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**STRENGTH OF YOGA IN ACADEMIC
DEVELOPMENT**

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Abstract:-Yoga is a very ancient practice that originated in India. The term refers to union or communication. For many, yoga is viewed as a physical, mental, and spiritual discipline that confers a sound body and a sound mind. Many studies are conducted by various researchers on yoga and studied its effects on physical function and mental function but less attention has been paid to academic achievement, mental health and well-being by yoga practitioners. It was, therefore, assumed that similar impact of yoga may also be experienced by the school girl's student of Mumbai. With the evident information available, we sought to specially design a standard yoga exercise module, to determine the effect of selected yogic training programme on academic achievement in girls with age group 12 to 14 years.

Keywords:Strength Of Yoga , Academic Development , communication.

INTRODUCTION

The present study is undertaken with the purpose to collect the information regarding the effect of certain yogic practices on Psychological Academic Achievement which based on there academic subject marks through the questionnaire of Unit Test.

METHODOLOGY

Fifty girls students (n = 50) of standard 8th from V.P.M.'s B. R. Tol English High School, Mulund (East) In Mumbai were randomly selected. The selected girls students were randomly assigned into two equal groups viz., the experimental group (Group A; n₁= 25) and the control group (Group B; n₂ = 25) for the experiment. After the second unit test of school, the Yoga practice was given in morning one hour except Sunday and holiday to the experimental group for twelve weeks. During this treatment control group did not participate in yoga training. Both groups were not controlled for their daily activity. The marks of second and third unit test were considered as pre and post test data for the investigation of academic achievement of the girl's students. Independent variables have been presented.

Table No. 1 Independent variables

1	Sukhasana	13	Halasana
2	Padmasana	14	Sarvangasana
3	Parvatasan	15	Tadasana
4	Matsyasan	16	Parivartit Chakrasana
5	Vajrasan	17	Urdva Januvakshasana
6	Yogmudra	18	Nadi Shudhi Pranayama
7	Paschimotanasana	19	Bhramari Pranayama
8	Ardha Matsyendrasana	20	Ujjayi
9	Bhujangasana	21	Om Chanting
10	Shalabhasana	22	Shanmukhi Mudra
11	Pavanmuktasana	23	Shavasana
12	Dronasana		

STATISTICALPROCEDURE

As per the research design the collected data were analyzed employing with standard statistical technique ‘t’ test. Further the result have been interpreted and discussed logically to conclude this investigation by Table and graph.

Table 2 Group viz., N, Mean, Standard Deviation, Mean deference and ‘t’ value of Academic achievement.

	Group	N	Mean	Std. Deviation	Mean deference	‘t’	Sig. (2 tailed)	Remarks
Academic achievement pre	1.00	25	78.3600	22.93992	3.44000	.591	.557	p>0.05
	2.00	25	74.9200	17.87205				
Academic achievement post	1.00	25	78.8000	20.45727	-17.64000	-3.243	.002	p<0.05
	2.00	25	96.4400	17.91898				

1.00 = Control group

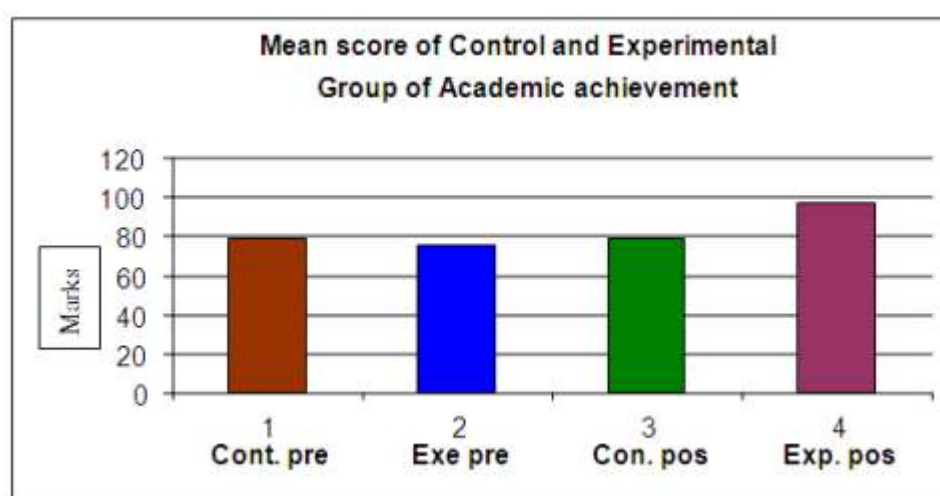
2.00 = Experimental group

RESULT OF ACADEMIC ACHIEVEMENT

It is seen from the table-2, in case of pre test of Academic achievement, (unit test) the mean scores of control and experimental group were 78.36 (SD 22.94) and 74.92 (SD 17.8720) respectively, whereas, the mean difference was 3.440 and the ‘t’ values of pre test was .591 which were not significant (p>0.05). It reflects that the mean score of pre test of Academic achievement of control group and experimental group was do not differ significantly. This result indicates that the pre-test means of yoga training group and Control group in Academic achievement test were more or less similar.

But in case of post test of Academic achievement, the mean scores of control and experimental group were 78.80 (SD 20.457) and 96.44 (SD 17.919) respectively, whereas, the mean difference is -17.64 and the ‘t’ values of post test was -3.243 which is significant (p<0.05). It reflects that the mean score of post test of Academic achievement of control group and experimental group was differ significantly.

This result helps to interpret that the Yoga practice were effective in improving Academic achievement of the school girls in Mumbai. In this context the null hypothesis Ho. 1 that “There is no significant difference in mean score of Academic achievement of control and experimental group” is rejected. This same result is also presented in following graph



Graph No.-1 Pre and Post Mean score of Control and Experimental group of Academic achievement.

DISCUSSION

The result reveals that the subject of Experimental group (Yogic practices group) could show higher score in Academic Achievement as measured by unit test than the control group. Thus, the mean gain in Academic Achievement has increased significantly in experimental group as compared to control group. so Yogic practices warrants a statistically significant effect to increase the overall level of Academic Achievement of school girls which rejects the null hypothesis There was no significant difference in mean gain score of Academic Achievement as measured by Assessment between control and experimental, due to specific Yogic Practices has been rejected.

CONCLUSION

This experimental study suggests that, daily Yoga practice helps to improve academic achievement of school going girls.

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