CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

“Education should contribute to every person’s complete development - mind and body, intelligence, sensitivity, aesthetics, appreciation and spirituality.”

The UNESCO Resolution in 1972

In the year 1972, the ICDE and UNESCO defined the report, learning to be: the World of Education Today and Tomorrow. The report is also called as Faure Repo (Yao et al., 2013).

Globally, education process provides empowerment and enlightenment to attain the high-quality achievement in life. This education system enhances the potential capabilities of learners in terms of transformation of their interests, growth of their competencies, values and attitudes (Singh, 2010). Generally, education system empowers the students to enhance their intellectual powers. Therefore, education provides pathways to success and development (Samanta ray, 2013). It is significant to both society and individual. It is perhaps one of the reasons that every society aims to make necessary arrangements for ensuring the best possible education for the next generation (Vashishtha, 2006). In this 20th century, the world goes to knowledge based society with numerous better opportunities (Kalam, 2011) and requires the best citizen in future (Rajput, 2004). Thus, the education system not only gives new opportunities in the classroom studies, it further provides key ideas to face the challenges. Overall the education system empowers the individuals with required skills and competence for attaining social and personal goals, which will in turn contribute to the development of the nation.

Emotional intelligence is the social skill which can be achieved at any age. There are different types of programmes which help in attainment of emotional skills and goals, i.e., mindfulness programmes, yoga intervention, etc. Yoga as a science is one of the means to achieve this objective. It deals with the physical and psychological well-
being of the individual. Adolescent is the time of the extreme growth and intellectual advancement combined with emotional disturbances. Emotional disturbances are hostile to learning in such situations. Failure to achieve the objectives of learning often leads to the path of academic stress. Academic stress has direct and strong influence upon the personality of adolescents.

1.2 ADOLESCENCE

The adolescence is a transitional period of individual’s life between adulthood and childhood during which significant social, psychological, and biological changes takes place in their life. The word adolescence is derived from the Latin word ‘adolescere’ meaning “to grow into maturity”. So the essence of the word “adolescence” is growth and it is in this sense that adolescence represents a period of intensive growth and changes in nearly all aspects of child’s physical mental, intellectual and social life. Adolescence can be described as a process instead of a period, a means of accomplishing the beliefs and attitudes required for viable participation in the society. It is additionally a time of the most extreme development and intellectual advancement combined with emotional disturbance. Transition phase of adolescence is quite tricky and complex. It is like being at cross roads. On one hand is the ideal future and on the other, short cuts and distractions; but decisions at this stage are confusing.

*Lack of experience, egocentrism and curiosity to experiment with new and sometimes risky social roles in order to establish unique identity; place adolescents in high risk for developing certain Emotional and Social problems. (Gilmore, 2013)*

Adolescence is a process of achieving the attitudes and beliefs needed for effective participation in the society (Rani, 2014). Erikson (1968) felt that the roots of identity are placed from the young age when he/she perceives one as an individual away from its parents. According to Erikson, adolescence is characterized by identity crisis which if not properly resolved may lead to rebellion pattern. Kroger (2004) said that during the outbreak of puberty in adolescence lead to development of new cognition skills and physical changes.
Systematic study of adolescents started with the classic work of G. Stanley Hall in the beginning of 20th century. Hall (1904) views adolescence as a period of storm and stress marked by vacillating and contradictory emotions. According to Gilmore and Meersand (2013) lack of experience, egocentrism and curiosity to experiment with new and sometimes risky social roles in order to establish unique identity, place adolescents in high risks for developing certain emotional and social problems.

In this period of adolescence, the balance of mental, physical and social strengths is lost often and the individual is left alone to make his or her own adaptation with the society and self. The high level of irritability and impulsiveness among adolescents get in their way of learning. The adolescents are not very consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The adolescent lives a life that is intense in emotions, observing the occurrence of negative and positive periods of conduct in his or her daily existence. There exist consistent rotations between deep depression and extreme excitement. It is very difficult to put check on the emotions during the peak of adolescence. Thus, it is often described as a period of strains and stresses.

1.3 STRESS

*The modern world which is said to be world of achievements ,is also a world of stress. (Kaul,1989)*

Hans Selye, was an Encrinologist introduced the concept of stress in 1936 in Life Sciences .He was one of the founding fathers of Stress Research. Stress is characterized as the adverse response of the individuals to a pressure that is excessive or demands of different types put on them (Parry, 2005). The word ‘Stress’ is derived from a Latin word ‘Stringi’, which means “to be drawn tight”. According to Chaplin (1982) stress is a state of strain whether physical or psychological. Conflicts, frustration and pressure are the essential stress sources. It is a the state of psychological upset or disequilibrium in human beings caused by frustrations, conflicts and other internal as well as external strains and pressures.

It was reported that (TOI, 2007) stress overloads our mental and physical resources and interferes the effective use of skills thus badly affecting our performance. The Indian
Express (2007) presented the findings made by researchers of Rush University Medical Central in Chicago, USA. It was revealed that people who are often stressed or depressed are more likely to develop cognitive impairment.

Akhtar (2006) reported that stress changes brain anatomy, which adversely affects memory. He further claimed that stress brings the changes, which are directly linked to body mind problems such as suicidal tendencies, severe depression, addictive behavior and obsessive compulsive disorder.

In a more serious condition of the stress, the individual reaches a point where the physical processes are seriously affected, the mental processes are confused and the emotional state is chaotic.

1.4 ACADEMIC STRESS
Academic stress is a mental distress with respect to some apprehended frustration associated with academic failure, apprehensive of such failure or even an awareness of the possibility of such failure (Gupta & Khan, 1987). In the context of school, academic stress means a pervasive sense of urgency to learn all these things which are related to or prescribed by the school (Shah, 1988).

Studies show that even low or moderate levels of stress can intrude work performance. In optimal limits it mobilizes the potentialities of the students to perform more effectively. However, increasing amounts of academic stress for prolonged period may create overwhelming frustration and anxiety in the students which may in turn adversely affect their morale, academic achievement, mental health, study habits and adjustment styles. Excessive academic stress may lead to a burnout, which is characterized by emotional exhaustion, feeling of low accomplishment and depersonalization of students, which can affect both health and academic performance.

