self-esteem of it all adolescents.

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Prospective Study of Different Staple Diets of Diabetic Indian Population

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Abstract

Background: Diabetes is a metabolic disorder characterized by chronic hyperglycemia. Its prevention and regulation depends on dietary pattern and lifestyle. There are numerous studies which have been conducted to elucidate the relationship between type of diet consumption and sugar levels. The objective of this study was to enumerate the distribution of the staple food consumed in seven zones across India and their association with sugar levels.

Methods: A pan-India multicentered screening, covering the 63 districts, 29 states, and 4 union territories per populations, was undertaken. A specially designed questionnaire was administered for data collection, which comprised specific questions for diet. 17,280 sample was analyzed across seven zones of India. Statistical Package for the Social Sciences (SPSS; 21.0) software was used to analyze the data.

Results: The survey suggested that rice and wheat are the major staple food consumed across different regions of India. In Jammu, North, East, South, and central zones, consumption of rice was more than wheat. However, in North and West zones, consumption of wheat was observed to be more than rice. Mean values of fasting blood sugar (FBS), postprandial blood sugar (PPBS) were high in the group consuming Bajra (128.3 & 160.5). Similarly, FBS mean was less in group consuming rice (114.6), and PPBS was low in group consuming ragi (149.2).

Conclusion: Staple food has significant effect on FBS, PPBS and glycated haemoglobin cholesterol levels and anthropometric measurements.

Keywords

Diabetes, Staple food, Indian population

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Introduction

Diabetes is a metabolic and a lifestyle associated disease mainly characterized by the presence of high glucose levels detected in the blood stream. It is progressive in nature with serious consequences if not controlled and is essentially a life-style disease. Ayurveda proclaims that sedentary lifestyle and a sub-optimal dietary pattern are the most important preventable risk factors for the development of diabetes. Furthermore, the nature of staple food which diabetic subjects consume plays a key role in maintaining sugar levels. Worldwide, the prevalence of diabetes has been estimated to reach 150 million and is expected to be doubled by 2025. The rising prevalence in developing countries is closely connected with population structure, age structure

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and urbanization-change in lifestyle.¹ Its preponderance is high in India as well with largest number of subjects reported in 2003 (approximately 33 million) and is expected to cross 57.2 million by the year 2025.²

Chronic hyperglycaemia (i.e., elevated levels of plasma glucose) is the result of perturbation occurring in carbohydrate, fat, and protein metabolism.³ The primary driver of the epidemic of diabetes is the rapid changes in dietary patterns and decreased physical activity.⁴

Furthermore, accumulating evidence indicates that there is an imbalance caused in gut microbiome which may enhance progression of Type 2 diabetes that occurs in about 90% of all diabetic cases worldwide. The imbalance caused in gut microbiome results in the release of toxic metabolites which subsequently affects the metabolic and signaling pathways of the host organism, and also influences the functions of the intestinal barrier. This is linked to insulin resistance directly or indirectly in diabetic subjects.⁵

Ayurveda principles are based on the assumption that a living being is constituted by five elements of nature including water, earth, air, fire, and space, and there are three types of energy present in all living things known as *pitta*, *vata*, and *kapha*. According to ayurvedic principles, there is a disturbance in the balance of *kapha* energy in diabetic subjects. *Kapha* energy which is made up of elements earth and water gets imbalanced in diabetic people. Ayurveda texts emphasize more on association between lifestyle and manifestation of the disease. It explains daily and seasonal regime as a part of life-style management for prevention from the diseases. Furthermore, it gives importance to diet as a major cause for the vitiations of *doshas* and thus for manifestation of a disease. It accentuates following ways for prevention from the disease: *hitabhuk* (eating food which gives comfort), *mitabhuk* (eating less) and in treatment modality. Ayurveda explains *nidana parivarjana* (abstaining from the causative factor) is a crucial factor in the management of disease.

Ayurveda classics broadly categorize diabetes under the heading of *prameha* into 20 types. It falls under three major types under three *doshas*. *Kaphaja* varieties—10, *Pittaja* varieties—6, *Vataja* varieties—4. But main dosha involved in the manifestation of *Prameha* (diabetes) is *Kapha* dosha. Diabetes mellitus can be considered as *ikshubalika rasa meha* of *kaphaja* type. Chronic stage of Type 2 diabetes can be correlated to *madhumeha*, a *vataja* type. Charaka et al. emphasized that improper dietary habits, disturbed metabolism, and reduced physical activity may attribute to the development of diabetes mellitus. Ayurveda suggests consumption of green leafy vegetables, wheat, barley, corn and oats for people suffering with diabetes which helps to balance *Kapha dosha*. Diabetic people must abstain themselves from consuming excessive sweets, sugars, seafood, and dairy products which are all considered to provoke the *kapha* energy.

Sushruta et al. suggested day time sleeping, lack of exercise, and laziness, along with consumption of sweet, oily, alcoholic foods, and beverages as the causative factors for development of diabetes later in life. Furthermore, Charaka et al. argued that excess of newly harvested food grains, jaggery preparations and factors responsible for elevation of *kapha*, may contribute to the development of diabetes.^{6,7}

Ayurveda also explains many varieties of staple foods and their relationship with *tridosha*. For instance, it is explained that rice increases *vata* and *pitta*; and wheat increases *kapha*, as it exhibits the quality of cold and oiliness. Ragi is considered as a *trina dhanya*, and it is explained that it reduces the *kapha* and *pitta* as it tastes like astringent. Jowar helps in reducing *pitta* and *kapha*, as it manifests the quality of coldness and astringent.⁶⁻⁹

Study on dietary habits and diabetes had been conducted and it was found that white rice consumption is associated with increased risk of Type 2 diabetes.¹⁰ Comparative studies of white rice and brown rice have revealed that pregerminated brown rice is useful to control blood glucose level.¹¹ Consistent with this, a prospective study performed on Japanese women have established white rice consumption increases the risk of diabetes.¹² Furthermore, a meta-analysis of risk of diabetes in vegetarian and nonvegetarian diet had been conducted and its results revealed that the vegetarian people have reduced risk of diabetes as compared to nonvegetarian people.¹³ Furthermore, there is no relation observed between fructose and sugar levels.¹⁴

