

**A COMPARATIVE STUDY ON YOGA  
ATTITUDE AND MENTAL STRESS  
OF COLLEGE STUDENTS IN  
WEST BENGAL**

Submitted by

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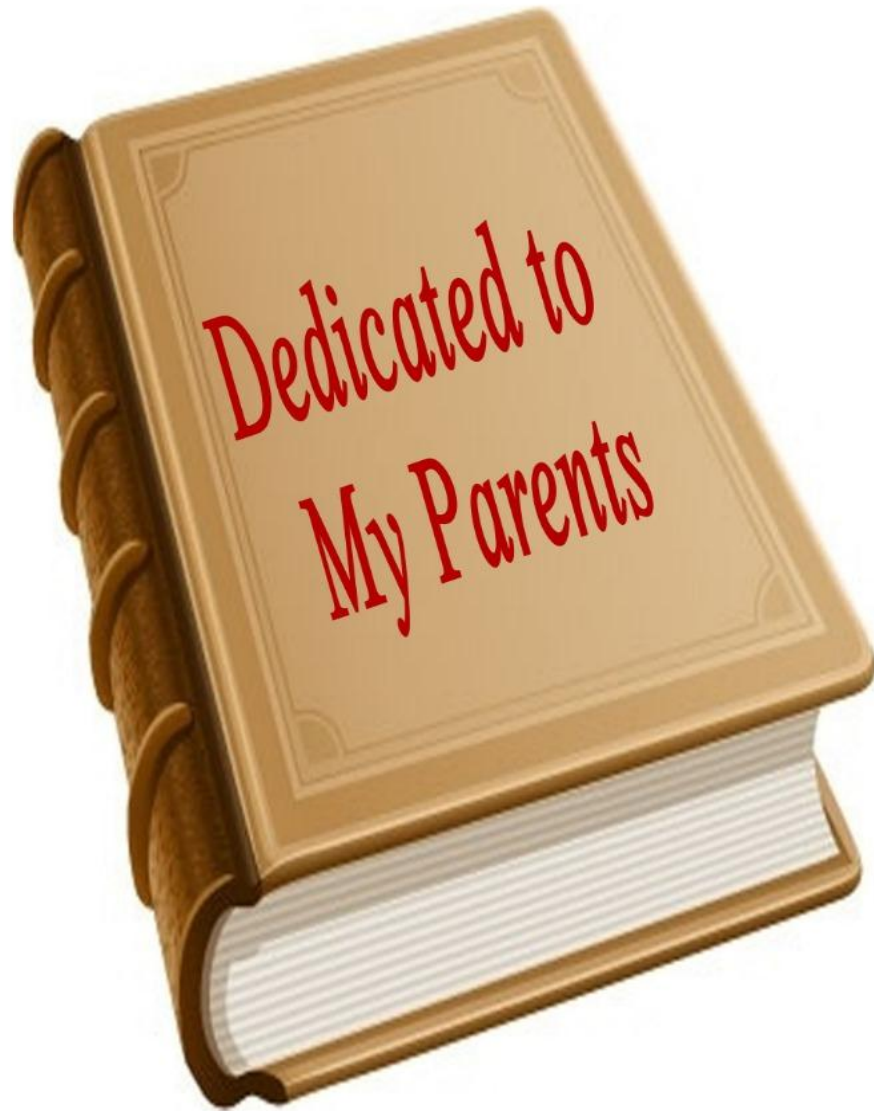
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Place: Kolkata

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## **DECLARATION**

I, Arijit Adak do hereby declare that this dissertation entitled “ **A comparative study on Yoga attitude and Mental stress of college students in West Bengal** ” submitted by me to the Department of education , Jadavpur university, Kolkata, west Bengal, for the partial fulfillment of degree of master of philosophy in education. Is a record of original work carried out by me under the supervision and guidance of Dr. Gopal Chandra Saha, Professor, Department of Physical Education, Jadavpur University, Kolkata and that it has not been submitted for the award of any degree. diploma or any other recognition to any other candidate to any university or institution before.