1.4.1 Key domains of academic stress
Frustration, conflict, pressure and anxiety are the key domains of academic stress. Frustration results when our motives are thwarted either by some obstacle that blocks our progress or by absence of an appropriate goal. Conflict of motives and desires may cause stress situation. Conflicting situation may lead to stress and
inner turmoil that the individual can’t resist and eventually develops into a disorganized personality. Anxiety is an emotional state which arises in a situation of impending danger and is manifested in expressions of unfavorable bents. Anxiety may manifest itself as a feeling of helplessness and lack of sufficient strength in the face of external factors. Anxiety is used to describe unpleasant emotional state which is characterized by subjective feeling of tension apprehension and worry. Hirsch and Ellis (1996) have stated that the pressure to get good marks and to get a degree is of higher order. Ohta (1986) has stated that Japan’s higher academic pressure lead to in house disturbance, school rampage and elimination from schools.

1.4.2 Sources and Causes of Academic Stress

The children of the underdeveloped nations are exposed to numerous issues in their everyday life, which are the obstructions to their advancement. The child experiences a lot of strain and stress inside the school and also outside. The increasing number of suicides and suicidal attempts among adolescents is an avid indicator of this deplorable state of affairs. In recent years, out of all the stresses confronted by late teenagers and young adults, Academic Stress has emanated as a critical problem of the mental health. The causative factors consist of environmental as well as personal factors. There are situational factors such as rigidly disciplinarian home atmosphere, vast syllabus and strict teachers coupled with over-ambition of parents, unfriendly and frosty peers and so on. Then there are personal factors relating to the adolescent such as learning inabilities, ego and self-esteem, sexual development issues, poor health, etc.

1.5 EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) is a relatively new field of study (Mayor et al., 2000). The term emotional intelligence’ appears to have originated with Payne’s (1985) of USA doctoral Thesis which included the phrase emotional intelligence. The concept of emotional intelligence was formally proposed by Yale psychologist (Mayer and Salovey, 1990) in Journal of Imagination and Personality. Peter Salovey and John Mayer used the term Emotional intelligence to describe traits like appreciating one’s own emotions, empathy for the feeling of others and
dealing with one’s emotions. They defined emotional intelligence as the “ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.”

The concept was more popularized by the bestselling Goleman’s book “Emotional Intelligence”, the cover article on Time (Gibbs, 1995) and then some other popular books (Segal, 1997). With reference to this context, Emotional Intelligence may be understood as the capacity to comprehend emotions and their reasons and the ability of viably managing these emotions and in addition using them in solving a problem and resolving a conflict.

Gardner’s (1983) theory of multiple intelligences includes intrapersonal and interpersonal intelligences. He conceptualized intrapersonal intelligence as an ability to understand one’s own emotion and Interpersonal intelligence as an ability to understand other’s emotions and intentions. Emotional intelligence can be described as a form of social intelligence, which incorporates the capacity to observe self, and others’ emotions and feelings, to distinguish between them and also utilize this information to direct one’s action and thoughts (Mayer et al., 1990). Based on research studies, Goleman found that children who were assisted to enhance their emotional skills also did well in achievement tests as they were good learners. Singh (2001) has suggested guidelines for training and development of emotional intelligence with special reference to Indian organizational context. Harwaney (2008) has identified some of the characteristics of emotional intelligence; the first and foremost is that emotional intelligence can be learned and developed at any age. (Mangal, 2010) defined “Emotional Intelligence as a unitary ability helpful in knowing, and feeling emotions in close cooperation with one’s thinking process to behave in a proper way. This awareness is vital because we fail to behave rationally when we are overpowered by emotions (Mahajan et al., 2011).

Emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions. Emotional intelligence is not a subject or an isolated skill that can be taught. It is the process of learning to understand our own
emotions, learning to understand the emotions of others, gaining proficiency in positive emotional responses in one self and recognizing and accepting the emotional responses of others.

It has been suggested that emotionally intelligent persons represent better ability for problem-solving and for managing stress, more pulse control and a more positive attitude towards oneself and others implying greater enjoyment of life, resulting in psychological well-being (Dupertuis & Garrido, 1996).

Emotional Intelligence shows that students with higher emotional intelligence are better prepared to manage their emotional lives, so they can focus, learn and do their best in school. The academic achievement of a student is, thus, partly the product of his or her emotional intelligence. There is an obvious relationship between social-emotional factors and academic performance Menzie,(2005).

*Emotional Intelligence can be defined as an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with the environmental demands and pressures (Bar-On, 2000)*

The recent ‘National Curriculum Framework’ (National Curriculum Framework, 2000; National Curriculum Framework, 2005).for School Education by NCERT, apart from broad based general education to all learners, emphasizes very much not only on acquisition of basic life skills but also on development of high standards of Intelligence Quotient, Emotional Intelligence Quotient (EQ) and Spiritual Intelligence Quotient (SQ). The NCF (2000) also stresses the need for assessment of, Emotional Intelligence Quotient (EQ) Spiritual Intelligence Quotient (SQ) in addition to Intelligence Quotient (IQ).

Mangal (2004) defined emotional intelligence in Indian context as it includes

1. Intra-personal awareness (knowing about own emotions),
2. Inter-personal awareness (knowing about others emotions),
3. Intra-personal management (Managing one’s own emotions)
4. Inter- personal management (Managing others emotions)
**Intra-personal awareness:** The ability to be aware of his own feelings and emotions. One can respond correctly to a situation only if he can read his emotions in that situation.

**Inter-personal awareness:** The ability to be aware of others feelings and emotions. When a person is aware of others feelings and emotions, he has the ability to form a strong bonds with people, communicate efficiently and understand others’ view-point.

**Intra-personal management:** This domain comprises of ability to be aware of one’s own feelings and emotions. It involves extra personal skills like knowing and managing one’s internal states, impulses and resources, managing and harnessing one’s own emotions, taking responsibility for personal performance and striving to meet a standard of excellence showing persistence in pursuing goals despite obstacles and setbacks. Those who excel in this skill can bounce back far more quickly from life’s setbacks.

**Inter- personal management:** This domain comprises of ability to regulate moods and emotions of others as managing and harnessing others emotions and impulses. It is very important to understand that emotional intelligence is not the opposite of intelligence; it is not the triumph of heart overhead. It is unique intersection of both. Being emotionally intelligent involves turning into emotions, understanding them and taking appropriate action.