Another interesting study demonstrated that glycemic response of consuming rice with chopstick was lower than with spoon. The glycemic index (GI) of rice using chopsticks (GI: 68) was lower compared to using spoon (GI: 81). The present study suggests that eating rice with different feeding tools has different chewing times and amount of food taken per mouthful alters the GI of the rice.¹⁵ Moreover, food with high GI (rice) may increase the risk of diabetes.¹⁶ Another study has discussed the principal component analysis for nutrition factor with diabetes.¹⁷

Relationship between dietary pattern and risk of diabetes has also been discussed.¹⁸ Contrary to these reports, an investigation conducted on the Chinese population revealed that high rice consumption was not associated with diabetes risk.¹⁹ Reduced effect of germination and amylose content of rice on the development of obesity and insulin resistance have been implicated.²⁰

Methods

Study Design

We confirm that all methods were carried out in accordance with relevant guidelines and regulations. Furthermore, we confirm that informed consent was obtained from all subjects and all experimental protocols were approved by the

Institutional ethical committee (RES/IEC-IYA-001). Study included two phases. Phase I: rapid national sampling survey for estimating the present prevalence of known diabetics and new diabetics from unknown diabetics. Phase 2: fasting blood sugar (FBS), postprandial blood sugar (PPBS), and glycated haemoglobin (HbA1c) blood tests were conducted for people who had attained high risk Indian diabetes risk score (IDRS) tab. The number of people from whom data was available after curation was 17,280. Goal of the study was to check the association between diabetes and staple diet. In phase I, samples from seven geographical zones—Jammu & Kashmir, North-East, North, West, Central, East, and South were included. A stratified, multistage cluster sampling design was adopted: In rural areas, a two-stage village household design; and, in urban areas, a four-stage town/city-ward-block household design was adopted. Both rural and urban areas were stratified at three levels based on geographical distribution and population size (Figure 1).²¹

Individuals of both sex of age group range 20–80 and having IDRS score > 60 were included in the study, Individuals with severe complications and having IDRS score < 60 were excluded from the study.

Amongst 17,280 who were included for the present study, 3,626 people were self-reported Diabetes patients and 20% people were under medication.

Screening assessments for all participants included sociodemographic variables (education of the head, occupation of the head, family income) and clinical measures.

Clinical measures included: Height, weight, and waist circumference. Blood pressure, diabetes level (if previously diagnosed), and yoga awareness. All completed IDRS questionnaires. Further assessments for known diabetics and high and moderate risk according to IDRS HbA1c, fasting blood glucose; 2-hour post prandial glucose; and lipid profile (in venous blood).

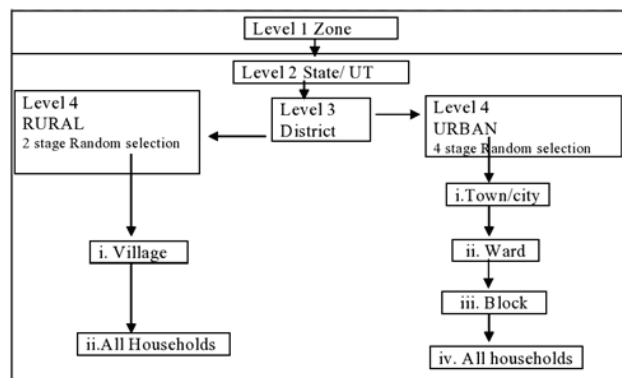


Figure 1. Stratification of Rural and Urban Areas at Three Levels Based on Geographical Distribution and Population Size

Factors of Questionnaire

The questionnaire contained detailed question about their food habits and major staple (cereal) food (Appendix).

Statistical Analysis

Data was uploaded via mobile apps by trained YVDMs (Yoga Volunteers for Diabetes Mellitus) under supervision of senior research fellows. Uploaded data from screening forms (about 4 < 0.001/district), registration forms, and laboratory data (about 50, < 0.001) were checked for perfect matching of coding. After cleaning on Excel, the data set was analyzed using R software for bio-statistical analyses. Cross tables was done to check the distribution of staple food. Linear regression was applied to check the association between sugar levels and staple food.

Results

Table 1 shows the percentage consumption of various staple foods in various selected zones of India. As seen in the table, rice, wheat, and ragi are the major staple foods across India and are consumed by 95% of the population in all the selected seven zones; whereas bajra, jowar, maize, and other staple foods are consumed by negligible population in all the seven selected zones of India.

Table 2 shows the mean values of FBS, PPBS and HbA1c among selected sample (High IDRS > 60) with respective staple food consumption. The table shows that an increase of mean PPBS from mean FBS was highest among maize consumers, whereas the increase was lowest among bajra consumers. Moreover, this rise in value of mean PPBS from mean FBS was higher among wheat consumers as compared to rice consumers. Table 3 reveals the binary logistic regression of various staple foods with known diabetes. As seen in the table, the odds ratios were significant for all staple foods, except in case of staple food maize. The people consuming rice, ragi, and wheat were less prone to the status of known diabetes. The people consuming bajra and jowar were more prone to the status of known diabetes.