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## CERTIFICATE

This is to certify that the dissertation entitled as “A comparative study on Yoga attitude and Mental stress of college students in West Bengal” is a record of bona fide research work done by Arijit Adak under my supervision and guidance. It contains the result of the candidate’s personal investigation. The candidate has fulfilled all the necessary requirements according to the regulation of Jadavpur University, Jadavpur, Kolkata and fit for submission to the university for the partial fulfillment of Master of philosophy in Education under the Department of Education.

I, further certify that, no part of the thesis has been submitted for any other degree.

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# ***CHAPTER-I***

## ***INTRODUCTION***

## INTRODUCTION

### GENERAL INTRODUCTION:

#### **Education:-**

Generally speaking, 'Education' is utilized in three senses: Knowledge, Subject and a Process. When a person achieves degree up to certain level we do not call it education. As for example if a person has secured Masters degree then we utilize education in a very narrower sense and call that the person has achieved education up to Masters Level. In the second sense, education is utilized in a sense of discipline. As for example if a person had taken education as a paper or as a discipline during his study in any institution then we utilize education as a subject. In the third sense, education is utilized as a process. In fact when we talk of education, we talk in the third sense i.e. education as a process. Thus, we talk what is education as a process? What are their importance's etc.? The following debate on education will discuss education in this sense and we will talk education as a process. (Elayaraja, R., Pushparasu, P. 2017)

By going through the text you will be able

- To know the meaning and concept of education
- To define the narrower and wider meaning of education
- To explain the analytical meaning of education
- To know the aims and scope of education

#### **Etymological Meaning of Education**

In English the term "Education" has been derived from two Latin words Educare, (Educere) and Educatum. "Educare" means to train or mould. It again means to bring up or to lead out or to draw out, propulsion from inward to outward. The term "Educatum" denotes the act of teaching. It throws light on the principles and practice of teaching. The term Educare or Educere mainly indicates development of the latent faculties of the child. But child does not know these possibilities. It is the educator or the teacher who can know these and take appropriate methods to develop those powers. In Hindi, the term "Siksha" has come from the Sanskrit word "Shash". "Shash" means to discipline, to control, to order, to direct, to rule etc.

Education in the traditional sense means controlling or disciplining the behaviour of an individual. In Sanskrit “Shiksha” is a particular branch of the Sutra literature, which has six branches –Shiksh, Chhanda, Byakarana, Nirukta, Jyotisha and Kalpa. The Sutra literature was designed to learn the Vedas. Siksha denotes rules of pronunciation.

There is another term in Sanskrit, which throws light on the nature of education. It is “Vidya” which means knowledge. The term “Vidya” has originated from “Bid” meaning knowledge. If we mention certain definitions of education of great educators of the East and the West, we may have a clear picture of the nature and meaning of the term education. **(kerketta,I., Yadav, 2016)**

- Education is the manifestation of perfection already in man. Like fire in a piece of flint, knowledge exists in the mind. Suggestion is the friction; which brings it out.

**Swami Vivekananda**

- By education I mean an all-round drawing out of the best in child and man’s body, mind and spirit.

**Mahatma Gandhi**

- The highest education is that which does not merely give us information but makes our life in harmony with all existence.

**Rabindranath Tagore**

- Education is something, which makes a man self-reliant and self-less.

**Rigveda**

- Education is that whose end product is salvation.

**Upanishada**

- Education according to Indian tradition is not merely a means of earning a living; nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue.

**Radhakrishnan**

- Education is the creation of sound mind in a sound body. It develops man's faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty.

**Aristotle**

- Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal-external.

**Froebel**

- Education is the harmonious and progressive development of all the innate powers and faculties of man- physical, intellectual and moral.

**Pestalozzi**

- Education is the development of good moral character.

**J.F.Herbert**

- Education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities.

**John Dewey**

- Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity.