The importance of emotional intelligence and it’s integration was examined in the classroom by Vanita (2009). It results better teacher as well as students with improved performance. Emotional intelligence can be thought of as a set of skills that help learners or students to be successful in school, at work and in relationships. As a consequence of this, they are more likely to have a robust self-esteem and are better placed to cope with disappointments and setbacks. In order to become effective learners, the students need to learn to take responsibility for their own learning and performance and demonstrate persistence and resilience in the face of obstacles and setbacks. The study found that through emotional intelligence both teachers and students will be benefitted in the use, control and managing of their emotions and thus contribute not only to their development but also to the process of teaching and learning and making it far more effective.
Table No.1.1: Abilities, Traits and Skills for Acquiring Emotional Competency

<table>
<thead>
<tr>
<th>Areas domains of EI</th>
<th>The abilities, traits or skills involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area II – Intra-personal management</td>
<td>Emotional self-control, stress tolerance, independence, self-regards, assertiveness, self-actualization and optimism.</td>
</tr>
<tr>
<td>Area III – Inter-personal awareness</td>
<td>Awareness about others, empathy, and reality testing</td>
</tr>
<tr>
<td>Area IV-Inter-personal management</td>
<td>Managing inter-personal relationships, flexibility problem solving, conflict management, cooperation and collaboration, and inspirational leadership.</td>
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</table>

1.6 ROLE OF YOGA IN EDUCATION

In the whole scheme of our education, there is no component which helps in training our emotional personality in order to handle the emotional problems, and academic stress i.e, increased, anxiety, depression, etc. among adolescents. It is obvious that managing adolescents’ problems resulting due to Academic Stress and Emotional Intelligence is indispensable for their proper development as responsible citizens and to develop them as complete human beings. In the current Indian perspective, the role to be played by the education system is facing new challenges.

Development of complete integrated personality is the sole goal of education. Hence, a holistic education system to meet these challenges is the need of the hour. Yoga in education leads to the development of harmonious personality and behavior at all the levels.

It is in this background that the efficacy and impact of yoga practices in confronting these challenges requires to be examined. In this backdrop and context, we need to understand Yoga as a science of holistic living, which brings out total personality development of adolescents at physical, mental, emotional and intellectual levels with a spiritual basis.
1.6.1 Yoga

“Through constant practice of yoga one can overcome all difficulties and eradicate all weaknesses. Pain can be transmitted into bliss, sorrow into joy and failure into success and sickness into perfect health. Determination, patience and persistence can lead us to our goal.”

Bhagwat Gita

One of the greatest gifts of India’s old Vedic Philosophy to the world is Yoga. Yoga’s basic text is the Yoga Sutra which was written by Indian thinker Patanjali in the second century B.C. The origin of the term yoga is from a Sanskrit word *yuj* which means *To Join, To Unite’ To Combine, To Integrate’ or Unite’*. Yoga literally means integration at all levels of one’s existence. The term yoga refers to the integration of personality, which we divide broadly into three important aspects: the physical, the mental / intellectual and spiritual. Conventionally, the amalgamation of the individual self with the divine, universal spirit or cosmic consciousness is the method of yoga. Additionally to its numerous spiritual benefits, it is also developing as a vast effective and popular system of healing and health. It is said that “Yoga is the science of sublimation”. Sublimation means transformation.

The practices of Yoga teach the technique to channelize the dissipated energy to a concentrated form and channelizing that energy for higher evolution. Yoga has a threefold impact on health. It keeps people healthy, it inhibits the development of diseases and it aids recovery from ill-health.

![Figure 1.1: Yoga Impact on Health](image-url)
Chapter 1

Introduction

Patanjali is been considered a great authority on yoga. He was the first writer to organize yogic knowledge into a comprehensive system. In his Yoga sutras Yoga was defined by Patanjali as the capability to comprehend and control mind fluctuations. "Fluctuations of the mind" corresponds to any content of the mind as it keeps changing every moment. Ashtanga yoga is based on Yoga Philosophy of Patanjali. In Sanskrit "Ashta + anga" is Ashtanga. "Ashta" means Eight and "Anga" is limbs so it means Eight Limb path. The eight limbs of ashtang yoga are –

1. **Yama (Principles of moral code)**
   - Ahimsa - A principle of non-violence
   - Satya - A principle of truthfulness
   - Asteya- A principle of non-stealing
   - Brahmacharya- Continence/Celibacy
   - Aparigrah- A principle of non- hoarding or non-possessiveness

2. **Niyama (Personal discipline)**
   - Shoucha-Purity
   - Santosh-Contentment
   - Tapa-Endurance
   - Swadhyaya-Self study
   - Eshwar Pranidhan-Dedication

3. **Asana (Yoga Postures/positions)**
   A stable and comfortable posture which helps to attain mental equilibrium.

4. **Pranayama (Yoga Breathing)**
   Extension and control of breath.

5. **Pratyahara (Withdrawal of Senses)**
   A mental preparation to increase the power of mind.

6. **Dharana (Concentration on objects)**
   Concentration of mind on one object and its field.
7. Dhyan (Meditation)

Withdrawing mind from all external objects and focusing it on one point and meditating on it.

8. Samadhi (Salvation)

State of super bliss, joy and merging

In present study yoga practices includes the following:

- Physical postures or asanas, is integration of mind and body through physical activity

- Pranayama is integration of mind and body through breathing, which can include ways for breathing calmly and letting go of tension; deep relaxation techniques are aimed to let go of tension in both body and mind.

- Meditation or preparation techniques designed to increase inner awareness and concentration.

According to Ramaswami (1989), “Yoga practices promote physical and mental health, through the maximization of joy and the complete unfolding of the human potential

Asana: The postures of the body.

Asana are the postures, or held position, which have evolved from the basic concept of learning to sit still for meditation. Asana is the perfect firmness of the body, steadiness of intelligence and benevolence of spirit. Asana means holding the body in a particular posture to bring stability to the body and poise to the mind. The word asana is derived from the Sanskrit root “as” which actually means “to sit”. The practice of asana brings firmness and purity to the body and mind. Yogasana are simple action for keeping internal and external part of the body in good health. It is a state of complete equilibrium of the body, mind and spirit. Asana means a state of being in which one can remain steady, calm and quiet and comfortable physically and mentally.

An asana is an attitude, which is psycho-physiological in nature. Most of these patterns are based on the natural postures of various animals, birds or even the symbols like tree, lotus, bow and plough, etc. A gradual training is given to the whole body as well as the mind through particular neuromuscular mechanism involved in
different postural patterns. This is expected to bring about specific changes gradually in the total personality of the individual, including behavioral changes.