Table 4 gives the B values of the association of each staple food with cholesterol levels of an individual with significance values. Wheat is highly significantly associated with cholesterol, LDL (Low Density Lipoprotein) and HDL (High Density Lipoprotein) when compared to rice and ragi. Ragi is highly, positively and significantly associated with triglycerides when compared to rice and wheat. Bajra is positively associated with cholesterol and LDL, negatively associated with triglycerides and HDL but not significant. Jowar is positively associated with cholesterol, triglycerides, and LDL and negatively associated with HDL, but not

Table 1. Showing the Zone-Wise Percentage Consumption of Staple Foods in India

Staple Food	Jammu	North-East	North	Central	West	East	South	All India
Rice	668(49.3)	352(37.3)	430(45.6)	502(43.8)	689(37.4)	851(48.0)	1898(43.3)	5392(43.5)
Ragi	179(13.2)	124(13.1)	110(11.7)	155(13.5)	221(12.0)	225(12.7)	544(12.4)	1558(12.6)
Wheat	467(34.4)	429(45.4)	380(40.3)	457(39.8)	845(45.9)	649(36.6)	1781(40.6)	5008(40.4)
Bajra	10(0.7)	10(1.1)	4(0.4)	15(1.3)	15(0.8)	12(0.7)	48(1.1)	114(0.9)
Jowar	7(0.5)	14(1.5)	7(0.7)	5(0.4)	28(1.5)	11(0.6)	42(1.0)	114(0.9)
Maize	4(0.3)	4(0.4)	4(0.4)	2(0.2)	5(0.3)	3(0.2)	25(0.6)	47(0.4)
Others	21(1.5)	11(1.2)	7(0.7)	11(1.0)	39(2.1)	23(1.3)	47(1.1)	159(1.3)

significant; maize was highly positively associated with total cholesterol, triglycerides, LDL but not significant.

Table 5 gives the B values of the association of each staple food with of an individual with BMI, weight, waist circumference along with significance values. Wheat is significantly positively associated with waist score and highly positively associated with weight and BMI (which is not significant). Ragi and rice are significantly negatively associated with waist score, negatively associated with weight and BMI (but not significant). Jowar and maize are negatively

associated with weight, BMI, waist score (rice was slightly positive) but not significantly.

Discussion

This was a study across rural urban areas of different zones of India to study the association between the major cereals in the diet with the glycemic status in diabetes.

The findings of the present study revealed that the consumption of rice, wheat, and ragi is more across India as compared to bajra, maize, jowar (coarse cereals), and other staple foods. It has been reported that consumption of these coarse cereals has intensely declined in both rural and urban population of India. This abrupt change in the food habit of Indians has led to deficiency of iron among them as these cereals are comparatively rich in iron content. Similarly, intake of ragi is more in rural area relatively, whereas consumption of wheat is more in urban area (Table 1).

Another finding of this study revealed that the rise in value of mean PPBS from mean FBS was higher among wheat consumers as compared to rice consumers, and the mean HbA1c was higher than the normal value among all consumers, indicating them to be prediabetic or diabetic (Table 2). This suggests that wheat which possesses high GI increases HbA1c levels and should not be consumed much. Ziaee et al. studied the effect of a high fat low-glycemic load diet on HbA1c of poorly controlled diabetic patients.²² In that study, the investigators recruited hundred diabetic patients, and administered them with a low-glycemic load diet for a period of two and a half months. Their data showed a positive correlation with HbA1c concentration and FBS after intake of high fat low-glycemic load diet.²³ The results of present study are contradictory to this study which indicates that diets with low GI are not good to control HbA1c levels and sugar levels of diabetic patients. It is noteworthy to mention that whole processed wheat bearing low GI as compared to unprocessed refined wheat are reported to keep sugar levels in control (Table 3).

In order to maintain regulated blood sugar and HbA1c levels in diabetic subjects, there are certain recommended diets that are to be followed. Various health organizations

Table 2. Showing the Mean Values of PPBS, FBS and HBA1C Among Different Staple Food Consumers

Major Staple Food Consumers	Mean PPBS	Mean FBS	Mean HBA1C
Rice	149.5(84.0)	114.6(52.2)	6.29(1.69)
Ragi	149.2(84.7)	116.6(54.8)	6.34(1.76)
Wheat	159.9(87.7)	119.6(56.2)	6.35(1.77)
Bajra	160.5(88.5)	128.3(68.4)	6.53(1.96)
Jowar	158.7(79.7)	122.0(58.0)	6.63(1.74)
Maize	161.7(19.1)	118.6(53.6)	6.23(1.49)
Other	163.1(107)	126.3(68.2)	6.56(2.16)

Table 3. Showing Binary Logistic Regression of Various Staple Foods with Known Diabetes

Staple food	Odds Ratio for Known Diabetes	Lower CI	Upper CI
Rice	2.404	2.079	2.780
Ragi	2.751	2.283	3.315
Wheat	2.668	2.304	3.089
Bajra	5.382	3.512	8.248
Jowar	4.075	2.586	6.421
Maize	2.018 ^{NS}	0.849	4.796
Other	2.332	1.474	3.691

Table 4. Association Between Staple Diet and Cholesterol

Staple Food	Cholesterol B- Co- Efficient (significance)	Triglycerides B- Co-Efficient (significance)	HDL B- Co-Efficient (significance)	LDL B- Co-Efficient (significance)
Rice	2.599(0.003)	-0.769(0.705)	0.844(0.009)	1.050(0.152)
Ragi	3.835(0.002)	8.929(0.002)	1.983(0.000)	0.256(0.807)
Wheat	5.128(0.000)	4.385(0.033)	3.623(0.000)	1.832(0.015)
Bajra	5.610(0.154)	-7.131(0.443)	-0.866(0.559)	5.076(0.124)
Jowar	4.387(0.263)	4.283(0.640)	-0.310(0.834)	1.945(0.558)
Maize	5.056(0.398)	12.848(0.361)	0.652(0.771)	7.020(0.162)
Others	4.341(0.192)	-14.903(0.056)	5.194(0.000)	0.265(0.925)