**T.P.Nunn**

### **True Definition of Education**

The different meanings and definitions of education as given above lead us to the conclusion that education should have a comprehensive definition. Thus, education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. In Short, education is the development of individual according to his needs and demands of society, of which he is an integral part. The above remarks of different educators highlight the following special features of education:



- Education is both unilateral as well as bi-polar in nature. .
- It is a continuous process.
- It is knowledge or experience.
- It is development of particular aspects of human personality or a harmonious integrated growth.
- It is conducive for the good of the individual or the welfare of the society.
- It is a liberal discipline or a vocational course.
- It is stabilizer of social order, conservator of culture, an instrument of change and social reconstruction. **(Kerketta,, I Yadav,2016)**

### **Narrower and Broader Meaning of Education**

#### ➤ **Education in the Narrower Sense:-**

In its narrow sense, school instruction is called education. In this process, the elders of society strive to attain predetermined aims during a specified time by providing pre-structured knowledge to children through set methods of teaching. The purpose is to achieve mental development of children entering school. To make of narrow meaning of education more clear, the following opinions of some other educationists are being given- **(khatun, A. 2016)**

- The culture which each generation purposefully gives to those who are to be its successors, in order to qualify them for at least keeping up, and if possible for raising the level of improvement which has been attained.

**John Stuart Mill**

- In narrow sense, education may be taken to mean any consciously directed effort to develop and cultivate our powers.

**S. S. Mackenzie**

- Education is a process in which and by which knowledge, character and behaviour of the young are shaped and molded.

**Prof. Drever**

- The influence of the environment of the individual with a view to producing a permanent change in his habits of behaviour, or thought and attitude.

**G. H. Thompson**

➤ **Education in the Broader Sense :-**

In its wider sense, education is the total development of the personality. In this sense. Education consists of all those experiences, which affect the individual from birth till death. Thus, education is that process by which an individual freely develops his self according to his nature in a free and uncontrolled environment. In this way, education is a lifelong process of growth environment.

- In the wider sense, it is a process that goes on throughout life, and is promoted by almost every experience in life.

**S. S. Mackenzie**

- By education, I mean the all-round drawing out of the best in child and man's body, mind and soul.

**M. K. Gandhi**

- Education in its widest sense includes all the influences, which at upon an individual during his passage from cradle to the grave.

**Dumvile**

- Education, in its broadest sense, is the means of the social continuity.

**DIFFERENT AIMS OF EDUCATION:-**

**The Vocational Aim :**The vocational aim is also known as “the utilitarian aim or the bread and butter aim.” The above stated ideals of education are useless unless these aims enable us to procure the primary needs of our life- food, shelter and clothing. Education must help the child to earn his livelihood. Education, therefore, must prepare the child for some future profession or vacation or trade. The vocational aim is a narrow aim of education. Therefore, the vocational aim is not a complete aim by itself. **(khatun, A. 2016)**

**The Knowledge or Information Aim:** Educationists who hold the knowledge or information aim of education justify their stand with powerful arguments. They argue that knowledge is indispensable for all right action and it is the source of all power. “It is knowledge which makes a realist a visionary successful in any profession.

**The Culture Aim:** The cultural aim of education has been suggested to supplement the narrow view of knowledge aim. The cultural aim of education is no doubt a nice aim as it produces men of culture. But it is ambiguous and has too many meanings. It cannot serve as the major aim of education.

**The Character Formation Aim or the Moral Aim:** Character is the cream of life and, as such, it should be the aim of education. Vivekananda and Gandhi both emphasized character building in education. Character formation or moral education is concerned with the whole conduct of man. The Secondary Education Commission (1951-52) has rightly remarked: “character education has to be visualized not in a social vacuum but with reference to contemporary socio-economic and political situation.” Therefore, we can conclude that only character building cannot be the aim of education.

**The Spiritual Aim:** The idealist thinkers have opined that the spiritual development of an individual should be the supreme aim of education. Mahatma Gandhi has attached great importance to spiritual values in education.

**The Adjustment Aim:** Adjustment is the primary rule of human life. Without adjustment to environment none can survive. Life is a struggle for adjustment. In the words of Horney: “Education should be man’s adjustment to his nature, to his fellows and to the ultimate nature of the cosmos.

**The Leisure Aim:** “Free and unoccupied time” of an individual is generally known as leisure. It is a time when we can use it in a creative way. During leisure we can pursue an activity for own sake and not for earning a living, which is dull and monotonous. During leisure we can also regain our lost energy and enthusiasm. Leisure can make our life dynamic and charming.

**The Citizenship Training Aim:** A citizen has to perform multifarious civic duties and responsibilities. Children should be so trained by education that they can successfully discharge their various civic duties and responsibilities. The Secondary Education Commission in India (1951-1952) has greatly emphasized citizenship training in schools. Such training includes the development of certain qualities to character such as clear thinking, clearness in speech and writing, art of community living, co-operation, toleration, sense of patriotism and sense of world citizenship.