*Sthira – sukham – asanam* (Patanjali’s Yoga Sutra II.46)

This aphorism gives us an idea about the main characteristic feature of asana. “**Sthira**” means firm, fixed, steadfast, enduring, lasting, serene, calm, and composed. “**Sukha**” means delight, comfort, alleviation and bliss. **Asanam** is the Sanskrit plural for asana. In this sutra Patanjali, explains the process of slowing down, let go, and merging in the expanse through internal awareness during the practice of āsana. Thus Asana is perfect firmness of the body, steadiness of intelligence and benevolence of spirit. It says, asana is that which contributes to stability and comfort. Here balance means the stability of both the body and mind. Only the stability of both the body and mind together would lead us to the sense of well-being. Breathing is an important part of every yoga session since effective breathing strengthens muscle, allows joints to stretch further, relax and improve one’s focus and balance. Thus the effortlessness, easiness, absence of tensions, undue stretches, minimum muscular activity and absence of thought process by contemplating on the infinite are the characteristics of asanas. They are expected to counteract the instability in the body. This instability or fickleness is due to chronic disturbances in the muscular tone, which lead to the imbalance in the muscular activity.

**Benefits of Asana**

- Expansion and extension of various asana, the stress that saturates the brain is diffused throughout the rest of the body, so the brain is rested and released from strain and the body releases its stress and strain through movement. This tonic imbalance is corrected and diseases are cured by practicing Asanas.

- They mould body and mind and make them strong and healthy and help in attaining perfect health.

- Postures of yoga known as asanas are designed to strengthen, tone and align the body on the physical level.

- The asanas are performed to make the spine supple and healthy and to stimulate the flow of blood to all the tissues, glands and organs leading to a healthy bodily system.
Asanas are good for developing coordination and help to improve concentration and memory. It can help Adolescents to keep their youthful flexibility and give them the inner strength to stay away to negative influences.

Pranayama
The Sanskrit word “prana” means vital force or “cosmic energy”. It also denotes life or breath. Ayama means stretch, extension, expansion, length, breadth, regulation, Prolongation, restraint and control. Thus, Pranayama means control of the vital force by concentrating and regulating breathing.

Tasmin Sati Svasaprasvasayor Gativicchedah
(Patanjali’s Yoga Sutra || 2. 49 ||)

Patanjali said ‘svasa prasvasa gativiccheda’ ‘svasa’ means inspiration ‘prashvasa’ means expiration; gativiccheda means cessation. Pranayama is the cessation of inspiratory and expiratory phases of breathing, so the holding of breath is pranayama. All the three phases are controlled. The control of ‘ inspiration’ is known as ‘Puraka’; the control of retention, or cessation of the breath is ‘Khumbaka’; and controlled expiration is known as ‘rechaka’ (Gharote, 1990)

All the physiological systems get activated with the pranayama like the nervous system, endocrine system, circulatory system and digestive system. They become harmonious in their functioning. Deep and regular breathing is absolutely essential for the health of the nerves, brain and endocrine system. The lungs will have an improvement in their elasticity and the functioning capacity by doing pranayama. Apart from the respiration, the digestive system also improves by improvement in the assimilation capacity, i.e., they activate the stomach, pancreas and liver which are very important in the process of digestion. By doing pranayama blood becomes pure and rich which will be distributed to all parts and helps in optimum functioning of nervous and endocrinal system. Pranayama drives away the impurities of the body and mind. Asana and pranayama techniques’ cleanse the body of tensions, toxins and impurities and release energy blocks, which impede the harmonious flow of energy in the body (Strugess, 1997)
Benefits of Pranayama.

- Pranayama reduces anxiety, tension, frustration, aggression and brings changes in body and mind so that the practitioner feel relaxed and full of vitality. Pranayama aims primarily at the control of the mind. When the mind is at a standstill, no thought processes or emotional disturbances is possible. Thus by controlling the mind emotion can be controlled and as a result, the temperament, mood and desire would also be controlled.

- Pranayama through deep breathing expand consciousness and helps to achieve mental clarity, awareness and creativity. As a result, it improves concentration, attention and memory etc.

- Pranayama exercise the various internal organs and the entire body. It improves health, energizes digestion, invigorates the nerves.

- It bestows good health and a steady mind.

Meditation:

||Tatra Pratyekatanata Dhyanam||

(Patanjali’s Yoga Sutra, ||3.2||)

An incessant flow of attention on the concentrated object is called dhyana. In dhyana the minds becomes steady and one pointed through concentration and when concentration leads to the uninterrupted flow of thought towards one object that becomes dhyana. Meditation is mental exercise in which one directs his mind to think inwardly by shutting our sense organs to external stimulations. Meditation implies taking mind away from daily trivialities of life and focusing on something higher. It is controlling our minds and thought processes. (Udupa, 1983; Dhar, 1977)

The galaxy of thoughts that gathers in the mind does not allow the mind a single-pointed attention. Dhyana brings in discipline on the mental level. Therefore, one has to reduce the galaxy of thoughts through Meditation or Dhyana, an unbroken or uninterrupted flow of chitta towards the object of contemplation. The practice of dhyana promotes the power of concentration. Dhyana can help a person to look within
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and get over the negative influences of emotional disturbances (Saraswati, 2013). Meditation has been described as training in awareness which, over long periods produces definite changes in perception, attention, and cognition (Brown, 1977). It is a conscious or voluntary attempt made to still the activity of the conscious mind. Through withdrawal of senses and concentration, one pointedness of mind is achieved and then concentration is changed into meditation.

Meditation means a cessation of thought process. It describes a state of consciousness when the mind is free of scattered thoughts and various patterns. Conflict and frustration are two very important emotions that often block our way to a sound personal and intrapersonal adjustment. Meditative practices create a stance of acceptance, tolerance and compassion, helping us to have a better reality perception relating to the conflict situation and thus help in the conflict resolution. Negative emotions like fear, anger, depression, stress, anxiety, worry etc. are reduced and a calm state of mind is developed. Positive physiological and psychological changes following meditation are supported by Cahn and Polich,( 2006) Keng et al. (2011). Meditation increases concentration, memory, confidence, clarity of thoughts and willpower, receiving power of brain, and, decreases the level of fatigue.

Practice of meditation brings about changes in structure and functioning of parts of brain which are responsible for emotions. Higher cortical areas are important for emotional regulation. Activation of these areas helps in regulation of emotion. It would be worthwhile to integrate yoga into education so that the adolescents are benefited with a better socio-emotional health. (Roberts, 2012)

Benefits of Meditation

- Meditation helps the practitioner to control negative emotions like fear, anger, depression, stress and tension, panic, anxiety, reactions and worry and a calm stage of mind is developed.
- After meditation practice adolescents manages to face adverse condition in life in a better manner and perform his duties more efficiently
- Meditation improve the concentration, memory, confidence, clarity of thoughts and will power of practitioner.
Yoga is not mere yogasanas or pranayama but is a way of life (Tirtha, 1956). Sage Aurobindo defines yoga as a technique to achieve an all-round personality development at the physical, mental, intellectual, emotional and spiritual levels. Yoga is a methodical effort towards self-perfection by the development of the potentialities latent in the individual.