Table 5. Association Between Staple Diet and BMI, WC

Staple Food	BMI B-Efficiency (Significant)	Weight B-Efficiency (Significant)	Waist Circumference B-Efficiency (Significance)
Rice	-0.956(0.910)	-3.714(0.888)	-0.905(0.001)
Ragi	-1.065(0.927)	-3.834(0.916)	-1.179(0.003)
Wheat	14.826(0.084)	47.043(0.081)	1.949(0.000)
Bajra	0.519(0.988)	0.841(0.994)	0.931(0.424)
Jowar	-0.461(0.989)	-1.997(0.985)	0.212(0.855)
Maize	-1.074(0.984)	-4.668(0.978)	-1.294(0.508)
Others	-1.553(0.957)	-5.043(0.956)	2.148(0.033)

advise diets rich in 50%–60% carbohydrate, 15%–20% proteins and 20%–30% fats are good enough to keep diabetes under control. Diabetic people and people suffering with other related metabolic complications must consume diets with this composition to maintain a healthy lifestyle.^{24,25} Additionally, intake of fiber is reported to produce a marked influence on glycemic control,²⁶ and large amounts of fiber should be consumed to control glycemic index. Previous literature suggests that 25 g of fiber intake per meal reduces PPBS level by 10%.²⁷

Su-Que et al. assessed the effect of nutrient-rich wheat bread Jizi439 and buckwheat on postprandial plasma levels in Type 2 diabetic subjects. Their findings revealed that intake of Jizi439 steamed bread resulted in reduced plasma glucose in both diabetic subjects and healthy people, compared with other types of test foods, suggesting that Jizi439 steamed bread is helpful in lowering the glycemic index.²⁸ In addition, people are less likely to develop Type 2 diabetes and/or other major diseases like cardiovascular diseases (CVDs) and cancer who consume whole grains compared to refined grains as whole grains contains all the vital nutrients which are lost during refining process.^{29,30}

Moreover, several studies have shown that increased intake of whole wheat grain changes the gut microbiota which assists in ameliorating the health of the individual. However,

the association between the two is poorly understood.³¹⁻³⁴ Findings of Borneo et al. demonstrated that total cholesterol and LDL cholesterol at fasting reduced when whole grain was consumed, whereas no significant changes were found in the refined grain group. Furthermore, there are overall health benefits and an amelioration of lipid profile observed when whole grains are consumed as compared to refined grains.³⁵ Whole wheat are thought to contain more fiber than refined grains hence they are able to decrease the blood cholesterol levels.^{36,37} But our study showed that it is positively associated with cholesterol, tends to increase the cholesterol.

Cano et al. revealed maize-based diets have amazing health benefits and are helpful in reducing LDL levels in rats.³⁸ Studies have revealed that when whole wheat is consumed at a dosage of 48 g per day, then it has the potential to curtail total cholesterol in humans.^{39,40} However, there are few contradictory reports which suggest that consumption of whole wheat does not influence blood cholesterol levels in some cases.³⁰ Similar findings were obtained by Odes et al., whose group found that intake of supplement with 12.5 g of fiber daily for two or four weeks had negligible effect on blood cholesterol levels in humans.⁴¹ However, their findings also demonstrated that the lipid levels reduced when a combination of whole wheat, corn and rice was consumed for a period of six weeks. But our study showed that wheat and maize are positively associated with cholesterol and tend to increase the cholesterol.

These results demonstrate the role of kind of diet an individual consumes in health and disease. Ayurveda explains mainly two types of food: *laghu* and *guru*. Laghu means one which gets digested within three hours of consumption (example—rice, ragi) and Guru means the food which takes longer duration to get digested (example—wheat, black gram). Laghu type of food increases *vata* and decreases *kapha*. Guru type of food increases *kapha* and decreases *vata*. According to ayurveda, diabetes, cholesterol levels and obesity are caused by the vitiation of *kapha dosha*. Therefore, refined wheat is contraindicated in diabetes and obesity, whereas rice, ragi, and jowar are recommended for diabetes and obesity.

Ayurveda also suggests that newly cultivated rice is not good for diabetes, as it increases *kapha*. Instead, one should consume stocked old rice in diabetes and obesity. Usually, glycaemic index is considered for prescribing diet module for diabetes. GI of rice and ragi are 81 and 71, respectively, while of wheat is 100. Jowar GI is 61 (clinical dietetics and nutrition).¹⁸ This also shows that wheat has high glycaemic index and rice, ragi, and jowar can be advised in diabetes. The theory of GI confirms ayurvedic perspective of diet.

The strength of the study is that it is the first study to analyze the association between different staple food categories and sugar levels. Sample size was also good. A limitation of the study is that sample was not distributed normally in all zones. Moreover, the data about other diets was not obtained and that it is difficult to rule out the effects of physical activity. Furthermore, data about diet information

was retrospectively obtained and this is not prospective information.

Conclusion

The results of this article indicate that wheat is more positively associated with sugar levels, weight, and waist score of an individual. This suggests that intake of wheat which bears a high GI value may prove detrimental to diabetic subjects and hence should not be consumed more than recommended levels. On the contrary rice and ragi, which comparatively carry a lower GI value, are negatively associated with HbA1c levels, sugar levels and waist circumference. This indicates that their consumption can reduce HbA1c, total cholesterol, and LDL levels and put diabetes in control.