### **Education in Ancient India:**

The aim of education in ancient India was the ultimate outcome of the Indian theory of knowledge and the corresponding scheme of life and values. People in ancient India were greatly impressed and affected by the fact of death as the central fact of life. Their one aim of life was to solve the problem of death by achieving knowledge of the whole truth of which life and death are arts and phases. The aim was not simply abstract and theoretical. There were practical and concrete aims too. The first was the acquisition of knowledge. This was evident in the Vedic period. Inculcation of social and civic duties in the minds of the students was also regarded as an important aim of education in those days. Education for occupation was another important aim. Character training and moral education was regarded as very important aim of ancient Indian education. (Makawana,A.2016)

### **Education in Medieval India:**

During medieval age religion was the main guiding force in life and society. Medieval civilization centered round religion. The Muslim rulers of India generally took a keen interest in education, and many of them founded schools, colleges and libraries in various places in their kingdoms. The mosque was a center of instruction and of literary activity. Muslim education included those eternal teachings and values of the Quran and Haditha, which would promote moral and spiritual knowledge. Islamic education aimed at both physical and mental development of the students. Thus, it aimed at total development of personality of individual.

### **Education in British India:**

The British uprooted the indigenous system of education in India with definite intentions. The educational system established by the British was colonial in character. It was designed to prepare Indians only for taking certain subordinate positions in Government offices. It was not intended to develop among the people capacities to take leadership and initiative in different walks of life. The main educational objective can better be understood from the following declaration in the educational policy of Lord Bentinck (1835): “We want a class of persons Indian in blood and colour but English in tastes in opinion, in morals and intellect.” The Wood’s Despatch declared almost the same policy. The aim of British education was to inculcate European knowledge in the minds of the Indians.

## **Education in Independent India:**

After independence the Indian leaders realized the inherent defects in the system of education introduced by the British. Universalisation of education was the need of the hour. Education must be linked with national development in all directions. With these national goals in view the Government in independent India set up different committees and commissions for educational reforms in the desired lines. These committees and commissions have formulated educational aims and objectives.

## **Syllabus**

A syllabus is a document that outlines everything that will be covered in a class. ... The noun syllabus comes from the Late Latin word syllabus, meaning “list.” When you teach a class you may be required to make an outline of what you will expect the students to do in your class. That's the syllabus

A syllabus is a document that contains important information about your class. Typically, for an online course, this information includes:

- Biographical and contact information for the instructor: a paragraph about the instructor’s background and relevant qualifications for teaching the class.
- Course description: a paragraph that explains what the course is about.
- Course materials: a list of textbooks and/or computer software (if applicable) that students will need to participate in the course.
- Course learning goals: a set of statements that shows students how the course will be relevant to them, what they will know, and what they will be able to do in relation to the subject by the end of the quarter.
- University policies:
  - Academic integrity: a statement about the university’s guidelines about plagiarism and academic honesty.
  - Instructions for obtaining accommodations: a statement about the services the university offers for students who have any special learning needs or disabilities.
- Grading policies

- Grading breakdown: the distribution of point values and their corresponding letter grades.
- Late policy: a statement about whether late assignments are accepted and what the consequences are for turning in work late.
- Assignments: a brief description of each assignment to give the students a sense of how much work is required in the course.
- Discussion board etiquette: a statement about the type of communication expected on the discussion boards.
- Weekly learning outcomes: statements about what specific skills and knowledge students will have developed by the end of each week.
- Course schedule: a list of assignment, quiz, and project due dates.
- Minimum technical requirements: a statement about the type technology required to access course materials.
- Technology support: a statement about who students should call if they experience problems with technology.

Students should be able to glance through the syllabus quickly and get a sense of who is teaching the course, what they will learn from the course, the materials they will need to participate in the course, who they should contact if they need help with an aspect of the course, and what they will have to do to succeed in the course. For these reasons, all of the information described above should be contained in the syllabus

### **Requirement of syllabus**

A course syllabus acts as a directional map to proceed in the way of learning. In this article, we will discuss that how your course syllabus helps you prepare effectively and perform well in the exams.