Yoga which is considered to be a tool for both physical and mental development of an individual is being recognized round the globe only in the last century, although it was practiced in India over several centuries to promote positive health and well-being (Nagendra & Nagarathna 1983). It deals with the physical, mental, moral and spiritual wellbeing of an individual (Iyengar, 1968). Yoga is a skillful trick to calm down the mind (Nagarathna & Nagendra, 2003). Yoga practices help to reduce stress whether social or academic among adolescent students (Mehra and Sharma, 2008).

A yoga practice that is well-integrated incorporates asana (postures), pranayama (breathing) and dhyana. The asana (posture) practice rewards a flexible, strong body, detoxifies the system, enhances glandular functions in the body and trains for a yogic experience that is much intense. Nervous system energizing and strengthening, lung capacity improvement and helping with emotions is all aided by Pranayama. Meditation is the essential practice in calming the mind finally, so that the needless chatter in the mind is restrained. By means of these yoga practices, emotions and moods can be controlled to a great deal.

The ultimate aim of yoga is to attain control over one’s emotions and thought process thereby giving the ability to face situation of pleasure and pain with equanimity.

The negative tendencies in human personality can be transformed to positive and creative traits by implementing Yogic practices which becomes the launching pad for further evolution. The positivity spread by yoga leads to better understanding of relationships which are further broadened by the positive thought processes unleashed by it. This leads to the furtherance of the positive energy all round and a spiral of positivity is achieved as a result. A fulfilling and more meaningful life is an essential by-product of this situation. The following figure exemplifies the situation of such positivity leading to enhanced health:-
A yoga practice that is well-integrated incorporates asana (postures), pranayama (breathing) and dhyana. The asana (posture) practice rewards a flexible, strong body, detoxifies the system, enhances glandular functions in the body and trains for a yogic experience that is much intense. Nervous system energizing and strengthening, lung capacity improvement and helping with emotions is all aided by Pranayama. Meditation is the essential practice in calming the mind finally, so that the needless chatter in the mind is restrained. By means of these yoga practices, emotions and moods can be controlled to a great deal.

1.7. SCOPE OF YOGA

It renews and reinvigorates and heals the body stretching and toning the muscle joints and spine, directing blood and oxygen to the internal organs generating motions without causing pain and imbalance in the body. Yoga involves almost every muscle in the body and challenges the body to work in a different and often more passive way. Since the limbs function as free weights, resistance is created by moving the bodies’ centre of gravity. This strengthening gives way to endurance as poses are held.

Figure 1.2: The Upward Spiral of Positive Emotion

for longer period of time. A consistent yoga practice can quiet the mind and refresh the body bringing health relaxation and happiness.

1.8 IMPORTANCE OF YOGA

Yoga is a process by which the limitations and imperfections in man are washed away which result into an all-round personality development at the physical, mental, intellectual, emotional and spiritual levels (Satprem, 1975).

Yoga develops self-discipline and can enhance physical and mental health of Adolescents. There are several benefits of yoga that have been highlighted by several studies conducted previously.

Compiled from different studies Sivananda (2007) and Nandita and Sunita (2004)

Figure 1.3: Benefits of Yoga Source:
Regular practice of yoga promotes strength, endurance, flexibility and mental faculties’ in human being such as self-determination, tenacity, compassion, and greater self-control while cultivating a sense of calmness and not get shattered by any outward pressure. A proper practice of yoga helps to achieve perfect health, which leads to balanced personality development. Yoga also reduces anxiety, aggression, tension, ego-weakness, guilt feeling and frustration. Asana and pranayama produce a significant increase in perception of mental and physical energy and feeling of alertness and enthusiasm. These together bring complete change in body and mind so that the practitioner feels fresh, remarkably relaxed and full of vitality. Yogic practices play a major role in directing one’s mind towards creativity and constructive goals. These provide individuals with refreshing positive thinking, self-confidence, analytical approach, smooth and calm mental state, emotional stability and strong will-power. (Nandita & Sunita, 2004). The methodology of yoga includes introspection, self-observation, critical self-inquiry, selfless action and watchful relaxation.

The consolidated impact of these yoga disciplines makes all the systems perform their functions in congruity with one another, bringing about complete health of the body and mind. Yoga practices actually lead a person to attain a mental equanimity state, where an individual has full control over the responses to favorable or unfavorable external events and also the intensity of the responses are moderate. The science of yoga is a powerful stream of knowledge that facilitates the practitioners to accomplish serene mind, radiant physical health, and creates the capability for a social living that is harmonious. Yoga harnesses the will, calm the mind, and steady the emotions with sharpness of intellect and all of these plays a major role in human upliftment Therefore, the effective yoga practice holistically should make it possible for the adolescent students to cope with the academic stress and pervasive challenges of emotional intelligence. Hence, this study tries to examine the effectiveness of these yoga practices on Academic Stress and Emotional Intelligence amongst adolescent students.

1.9 BACKGROUND OF THE STUDY

In order to generate novel ideas, make proper decisions and solve the issues, the students have to develop the critical thinking. This is the responsibility of educational centers to give suitable fields for the student’s development and motivating them to
innovation and creativity. Adolescent students have to develop these creative skills for the attainment of success in their studies. According to census data (2011), Indian total population covers 8.55 crores of adolescent students in age group of eighteen. The vigorous and emerging youths of the age group have the potentiality to contribute a lot towards national upliftment. Several studies conducted previously (e.g. Gartia, 2011) pointed out the individuals require creating necessary skills to solve the issues. The basic requirement for them is proper guidance and edification, which is only possible through education. Education and development of the country are interrelated and interdependent.

1.10 RATIONALE OF THE STUDY

Adolescents spend a sizable portion of their time in school and it influences their total personality affecting the values they ascribe to themselves, their relation to others, and their potential for work, productivity and ability for adoption. A lot of physical and emotional changes and intellectual development along with emotional turbulence occur during this period, which is very significant in the shaping of a person. In this period, the equilibrium of physical, mental and social forces is often lost and the individual is left to make his own adjustments with self and the society at large.

Now-a-days, it is frequently heard that school students commit suicide on being unable to handle the rigors of academic stress. The examination time is particularly harrowing for students and numerous agencies from Government departments to non-government organizations spring into rearguard action to prevent such mishaps. In addition to such self-destructive tendencies, the prevalence of crime and drug-abuse is also on the increase among adolescent students in our country. A lot of such developments are on account of the very onset of adolescence and the impending problems which accompany it. The significant causes of the adolescent students’ problems are the inability to tackle academic stress and the emotional instability, which are often associated with the period of adolescence.