D	Diet: On weekly basis, how often do you:		
D01	Skip breakfast?	Usually/Often	1
		Sometimes	2
		Rarely/ Never	3
D02	Eat less than 2 servings of whole grain products or high fiber starches a day?	Usually/Often	1
		Sometimes	2
		Rarely/ Never	3
D03	Eat less than 2 servings of fruit a day? Serving = ½ cup or 1 med. fruit or ¾ cup 100% fruit juice.	Usually/Often	1
		Sometimes	2
		Rarely/ Never	3
D04	Eat less than 2 servings of vegetables a day? Serving = ½ cup vegetables, or 1 cup leafy raw vegetables.	Usually/Often	1
		Sometimes	2
		Rarely/ Never	3
D05	Eat or drink less than 2 servings of milk, yogurt, or cheese a day? Serving = 1 cup milk or yogurt; 60 grams cheese.	Usually/Often	1
		Sometimes	2
		Rarely/ Never	3
D06	Eat more than 250 grams (see sizes below) of meat, chicken, turkey or fish per day?: Note: 100 grams of meat or chicken is the size of a deck of cards or ONE of the following: 1 regular hamburger, 1 chicken breast or leg (thigh and drumstick), or 1 pork chop.	Usually/Often	1
		Sometimes	2
		Rarely/ Never	3
D07	Eat fried foods such as fried chicken, fried fish, French fries, chips, Samosa, Kachori, Bonda or Bhajji?	Usually/Often	1
		Sometimes	2
		Rarely/ Never	3
D08	Eat regular potato chips, nacho chips, corn chips, baked food typically made from flour, regular popcorn, nuts, air-popped popcorn?	Usually/Often	1
		Sometimes	2
		Rarely/ Never	3
D09	Eat sweets like cake, cookies, pastries, donuts, muffins, chocolate and candies more than 2 times per day.	Usually/Often	1
		Sometimes	2
		Rarely/ Never	3
D10	Drink ½ litre or more of non-diet soda, or fruit drink/punch a day?	Usually/Often	1
		Sometimes	2
		Rarely/ Never	3
D11	Your staple food	1. Rice 2. Ragi 3. Wheat 4. Bajra 5. Jowar 6. Maize 7. Other	

Authors' Contributions

RN(PI) conceptualized and edited the manuscript. AA gave concept of the paper. DM and SN were involved in writing. SP was involved in raw data and analysis. AS provided National Coordination.

Statement of Ethics

Following a detailed presentation by the PI, the IYA's IEC cleared the proposal after scrutinizing the complete project proposal including informed consent forms. The study was registered on CTRI (Registration Number– Trial REF/2018/02/017724).

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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Gender Sensitivity Among Adolescents in Relation to Their Family Values and School Environment

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Abstract: Adolescence is a stage during which the formation of gender-based behavior is largely influenced by their everyday activities throughout life such as family, school, and various sources of media. The present study is intended to study the relationship of family values and school environment with gender sensitivity of adolescents. A sample of 122 adolescents from 4 government schools was selected randomly from two districts i.e. Ambala and Panchkula of Haryana. Data was gathered from these adolescents on three scales i.e. gender sensitivity, family values, and school environment. The result revealed that family values and the school environment of adolescents significantly correlated with their gender sensitivity. However, no significant difference was found in the gender sensitivity of adolescents belonging to the Ambala and Panchkula districts.

Key Words: Gender, adolescents, family, and school.

1. INTRODUCTION:

Adolescence is defined as a stage of development that replicates certain biological, cognitive, and socio-emotional changes in an individual. It is a transitional stage that promotes an individual from childhood to adolescence with some changed behavior and also produces several socio-emotional problems sometimes results in creating an impediment for them in adjusting to socially confirmed behavior and values by the society. During this stage, he or she starts forming gender-based behavior. Gender refers to socially created roles, behavior, and feelings that society deems appropriate for men and women. These roles vary from society to society and can be changed. The formation of these roles is deeply influenced by individual everyday activities throughout life such as family, school, and various sources of media. A baby is born as either male or female. They are further taught by family members, peer groups, and schools to adopt appropriate norms and behavior according to their gender. The adaption of gender-specific roles leads to gender-based discrimination. A girl is expected to play a meek and less affluent role as compared to a boy's right from their childhood. Discrimination against girls begins before her birth and flourishes in every aspect of her life. Gender sensitivity is concerned with increasing sensitivity to the implications of gender inequality and identifying the problems of gender discrimination among adolescents. In fact, as a child moves from childhood into adolescence, they are exposed to various factors that influence their behavior towards gender roles. This behavior is mostly learned within the family first. Parents play a primary role in influencing gender role development during the initial years. The traditional views regarding gender roles still believe that women are best suited for domestic tasks, such as childcare and household chores, while men should be the primary breadwinners (Halpern & Jenkins, 2015). After family, the school also plays a major role in gender socialization, by reinforcing the traditional values, attitudes, and notions of the society through various teaching-learning practices (Kuruvilla & Thasniya, 2015). These two levels of societal interaction play an important role in depicting gender sensitivity among students; hence it is necessary to relate these interactions with gender sensitivity among students. Thus, it is important to assess the gender sensitivity among secondary school students in relation to their family values, and school environment.

2. LITERATURE REVIEW:

Dhar, Jain, and Jayachandran (2018) found that when a parent holds a discriminatory attitude, his or her child is about 11 percentage points more likely to hold the same perception and mother's influence on developing children's gender attitudes is found to be more than fathers. Halpern and Jenkins (2017) found that mother and father behavior were better predictors of children's role attitude than parent's ideology and the acquisition of knowledge about gender stereotypes among children was mainly due to the mother and father's unique roles. Obiunu (2013) found that discrimination among students was due to parent's attitudes towards gender sensitivity and it was also found that teachers were very positive in their behavior towards students and do not encourage gender insensitivity. Yuden, Chuki, and Dorji (2020) concluded that teachers were not gender-sensitive in pedagogical practices and never made a conscious effort to address gender equality in the classroom. Patil (2016) concluded there is no specific bias towards the selection

of candidates for school programs, both genders are given equal status and role in performance in school, and students of both genders are encouraged and provided equal opportunities to learn and practice self-defense techniques. Gray and Leith (2004) studied the concerns of teachers on gender inequality in the classrooms. The data found that teachers emphasized their preference to address their students as individuals and not regarding gender. In brief, teachers did not wish to generalize and divide their students into two groups based on gender. The gender-based image provided by a family and school is considered an important factor to enhance or degrade gender sensitivity among students. Therefore, it is important to assess gender sensitivity among students in relation to their family values and school environment

3. PURPOSE OF THE STUDY:

The main purpose is to study gender sensitivity among adolescents in relation to their family values and school environment

4. HYPOTHESES:

- There exists no significant relationship between gender sensitivity and family values of adolescents of Haryana.
- There exists no significant relationship between gender sensitivity and school environment of adolescents of Haryana.
- There exists no significant difference in gender sensitivity of adolescents of Ambala and Panchkula.