**By GURMEET KAUR**

A syllabus is a kind of instructive tool that sets a standard of what is expected to happen during the complete course session. It prescribes the topics and concepts on the basis of which students will be tested in the final examination. A syllabus actually serves as the contract between the students and the teachers which contains functions and ideas that are used for the assessment of the students' performance. **By Sudarshan Biswas(2007)**

### **The prominent features of a well-designed course syllabus**

- The syllabus is a course-planning tool. It helps the instructor prepare and organize the course.
- It describes the course goals; explains the course structure and assignments, exams, review sessions, and other activities which required for students to learn the material.
- It conveys to students a clear idea of the course content and the knowledge they will gain throughout the course.
- It gives students room to do extensive practice in the form of various problem sets, homework and subject oriented assignments.

### **The benefits of a course syllabus**

- It establishes a contact and connection between students and instructors by stating the objectives and goals to be achieved at the end of the course.
- It sets the tone for the course by streamlining the content of course.
- It ultimately includes information that will facilitate the academic success of students.
- It informs students of the course structure, goals and learning outcomes.
- It outlines a student's responsibilities for success.
- It defines a teacher's duties towards the overall development of students.
- It describes the materials/activities that support learning outside the classroom.
- The syllabus for a particular course describes the topics and concepts to be covered while preparing for the examinations for that particular course.
- A syllabus also mentions the weight age allotted to different units and chapters knowing which you may form a strategy on how to prepare for chapters with high or low weight age.
- Question paper design/format is also explained in a syllabus which lets students know about the type of questions asked and various sections employed in the exam papers. It also gives an idea about the marks distribution in the paper.

Having a clear understanding about your syllabus and the weightage to various sections will definitely help you to decide how much time you should dedicate to each section.

## **The Curriculum:**

The curriculum is defined as the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or program.

In a theoretical sense, curriculum refers to what is offered by the school or college. However, practically it has a wider scope which covers the knowledge, attitude, behaviour, manner, performance and skills that are imparted or inculcated in a student. It contains the teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series, learning objectives, and so on.

The curriculum is well planned, guided and designed by the government or the educational institution. It is aimed at both physical and mental development of a student. It is the overall learning experience that a student goes through during the particular course of study.

When it comes to education, the two concepts which pop up in our mind which are commonly misconstrued are syllabus and curriculum. Syllabus connotes the subjects as well as the topics covered in the course of study. On the other hand, curriculum implies the chapters and academic content taught in school or college. It alludes to the knowledge, skills and competencies students should learn during study.

The fundamental difference between syllabus and curriculum is that the former is focused towards a particular subject. Unlike, the latter, which is related to the all-round development of a student. Similarly, there are other differences between these two, that are discussed in the article provided below, take a read.

### **Comparison Chart**

<b><u>BASIS FOR COMPARISON</u></b>	<b><u>SYLLABUS</u></b>	<b><u>CURRICULUM</u></b>
Meaning	Syllabus is the document that contains all the portion of the concepts covered in a subject.	Curriculum is the overall content, taught in an educational system or a course.
Origin	Syllabus is a Greek term.	Curriculum is a Latin term.
Set for	A subject	A course



Nature	Descriptive	Prescriptive
Scope	Narrow	Wide
Set out by	Exam board	Government or the administration of school, college or institute.
Term	For a fixed term, normally a year.	Till the course lasts.

So, Curriculum and Syllabus are the terms of education, imparted to the students by teachers. It means the knowledge, skills or qualifications that are passed on from one generation to another. A subject syllabus is a unit of the curriculum. The two terms differ in a sense that curriculum is a combination of some factors which helps in the planning of an educational program, whereas a syllabus covers the portion of what topics should be taught in a particular subject.