A lot of physical and emotional changes and intellectual development along with emotional turbulence occur during this period, which is very significant in the shaping of a person. In this period, the equilibrium of physical, mental, and social forces is
often lost and the individual is left to make his or her own adjustments with self and the society at large. Stress can affect anyone in the development stages of human life. The causes of adolescent students’ stress are totally different and they need somewhat different stress management program. It is estimated that adolescents form twenty percent of the total population. Yet, they are a neglected group of the population. The period of adolescence is between the dependent childhood and also the independent period of adulthood. This transition from childhood to adulthood is never so easy. This group is a vulnerable group for physical, mental, and emotional stress. There are problems everywhere, for them—problems at home with their parents and siblings, problems in the schools, with their friends and education. The adolescent students cannot be treated as either adults or kids because their problems are totally different.

Moreover among adolescents, levels of academic stress have been going up dangerously due to the pressure exercised on them in terms of the expectations of academic performance. Negligence of parents, high expectations in academic or other performances, growing up tension etc. are compounding the problem of Academic Stress. It has been demonstrated by many research studies that students are under Academic Stress. Excessive stress hampers students’ performance. In adolescent stage, the students face maximum levels of stress and anxiety due to academic demand expected by parents, teachers, and other significant people.

Adolescent students show signs of emotional disabilities, aggressive behavior, shyness, social phobia and often lack of interest in academic performance. A lot of these erratic mannerisms are manifestations of lack of Emotional Intelligence, which refers to the ability to understand emotions and their causes and the capability of effectively regulating these emotions as well as utilize them in problem solving and conflict resolution. The Emotional Intelligence is relatively new field of psychology, yet it is very helpful in understanding the hidden emotions of a person. It has been inferred from some studies that Emotional Intelligence can be enhanced by training program.

Yoga offers a way out of this ‘whirlpool of stress’ and is a holistic solution to all the problems of adolescence, which threatens the very future of young generation. Yoga is a way of unfolding our hidden qualities and awaking our dormant faculties. Yoga is
a state of unity, balance, and equilibrium between body and brain, brain and mind, and mind and spirit. In adolescent stage, mind fluctuates between two extremes of happiness and unhappiness. At the happier stage, they feel elated; but, when they are confronted with depressing situation, they feel anxiety, frustration etc. Because of these fluctuations, their energies become unbalanced. It is at this time that by practicing yoga a better control over our intellect, emotion and behavior is possible. Yoga through its techniques of meditation, asanas, and pranayama yields a positive effect in the management of Academic Stress in adolescent students. Hence, the investigator was interested in making an earnest attempt to find out the effect of yogic practices, i.e., asana, pranayam and meditation on emotional intelligence and academic stress in adolescent students.

According to the American Yoga Association (AYA), yoga practices put pressure on the body’s glandular systems; thus, increasing its efficiency and total health. Many studies reveal that the students, who experienced yoga module performed better in overall academics as well as in their separate subjects than those students who did not experience yoga module. Meditation, practiced over long periods, produces definite changes in perception, attention, and cognition. Research studies showed that yoga techniques are helpful in management of anxiety and improvement in concentration. As such, there is an urgent need to tap this ocean of age-old knowledge of yoga to help us in the direction of proper channeling of emotions and tackling stress. The whole intention behind yoga education is to bring in self-discipline in a student’s life and a balanced disciplined generation of tomorrow.

The need of the study after taking into consideration the schools of Delhi regions is further affirmed by the fact that no such planned and thorough study has been done in this field. Hence, the need arises to study the effect of yoga practices on Emotional Intelligence and Academic Stress of adolescent students in the modern urban schools of New Delhi region.

1.11 STATEMENT OF THE PROBLEM

Effect of Yogic Practice on Emotional Intelligence and Academic Stress of Adolescent Students
1.12 OPERATIONAL DEFINITIONS OF KEY TERMS USED IN THE STUDY

**Emotional Intelligence:**
Emotional Intelligence refers to “the mental processes involved in the recognition, use, understanding and management of one’s and other emotional state to solve problems and regulate behavior”. It is the ability to monitor one’s own and other emotions, to discriminate among them and to use the information to guide one’s thinking and action (Mayer & Salovey, 1997). But in the present study, it will be known as (a) Intrapersonal awareness (Knowing one’s emotion), (b) Interpersonal awareness (Knowing other’s emotions), (c) Intrapersonal management (Management of own emotions) and (d) Interpersonal management (Management of other’s emotions) respectively.

**Academic Stress:**
Academic Stress may be considered as worry over future for making choices about career, to learn and perform well. It is an internal state of mind, which can be caused by physical demands or by environmental and social situations, which are evaluated at potentially harmful, uncontrollable or exceeding one’s resources for coping (Lazarus & Folkman, 1984). But in context to the present study, Academic Stress will be represented as (a) Academic frustration, (b) Academic conflict, (c) Academic pressure and (d) Academic anxiety of adolescent students.

**Adolescent students:**
Adolescence is defined as “a process rather than a period, a process of achieving the attitudes and beliefs and needed for effective participation in the society” (Rogers, 2005). But in this research study, it will be considered as all those individuals who completed their matriculation examination and presently pursuing +1 and +2 level of education in the arts, science, and commerce streams.

**Yoga practices**
Yoga is a way of life which leads towards harmony within one’s self and the wider world. It broadens one’s sense of the awareness and deepens the depths of consciousness that one can attain (Jain, 2006). Yoga practices promote physical and mental health through the maximization of joy and the complete unfolding of human
potential. Yoga practices because of their psycho-physiological nature make a sound buffer background, useful for absorbing even the bitter-most frustrations in one’s life with equanimity and grace. A well planned yoga activity helps in developing good postural habits, mental characteristics are found to be associated with particular postures. A good or ideal posture exhibits a sound mental or physical health. Yoga practices teach the technique to channelize the dissipated energy to concentrated form.

According to Patanjali, yogic practices are classified as-

- Yama (Restrains) - A practice for improvement in our social behaviour
- Niyama (Observance) - A practice for improvement in our personal behaviour
- Asanas (Physical Postures)
- Pranayama (Breathing Control)
- Pratyahara (Withdrawl of sense organs)
- Dharna (Contemplation)
- Dhyana (Meditation) and
- Samadhi (attainment of super consciousness.)