5. METHODOLOGY :

A descriptive survey method was used for conducting the present research study. To measure gender sensitivity, family values, and school environment of adolescents, already developed and validated scales by investigator herself on all above three variables were used. Scores obtained by students were assessed using SPSS version 16 for Product MOMENT CORRELATION AND REGRESSION ANALYSIS.

5.1 SAMPLE:

The population of the study consisted of adolescents studying in government schools of Haryana. The two districts i.e. Ambala and Panchkula were randomly selected. Multistage sampling technique was employed for selecting a total number of 122 adolescents from 4 government schools selected randomly from two districts i.e. Ambala and Panchkula. Data was gathered from these adolescents on three scales i.e. gender sensitivity, family values and school environment.

5. ANALYSIS:

- There exists no significant relationship between gender sensitivity and family values of adolescents.

Correlations

		Gender Sensitivity	Family Values
Gender Sensitivity	Pearson Correlation	1	.391**
	Sig. (2-tailed)		.000
	N	122	122
Family Values	Pearson Correlation	.391**	1
	Sig. (2-tailed)	.000	
	N	122	122

** . Correlation is significant at the 0.01 level (2-tailed).

Table reveals that the product-moment coefficient of correlation (r) between gender sensitivity and family values of adolescents studying in Haryana is .391 which predicts that there is a significant relationship between these two variables. The p-value .000 was also found to be significant at 0.01 level. Hence, the null hypothesis “There will be no significant relationship between gender sensitivity and family values of adolescents” is rejected. Therefore it is concluded there that there exists a significant positive relationship between gender sensitivity and family values of adolescents studying in Haryana. It can easily be concluded that those adolescents who have high gender sensitivity are also higher in gender-based family values as well or vice versa. It could be because the family values of these students played an important in socializing their children about equal gender roles or vice versa.

- There exists no significant relationship between gender sensitivity and school environment of adolescents.

Correlations

		Gender Sensitivity	School Environment
Gender Sensitivity	Pearson Correlation	1	.221*
	Sig. (2-tailed)		.014
	N	122	122
School Environment	Pearson Correlation	.221*	1
	Sig. (2-tailed)	.014	
	N	122	122

*. Correlation is significant at the 0.05 level (2-tailed).

Table reveals that the product-moment coefficient of correlation (r) between gender sensitivity and school environment of adolescents studying in Haryana is .221 which predicts that there is a significant relationship between these two variables. The p-value .014 was also found to be significant at 0.05 level. Hence, the null hypothesis “There will be no significant relationship between gender sensitivity and school environment of adolescents” is rejected. Therefore it is further concluded there that there exists a significant positive relationship between gender sensitivity and the school environment of adolescents studying in Haryana. It can easily be concluded that those adolescents who have high gender sensitivity are also higher in gender-based school environments as well or vice versa. It could be because the teachers and other educational staff may be playing an important role in fostering the ideas, beliefs, and values about equal gender roles among their students. Another reason could be that the efforts were being made by the school administration to minimize gender-based discriminatory practices in the schools by providing equal chances to both genders in different activities organized by schools. The findings are also supported by Patil (2016), and Gray and Leith (2004) who also found that school plays the foremost role in developing gender-neutral image among their students.

- There exists no significant difference in gender sensitivity of adolescents of Ambala and Panchkula.

Variables	Groups	N	Mean	SD	SEM	df	t-value	Sig (2-tailed)
Gender Sensitivity	Ambala	377	142.65	24.20	3.073	122	-.438	.664
	Panchkula	379	144.30	17.08	2.206			

Table reveals that t-ratio was found to be statistically non-significant (t=-0.438) for the difference between the gender sensitivity of adolescents of Ambala and Panchkula studying in Haryana at 0.05 level of significance. The calculated t-value was found to be less than +/-1.96 which further indicates that the adolescents belonging to Ambala and Panchkula do not differ significantly in mean scores of gender sensitivity. Hence, it can be predicted that adolescents belonging to Ambala and Panchkula were equally gendered sensitive. Therefore null hypothesis “There exists no significant difference in gender sensitivity of adolescents of Ambala and Panchkula” is accepted. Close values of the mean of both samples also support the deduction of the present research study, as not much difference is seen in the means value of adolescents of Ambala and Panchkula.

7. FINDINGS OF THE STUDY:

Based on analysis and interpretation of data, the followings findings are derived from the research study.

- There was significant and positive relationship between gender sensitivity and family values of adolescents.
- There was significant and positive relationship between gender sensitivity and school environment of adolescents.
- There was no significant difference in gender sensitivity of adolescents of Ambala and Panchkula.

8. CONCLUSION:

The formation of gender-based roles among adolescents is deeply influenced by their everyday activities throughout life such as family, school, and various sources of media. They are taught by family members, peer groups, and schools to adopt appropriate norms and behavior according to their gender. The adaption of gender-specific roles leads to gender-based discrimination. Gender sensitivity is concerned with increasing sensitivity to the implications of gender inequality and identifying the problems of gender discrimination among adolescents. The study concluded that there exists a significant and positive correlation between gender sensitivity and family values/ school environment among adolescents studying in schools of Haryana.

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Development and sensory evaluation of a value added food product for prevention of diabetes

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Abstract---A healthy lifestyle is a way of life that includes a healthy diet, good eating habits, adequate sleep, and some physical activity in order to achieve a two-fold goal: to make the body fit and disease-free. Diabetes mellitus is ranked seventh among the world's leading causes of death, and third when its fatal complications are factored in. The alarming rise in diabetes mellitus prevalence in India has been attributed to changing demographic patterns as well as the environment. Kidney failure, cardiovascular disease, obesity, nephropathy, and neuropathy are all complications of diabetes. Diabetes can be caused by a variety of factors, including a lack of physical activity and healthy eating habits, among others. As a result, The focus of this paper is on the development of a value-added food product using a combination of amla, bael, and stevia. The trained panel judges conducted an organoleptic evaluation, which was rated on a 9-point hedonic scale. As a result, the experimental cookies was found to be more accepted by the panel than the control, indicating that diabetics can eat it as part of their meal.