### **Yoga:**

Yoga is a Sanskrit word derived from the Sanskrit root “yuj” which means to connect, join or balance. The most important thing, however, is that Yoga – with its entire applications and implications – is a powerful means to an end. The ultimate end of all human pursuits is “Moksha.” Moksha is freedom from all bondage; freedom from insecurities; freedom from the clutches of desires; freedom from the sense of limitations and inadequacy; freedom from all that thwarts us on our divine journey in life. In other words, the end of all human pursuits is everlasting peace, happiness and a sense of fulfillment. This is possible with steady and prolonged sincere practice of Yoga. It activates a process of cleansing and purification of mind, which in turn, prepares us for the dawning of Self-knowledge. Yoga means this connection; this knowledge that removes the impurities and the veil of ignorance that keeps us strangers to ourselves

Yoga is a way of life; it is not removed from it. We do not need to feel disappointed or frustrated considering our limitations with regard to physical health; shape and size of the body; lack of time; lack of space or unavailability of a teacher. Yoga, in fact, is the means to overcome all these problems. Yoga includes every aspect of life. Yoga touches everything in life. All healing methods and meditations are part and parcel of Yoga. Yoga is like the sun itself, which brightens everything that comes into contact with it.

**Definition:**

The term yoga has been defined in various ways in the many different Indian philosophical and religious traditions.

Source Text	Approx. Date	Definition of Yoga
<i>Katha Upanishad</i>	c. 5th century BCE	"When the five senses, along with the mind, remain still and the intellect is not active, that is known as the highest state. They consider yoga to be firm restraint of the senses. Then one becomes un-distracted for yoga is the arising and the passing away" (6.10-11)
<i>Bhagavad Gita</i>	c. 2nd century BCE	"Yoga is said to be equanimity" (2.48); "Yoga is skill in action" (2.50); "Know that which is called yoga to be separation from contact with suffering" (6.23).
<i>Yogācārabhūmi-Śāstra</i> ( <i>Sravakabhūmi</i> ), a Mahayana Buddhist Yogacara work	4th century CE	"Yoga is fourfold: faith, aspiration, perseverance and means" (2.152)
<i>Yoga Sūtras of Patanjali</i>	c. 4th century CE	"Yoga is the suppression of the activities of the mind" (1.2)
<i>Vaisesika sutra</i>	c. 4th century BCE	"Pleasure and suffering arise as a result of the drawing together of the sense organs, the mind and objects. When that does not happen because the mind is in the self, there is no pleasure or suffering for one who is embodied. That is yoga" (5.2.15-16)
<i>Yogaśataka</i> a Jain work by Haribhadra Suri	6th century CE	"With conviction, the lords of Yogins have in our doctrine defined yoga as the concurrence ( <i>sambandhah</i> ) of the three [correct knowledge ( <i>sajjñana</i> ), correct doctrine ( <i>saddarsana</i> ) and correct conduct ( <i>saccaritra</i> )] beginning with correct knowledge, since [thereby arises] conjunction

		with liberation....In common usage this [term] yoga also [denotes the soul's] contact with the causes of these [three], due to the common usage of the cause for the effect. (2, 4).
Kaundinya's <i>Pancart habhasya</i> on the <i>Pasupatasutra</i>	4th century CE	"In this system, yoga is the union of the self and the Lord" (I.I.43)
<i>Linga Purana</i>	7th-10th century CE	"By the word 'yoga' is meant nirvana, the condition of Shiva." (I.8.5a)
<i>Brahmasutra-bhasya</i> of Adi Shankara	c. 3rd century BCE	"It is said in the treatises on yoga: 'Yoga is the means of perceiving reality'
<i>Mālinīvijayottara Tantra</i> , one of the primary authorities in non-dual Kashmir Shaivism	6th-10th century CE	"Yoga is said to be the oneness of one entity with another." (MVUT 4.4–8)
<i>Mrgendratantravrtti</i> , of the Shaiva Siddhanta scholar Narayanakantha	6th-10th century CE	"To have self-mastery is to be a Yogin. The term Yogin means "one who is necessarily “conjoined with” the manifestation of his nature...the Siva-state ( <i>sivatvam</i> )" (MrTaVryp 2a)
<i>Yogabija</i> , a Hatha yoga work	14th century CE	"The union of apana and prana, one's own rajas and semen, the sun and moon, the individual soul and the supreme soul, and in the same way the union of all dualities, is called yoga. " (89)
<i>Śaradatilaka</i> of Lakshmanadesikendra, a ShaktaTantra work	11th century CE	"Yogic experts state that yoga is the oneness of the individual soul (jiva) with the atman. Others understand it to be the ascertainment of Siva and the soul as non-different. The scholars of the Agamas say that it is a Knowledge which is of the nature of Siva's Power. Other scholars say it is the knowledge of the primordial soul."