In the Present study, Yoga module comprises of the following:

1.13 DESIGN OF YOGA PRACTICES

1. Prayer and roll call

The prayer section included the chanting of the word Omkar "OM" three times

PRAYER

2. Yogic Sukhma Kriya

3. Asanas- The asana represents stretching and moving body into various positions and holding the positions comfortably. The perfect asana is one in which the spine and the head are erect, there is no movement of the body and mind falls into the
state of equilibrium. Have a look at the types of asanas (Padmasana, Vajrasana, Bhujangasana, Shalabhasana, Dhanursasana, Pawanmuktasana, Makrasana, Halasana, Simhasana, Tadasana, Trikonasana.)

4. **Pranayama** - Pranayama is also lengthening (ayama) of prana, life breath. The control of breath by inhaling (purak), keeping it in the lungs for some times (kumbhak) and exhaling out (rechak) are the three processes of pranayama. Pranayamas (Anulom-vilom Pranayama, Kapalbhati Pranayama, Bhramari Pranayama, Bhashrika Pranayama)

5. **Meditation or Dhayana** - In dhyana, one sits immobile, quietly breathing, retracting the senses and concentrating the mind on a single point, the attention is bound to become steady without the slightest distraction.

6. **Laughter or HansikiKriya**

7. **Prayer**

8. **Discussion**

**Table No.1.2:** Details of the Yoga Practices

<table>
<thead>
<tr>
<th>S. N</th>
<th>Description of Activity/exercise</th>
<th>Time taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Roll call and prayer</td>
<td>4 min.</td>
</tr>
<tr>
<td>2</td>
<td>Warm-up exercise</td>
<td>3 min.</td>
</tr>
<tr>
<td>3</td>
<td>ASANA</td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td>Sukhasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(ii)</td>
<td>Padmasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(iii)</td>
<td>tadasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(iv)</td>
<td>konasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(v)</td>
<td>triconasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(vi)</td>
<td>yogmudra</td>
<td>2 min</td>
</tr>
<tr>
<td>(vii)</td>
<td>paschimotanasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(viii)</td>
<td>vajrasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(ix)</td>
<td>ustrasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(x)</td>
<td>pawanmuktasana</td>
<td>2 min</td>
</tr>
<tr>
<td>S. N</td>
<td>Description of Activity/exercise</td>
<td>Time taken</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>(xi)</td>
<td>halasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(xii)</td>
<td>bhujiangasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(xiii)</td>
<td>shalabhasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(xiv)</td>
<td>dhanurasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(xv)</td>
<td>Shavasana</td>
<td>2 min</td>
</tr>
<tr>
<td>(xvi)</td>
<td>Hansikikriya</td>
<td>2 min</td>
</tr>
<tr>
<td>4</td>
<td>simhasana</td>
<td>2 min</td>
</tr>
<tr>
<td>5</td>
<td>PRANAYAM</td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td>Anulom-vilom</td>
<td>3 min</td>
</tr>
<tr>
<td>(ii)</td>
<td>Kapalbhati</td>
<td>3 min</td>
</tr>
<tr>
<td>(iii)</td>
<td>Bhramari</td>
<td>3 min</td>
</tr>
<tr>
<td>6</td>
<td>Meditation</td>
<td>5 min</td>
</tr>
<tr>
<td>7</td>
<td>Prayer</td>
<td>1 min</td>
</tr>
<tr>
<td>8</td>
<td>Discussion</td>
<td>4 min</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60 min</td>
</tr>
</tbody>
</table>

1.14 AIM

The present study aims to analyze the effectiveness of yoga practices on Emotional Intelligence and Academic Stress among adolescent boys and girls, especially for senior secondary school.

1.15 RESEARCH OBJECTIVES

- To study the components and levels of Emotional intelligence among adolescents studying in senior secondary schools
- To study the components and levels of Academic stress among adolescents studying in senior secondary schools
- To find out the relationship between components of Emotional intelligence and Academic stress among adolescents
- To evaluate the effect of yoga on improving the components of Emotional Intelligence among adolescents studying in senior secondary schools
To evaluate the effect of yoga on reducing Academic stress among adolescents studying in senior secondary schools

To evaluate the effect of yoga on improving the components of Emotional Intelligence and reducing Academic stress among adolescents studying in senior secondary schools

1.16 RESEARCH QUESTIONS
1. Do students differ on the factors of Emotional Intelligence?
2. Do students differ on the factors of Academic Stress?
3. Do the yoga practice is for improving the components of Emotional Intelligence among adolescent students?
4. Do the yoga practice is for improving the components of Academic Stress among adolescent students?

1.17 RESEARCH HYPOTHESIS
H1: There will be no significant difference between adolescent boys and girls based on the areas of Emotional Intelligence namely: (a) Intrapersonal Awareness, (b) Interpersonal Awareness, (c) Intrapersonal Management and (d) Interpersonal Management

H1 (a): There will be no significant difference between adolescent boys and girls based on the components of Academic Stress namely: (a) Academic Frustration, (b) Academic Conflict, (c) Academic Pressure and (d) Academic Anxiety

H2: There will be no significant relationship between the areas of Emotional Intelligence namely: (a) Intrapersonal Awareness, (b) Interpersonal Awareness, (c) Intrapersonal Management, and (d) Interpersonal Management among adolescent students

H2 (a): There will be no significant relationship between the components of Academic Stress namely: (a) Academic Frustration, (b) Academic Conflict, (c) Academic Pressure, and (d) Academic Anxiety among adolescent students
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H3: There will be no significant difference between Experimental and Control group of adolescent students on the factors of ‘Emotional Intelligence’, before yoga practices

H4: There will be no significant difference between Experimental and Control group of adolescent students on the factors of ‘Academic Stress’, before yoga practices

H5: There will be no significant difference between boys and girls within Experimental group on the areas of ‘Emotional Intelligence’ namely: (a) Intrapersonal Awareness (b) Interpersonal Awareness (c) Intrapersonal Management and (d) Interpersonal Management before yoga practices

H5 (a): There will be no significant difference between boys and girls within Control group on the areas of ‘Emotional Intelligence’ namely: (a) Intrapersonal Awareness (b) Interpersonal Awareness (c) Intrapersonal Management and (d) Interpersonal Management before yoga practices

H6: There will be no significant difference between boys and girls within Experimental group on the components of ‘Academic Stress’ namely: (a) Academic Frustration (b) Academic Conflict (c) Academic Pressure and (d) Academic Anxiety before yoga practices

H6 (a): There will be no significant difference between boys and girls within Control group on the components of ‘Academic Stress’ namely: (a) Academic Frustration (b) Academic Conflict (c) Academic Pressure and (d) Academic Anxiety before yoga practices

H7: There will be no significant difference between Experimental and Control group of boys on the areas of ‘Emotional Intelligence’, before yoga practices

H7 (a): There will be no significant difference between Experimental and Control group of girls on the areas of ‘Emotional Intelligence’, before yoga practices

H8: There will be no significant difference between Experimental and Control group of boys on the components of ‘Academic Stress’, before yoga practices

H8 (a): There will be no significant difference between Experimental and Control group of girls on the components of ‘Academic Stress’, before yoga practices
H9: There will be no significant difference between Experimental and Control group of adolescent students on the areas of ‘Emotional Intelligence’, after yoga practices.