Keywords---cookies, food, product, diabetes, sensory, evaluation.

Introduction**Diabetes**

Diabetes has increased to become one of the world's most serious health issues, with its prevalence rising at an alarming rate. According to the World Health Organization (WHO), the number of people living with diabetes is rapidly rising around the world, and it has become a major public health concern (Zaman et al, 2011). Diabetes will increase from 463 million to 700 million people aged 20 to 79

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years old by 2045, according to a World Health Organization (WHO) report. According to the Centers for Disease Control and Prevention (CDC), 12.2 percent of adults in the United States had Type 2 Diabetes Mellitus in 2017. On the other hand, Type 2 Diabetes Mellitus (T2DM), is a disease of exclusion, meaning it only exists when other diseases are present (such as Type 1 diabetes and what is referred to as "other specific types of diabetes" in both the World Health Organization Classification (2019) and the American Diabetes Association Classification (2020)).

Despite the importance of genetic predisposition, ageing, obesity, and a sedentary or dietetic lifestyle are all important risk factors for T2DM development. Obesity is seen in the majority of people who have T2DM (Ramarao and Kaul, 1999). To treat diabetes mellitus hyperglycemia, a variety of medications, such as biguanides and sulfonylureas, are currently available (Mutalik et al., 2005). Because of the medications' side effects, finding a new medicine, chemical, or method to treat diabetes complications is a top priority. (Noor and colleagues, 2008). Diabetes, like many other diseases, is treated with herbal medicines and plants, particularly in India. This prompts the novel idea of looking into alternative medicine for diabetes in the form of herbal remedies. Wood-apple, also known as Bael, Gooseberry, or amla, and honey leaf, also known as stevia, are among the leading contenders.

Amla (Gooseberry)

Amla, also known as *Emblica officinalis* (Eo) or *Phyllanthus Emblica*, is a plant used to treat a variety of ailments in Indian medicine. Amla is a member of the *Emblica* genus (Euphorbiaceae). It grows in tropical and subtropical climates in India, Sri Lanka, China, Indonesia, and the Malay Peninsula. Amla (Indian gooseberry) are bitter, cooling, diuretic, and laxative. Diabetes, bronchitis, hyperacidity, peptic ulcer, dermatitis, haematogenesis, inflammations, anaemia, liver diseases, gastrointestinal tract problems, menorrhagia, and cardiac illnesses. Amla is thought to reduce oxidative stress and improve glucose metabolism in Type 2 diabetics. As a result, amla provides a significant amount of vitamin C in both fresh and dried form (Krishnaveni, 2010).

Bael (Wood apple)

The Rutaceae family includes the Wood-apple or Stone apple, a medium-sized deciduous tropical tree. The word Bael is used in Hindi, but the word *Bilva* is used in Sanskrit. It's an up to 18-meter-tall slender, aromatic, armed, gum-bearing tree with thorns and fragrant blossoms. It is primarily found in tropical and subtropical climates. Bael can be found growing along the East Coast in the Himalayan foothills of Uttarakhand, Jharkhand, and Madhya Pradesh. It's common in dry areas of India, as well as some wetlands in Sri Lanka (Simons et al., 2005).

Stevia (*Stevia rebaudiana*)

Stevia rebaudiana, a member of the Asteraceae family, is a nutrient-dense plant. Stevia is a powerful natural sweetener that is also known as Honey Leaf in India.

It is safe for daily consumption in drinks, not just once or twice a day, but several times a day, with no side effects, but dried leaves cannot be used in domestic cooking due to their green colour (Rajbhandari and Roberts, 1985; Tsanova et. al., 1991) One gram of stevia can be used once a day to help reduce blood glucose levels without having any negative side effects (Rayaguru and Khan, 2008).

Methodology

After experimenting with different combinations of extracts on diabetic rats, various products were developed using a combination of Amla, Bael, and Stevia. The main ingredient in the development of value-added food product was a combination of amla, Bael, and stevia.

Method of Preparation

Different methods of cooking, such as preservation, baking, and roasting, have resulted in a variety of food products. The development of Cookies with the above combination is the focus of this study.

Sensory evaluation of developed products

The acceptability of the product was assessed by a panel of ten judges who used the 9-point Hedonic Scale (Larmond, 1970) to determine whether the product was liked or disliked. The panelists were asked to record their level of liking or disliking by assigning points to various product characteristics. The samples were graded on a 9-point Hedonic Scale for quality attributes such as appearance, colour, flavour, texture, taste, and overall acceptability and scoring by using the following grade descriptions.

Table 1: Mean Sensory Score of Cookies

COOKIES	Colour	Apperarence	Texture	Aroma	Taste	Overall Acceptibility
Control	5.2	5.5	5.8	4.3	6.5	6.3
Experimental	6.9	7.6	7.5	5.4	7.3	7.5