**Goals:** The ultimate goal of Yoga is *moksha* (liberation), although the exact definition of what form this takes depends on the philosophical or theological system with which it is conjugated.

According to Jacobsen, Yoga has five principal meanings

1. a disciplined method for attaining a goal;
2. techniques of controlling the body and the mind;
3. a name of a school or system of philosophy (*darśana*);
4. with prefixes such as "hatha-, mantra-, and laya-, traditions specialising in particular techniques of yoga;
5. the goal of Yoga practice.

### **Patanjali**

Yoga literally means “union”. This union can be understood on different levels: philosophically, as that of the relative, limited self with the absolute Self; religiously, as that of the individual soul with the Infinite Spirit; psychologically, as the integration of the personality— a state wherein a person no longer lives at cross-purposes with himself; emotionally, as the stilling of the waves of likes and dislikes, permitting one to remain in all circumstances complete in himself. [ref name="rands"]**The Art and Science of Raja Yoga, Swami Kriyananda. Step Two, “The Paths of Yoga.”**[/ref]

According to the ancient sage Patanjali, yoga is the neutralization of ego-directed feelings, because once these become stilled, the yogi realizes that he is, and that he has always been, one with the Infinite—that his awareness of this reality was limited only by his infatuation with limitation. [backref name="rands" /] yoga is usually defined as union: union between the limited self and the Divine Self. The aim of Yoga is not really to unite us with anything for we are already united. It is to help us realize our identity with the Divine Self, to make us know and tune into our intrinsic nature.

There are many definitions of Yoga, which apply to all levels of existence and awareness. At the physical level, we need to harmonize the functions of different organs, muscles and nerves so that they do not hamper or oppose each other. Disharmony in various body parts and systems brings about inefficiency and lethargy or clumsiness. Moreover, it manifests in diseases in the body.

In this context we can define Yoga as physical harmony & health and mental balance & peace.

**According to The Bhagwad Gita,**

1. Yoga is discretion in work.
2. Yoga is the remover of misery and destroyer of pain. Yoga is the supreme secret of life.
3. Yoga is serenity.
4. Yoga is the giver of infinite happiness. Patañjali, the author of the classical Yoga text, The Yoga Sutras, defines Yoga as, “complete control over patterns or modifications of the mind.”

**The Structure of Yoga:**

The various branches of Yoga could be, for practical purposes, classified into five basic groups:

- **Jnana Yoga:** the Yoga committed to inquiry.
- **Karma Yoga:** the Yoga committed to selfless service and Dharma.
- **Bhakti Yoga:** the Yoga devoted to love and devotion to God.
- **Raja Yoga:** the Yoga committed to introspection and contemplation.
- **Hatha Yoga:** the Yoga devoted to the discipline of the body and the balance of the mental, physical and subtle forces of the body through the practice of asana and pranayama

**Yoga education:**

Yoga education can supplement school and university education. It can prepare the students physically and mentally for the integration of their physical, mental and spiritual faculties so that the students can become healthier, saner and more integrated members of the society and of the nation.

Yoga education helps in self discipline and self-control, leading to immense amount of awareness, concentration and higher level of consciousness. Briefly the aims and objectives of Yoga education are:

- 1) To enable the student to have good health.
- 2) To practice mental hygiene.

- 3) To possess emotional stability.
- 4) To integrate moral values.
- 5) To attain higher level of consciousness.

All these objectives could be dealt with in an integrated manner.

Yoga education could help to equip oneself with basic knowledge about one's personality, to learn to handle oneself well in all life situations, to learn techniques of gaining good health, to develop a discriminative mind capable of knowing the real from the unreal and to face the dualities of life with equanimity.

### **Impact of yoga in the life of students:**

Meditation and yoga brings a positive vibes among the students and if they do it regularly it will help in bringing positive outcomes which is advantageous for the scholars. There are variety of positive outcomes of yoga for learners and various other peoples. Some of the benefits of yoga to students – <http://www.ashtanga.com/>

#### **1. De- stress students-**

Students faces a lot of depression and stress due to a variety of reasons such as family pressure, financial pressure or any other depression. Yoga is one of the best ways to eliminate all your pressure. Yoga keeps all your depression away and keeps your mind fresh.