H10: There will be no significant difference between Experimental and Control group of adolescent students on the areas of ‘Academic Stress’, after yoga practices.

H11: There will be no significant difference between the Experimental and Control group of boys on the areas of ‘Emotional Intelligence’ namely: (a) Intrapersonal Awareness (b) Interpersonal Awareness (c) Intrapersonal Management and (d) Interpersonal Management, after yoga practices.

H11 (a): There will be no significant difference between the Experimental and Control group of girls on the areas of ‘Emotional Intelligence’ namely: (a) Intrapersonal Awareness (b) Interpersonal Awareness (c) Intrapersonal Management and (d) Interpersonal Management, after yoga practices.

H12: There will be no significant difference between the Experimental and Control group of boys on the components of ‘Academic Stress’ namely: (a) Academic Frustration (b) Academic Conflict (c) Academic Pressure and (d) Academic Anxiety, after yoga practices.

H12 (a): There will be no significant difference between the Experimental and Control group of girls on the components of ‘Academic Stress’ namely: (a) Academic Frustration (b) Academic Conflict (c) Academic Pressure and (d) Academic Anxiety, after yoga practices.

H13: There will be no significant difference between Experimental (Pre & Post) and Control (Pre & Post) group on the areas of ‘Emotional Intelligence’.

H14: There will be no significant difference between Experimental (Pre & Post) and Control (Pre & Post) group on the components of ‘Academic Stress’.

H15: There will be no significant difference between Experimental (Pre & Post) and Control (Pre & Post) group of boys on the areas of ‘Emotional Intelligence’.

H16: There will be no significant difference between Experimental (Pre & Post) and Control (Pre & Post) group of boys on the components of ‘Academic Stress’.
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H17: There will be no significant difference between Experimental (Pre & Post) and Control (Pre & Post) group of girls on the areas of ‘Emotional Intelligence’

H18: There will be no significant difference between Experimental (Pre & Post) and Control (Pre & Post) group of girls on the components of ‘Academic Stress’

1.18 SIGNIFICANCE OF THE STUDY

Numerous individuals felt that if the individuals have high intellectual level, they have the opportunity to attain success than low intellectual individual (Judy, 2004). Those high intellect individuals have strong and good Emotional Intelligence that influences the level of academic performance. This intelligence not only provides good achievement but also measures the good attitude of students. In the presents, academic stress is higher among students. Stress includes weekend exams, mid-term exams, assignments etc. that leads to frustration condition. This stress becomes higher with increasing awareness of education. Parents and teachers have also provided stress to individuals for their career. Therefore, both of them give support to those individuals and to identify the factors, which are responsible for those stresses and make them to overcome their depression and neuroticism to make a bright career for those students.

Further, this study will create significant health awareness among adolescent students and will help to understand the quality of life which needs more thrust on preventive and primitive approach apart from curative. The preventive and primitive down airs of health are largely controlled by yoga practices. Further, this study highlighted the yoga practices importance and their benefits in controlling academic stress among adolescents.

1. This study will create significant health awareness among adolescents

2. This study may help to formulate a suitable yoga module for adolescent students in schools.

3. Adolescent students are the future citizens of our country. Their excellence in all fields of life is a need of the hour.
1.19 SCOPE OF THE STUDY
The scope of the present study gives the possible effectiveness of yoga practices with respect to enhanced Emotional Intelligence and reduced Academic Stress among adolescents. Further, this study helps to understand the other intervention programs involved in reducing the Academic Stress. Moreover, it provides the various yoga practices idea to decrease the stress among the adolescents.

1.20 DELIMITATION OF THE STUDY
1. The subjects of this study were confined to 160 adolescent students from Evergreen Public School, Vasundhara Enclave, and New Delhi during the academic year 2012-2013.

2. The age of the subjects ranges between 16-18 years.

3. The selected subjects were randomly assigned into two groups - Experimental and Control Groups

4. The duration of the training period was restricted to six weeks and the number of sessions per week was confined to six days only.

5. In the present study the yogic practices were delimited to prayer, a set of selected yogiksookshmakriya, asana, meditation, laughter or hansi-ki-kriya, prayer, and discussion.

6. The study was restricted to the following dependent and independent variables:-

   i) Dependent variables - Emotional Intelligence and Academic Stress

   ii) Independent variables – Yoga practice for eight weeks

7) Economic and parental background of students were not considered

8) The study was limited to test the effectiveness of yoga in improving the Emotional Intelligence and Academic Stress only.
1.21 METHODOLOGY

The study used both adolescent boys and girls studying at Evergreen Public School, Vasundhara Enclave, New Delhi the students’ age group was between 16 to 18 years. Purposive sampling technique was used for selecting school. The study adopted the experimental method in order to neutralize the independent and dependent variables. Present study was intended to examine yoga module suitable for improvement of Emotional intelligence and reduction in Academic stress of Adolescent students. The experimental design for the present study had been conducted in pre-test and post-test, and experimental-control design group. The design had been carried out in the stages of pre-testing, and post testing yoga practices. The students were administered (a) Mangal’s Emotional Intelligence Inventory (2004) and (b) Bisht Battery of Stress Scale

1.22 CHAPTERISATION

The below mentioned five chapters are part of this thesis, they are:

Chapter 1: Introduction: This chapter covers the introduction, rationale, research background, objectives, aim, research questions, significance and limitations and scope of the study. Besides, this chapter has the research issues and a problem statement.

Chapter 2: Literature review: This section discusses the concept and importance of training evaluation, models adopted in training evaluation and also discusses the problems involved in selected model. Furthermore, it contains the reviews of the previous studies with respect to training evaluation in international and Indian studies. Further, this chapter also identifies research gap and sets the theoretical framework for the study.

Chapter 3: Research Methodology: This chapter explains in detail the research methodology such as research design, research strategy, research approach, study philosophy, sampling plan, data collection techniques, data analysis and research ethics. Further, it gives the proper justification for all the adopted methodologies.
Chapter 4: Results: This chapter analyzes the data and presents it in the form of tables and figures. Also, interpretation is be provided statistically.

Chapter 5: Conclusion and Recommendations: This chapter discusses the findings and concludes the research along with the limitations based on the chapter.