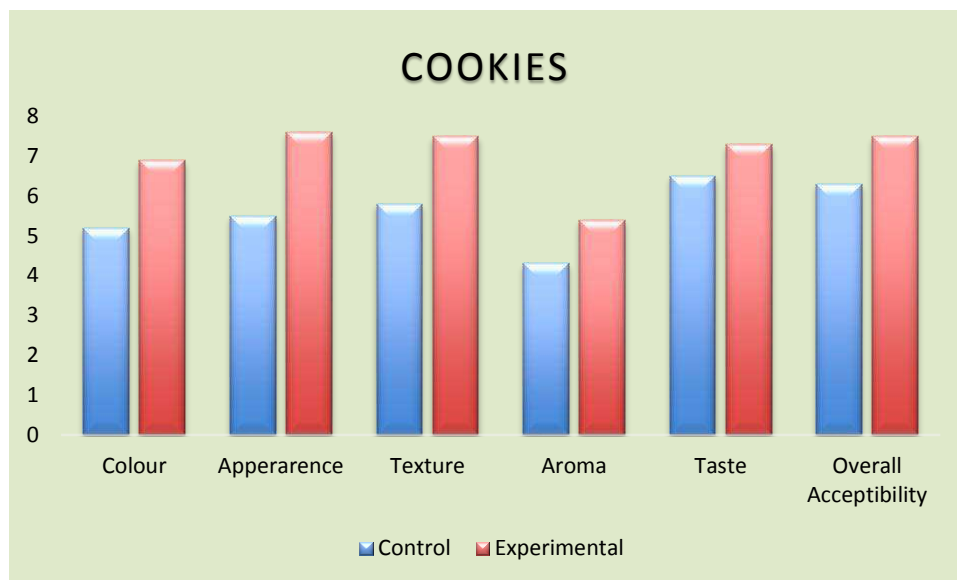


Figure 1: Mean sensory Score of Cookies

Result and Discussion

Development and Distribution of value-added Products (Cookies)

Cookies were created using a combination of amla, Bael, and stevia, and the Food Product's physiochemical and shelf-life were assessed. Cookies were made from a combination of Amla, Bael, and stevia in this study. The mean sensory scores of acceptability of cookies for diabetes are tabulated in (Table 1) using a nine-point hedonic rating scale. Control (C) sample and experimental value-added product (cookies) were used for evaluation. Each parameter of sensory evaluation was found to be well-performed by the experimental sample. The mean score revealed that cookies prepared as a value-added product (experimental sample) have organoleptic scores of 6.9, 7.6, 7.5, 5.4, 7.3 for colour, appearance, texture, aroma, and taste respectively.

The corresponding scores for the control sample were 5.2, 5.5, 5.8, 4.3, and 6.5, respectively. Overall Acceptability was found to be higher for experimental sample (7.5), while Control had the same value at 6.3. The incorporation of combination has the greatest impact on the appearance parameter, followed by colour and texture. The taste parameter had the smallest difference (Fig.1). According to the data presented in above table and figure, the panel opted experimental Cookies with a combination of amla, bael, and stevia for further investigation of the study, such as physiochemical and shelf-life assessment.

Conclusion

Diabetes Mellitus is a carbohydrate, lipid, and protein metabolic condition characterised by a complete or partial insulin shortage, resulting in hyperglycemia, obesity, hypertension, and cardiovascular disease as a result of a poor lifestyle, inactivity, poor dietary habits, and a high intake of unprocessed


foods. As a result, people are increasingly interested in herbal products and organic foods that have few side effects and are safe to consume. As a result, this study focuses on the development of a value-added food product (cookies) containing a combination of amla, Bael, and stevia after testing on diabetic rats. Furthermore, it was evaluated by the panel members on a 9-point hedonic scale on the variables colour, texture, taste, and so on, in addition to overall acceptability (7.5) of Cookies.


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YOGA AND GENERAL HEALTH: CONTEMPORARY EPOCH

DR. SAVITA ARYA*

ABSTRACT

Yoga is the best way of exercising the body as well as the mind. Yoga is a perfect art and science of healthy, happy and harmonious living for human beings. Yoga has a particularly powerful and beneficial effect on one or more of all the glands in our body. The present study was planned to examine the effect of Yoga on general health. A sample of 92 people, age range 25-50 years, was selected from Chandigarh on random basis. For the purpose of this study, the sample was divided into two groups i.e., experimental group and control group. The experimental group was given the treatment of yogic exercises and special lectures according to the specially prepared exercise schedule for three months and control group was not given any treatment. After giving the yoga treatment and special lectures for three months, scores of general health were collected from both the groups. PGI Health Questionnaire by Varma and Verma was administered for collecting health scores. Results indicated that the practice of Yoga has a positive effect on general health. Both yoga and health are positively correlated and interdependent. Yoga works on all aspects of a person - physical, mental, emotional, psychological and spiritual.

INTRODUCTION

Yoga is not an ancient myth buried in oblivion. It is the most valuable inheritance of the present. It is the essential need of today and the culture of tomorrow. The awareness, knowledge and practice of yoga among people create a strong and sound base for the coming generations. So, yoga is the science of right living and as such is intended to be incorporated in daily life. The word "yoga" means "unity" or "oneness" and is derived from the Sanskrit word 'yuj' which means 'to form'. This unity or joining is described in spiritual terms as the union of individual consciousness with the universal consciousness. Yoga today has acquired global recognition and a glorious status as an ancient health-building solution. Yoga is not just a physical exercise but a holistic medical science. Modern scientific researchers in India and abroad have amply proved that Yoga is mainly practiced in two ways basically - Yogasana and Pranayama.

YOGASANAS

Practicing of Yogasanas (postures) provide gentle stretching and movements that increase flexibility and help in correcting bad postures. It is the first step of yoga according to philosophy of Hatha-Yoga (Hatha Yoga Pradipika, Swam Muktibodhananda). But according to Patanjali, asana or posture is at the third place. Yogasanas bring steadiness, health and lightness of limb. A steady and pleasant posture produces mental equilibrium and prevents fickleness of mind. Yogasanas are not merely gymnastic exercises; they are postures. To perform them one needs a clean airy place, a yoga mat and determination, while for other systems of physical training one needs large playing fields and costly equipment. Yogasanas can be executed alone. By practicing them one develops agility, balance, endurance and great vitality. Yogasanas have been evolved over the centuries so as to exercise every muscle, nerve and gland in the body. They secure a fine physique, which is strong and elastic without

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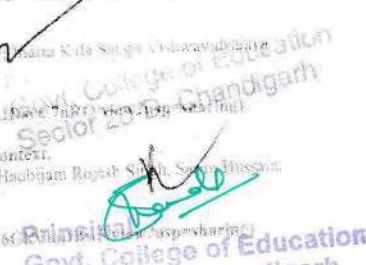


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