#### **2. Concentration and Sharpness-**

Yoga helps in increasing the sharpness of your brain and your concentration power. It helps you in relaxing your mind and provide you more peace of mind.

#### **3. Strength-**

Strength is required by your body to fulfill all the day activities appropriately. Especially young students need a lot of strength as they are overloaded with lots of task. Therefore yoga helps in building your strength and gives you power.

#### **4. Health benefits-**

Medically proved yoga have various medical benefits. A lot of diseases can be improved by doing yoga daily. It helps to reduce a great hypertension among students.

#### **5. Weight management and Flexibility-**

Flexibility of the body is another advantage of doing yoga daily. Practicing yoga asana your muscles are also stretched thereby increasing the flexibility of your body. Uneasiness in breathing and obesity are some of the problems related to weight which is very common among the students. Due to high calories drinks and food intake, students have to face such types of problems. With practicing yoga regularly they can help their weight management.

#### **6. Advancement of educational Brain-**

Doing yoga regularly helps you in advancing your brain muscles and helps students to score the highest grades. Hence yoga helps learners to stay relaxed and stress free from all the depress and academic tensions which is beneficial in your academic advancement.

#### **7. Enhances your power and memory-**

Yoga is the power for all the students that helps in enhancing their memory and provides them more energy and power.

#### **8. Increases Focus –**

Students can enhance their focus and concentration with the help of yoga. A student can receive multiples benefits with the help of yoga.

There are multiple benefits of yoga for the students. Whether its kids, school going children or college students anyone can avail benefits from yoga. Yoga has proved to be of great benefit in reducing mental health disorder among students.

## **Stress:**

Students stress is an unavoidable phenomenon which is often seen in their lives. Stress is unavoidable phenomenon in every aspects of human life. It is generally an emotional imbalance which may be due to several reasons such as tests, papers and projects, competitive nature within your chosen field, financial worries about school and future job prospects. Stress arises when the combination of internal and external pressures exceeds the individual's resources to cope with their situation.

College students often experience stress from a variety of sources, including poor self-care habits, educational demands, daily hassles, and perceived control over stressful situations. These variables can affect students' academic performance and overall well-being. A number of studies have provided insight into stress and various aspects of health in college students.

Previous research has tended to focus on one aspect of stress or one type of health behavior. We were interested in the role that perceived stress level played in health habits in college students, and thus we extend previous research by examining several at the same time. We hypothesized that stress levels in college students would affect self-care health habits, minor medical health issues, academic performance, and overall daily hassles and dialy uplifts. It is important to understand the complex issues of stress and health, with a main focus on college students, and an eye on what might be done to help future students. . <http://www.ashtanga.com/>

**Garrard and brumby** demonstrated that students perceive stress in a variety of ways. While the majority of students surveyed reported negative associations with stress, 15% of the college students reported that having a small amount of stress in one's life was beneficial, and 20% of high school students reported having no stress other than small, everyday hassles.

Ragsdale, Beehr, Grebner, and Han hypothesized that students experience a period of stress during the week due to academic demands, as well as a period of weekend recovery that occurs while performing relaxing, enjoyable activities. Students who engaged in weekend recovery activities rather than using weekends to perform more stressful tasks such as homework reported better well being Mondays.

For many young adults, college is the best time of life. These critical years can also be undermined by depression, anxiety and stress. Students are very likely to experience some or many stressors which may test their ability to cope: adapting to a new environment, balancing a



heavy work load, making new friends, becoming more independent, and dealing with myriad of other issues. Looking from a closer perspective, the college students' encounters a number of challenges in his day to day life, therefore the whole idea of an existing and vibrant college life is unveiled by these challenges which in turn contribute to stress and if not dealt with can only escalate and hamper their academic performance, emotional and social well- be

In a medical or biological context stress is a physical, mental, or emotional factor that causes bodily or mental tension. Stresses can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure). Stress can initiate the "fight or flight" response, a complex reaction of neurologic and endocrine logic systems.

Catecholamine hormones, such as adrenaline or noradrenalin, facilitate immediate physical reactions associated with a preparation for violent muscular action. These include the following: Acceleration of heart and lung action, paling or flushing, or alternating between both, inhibition of stomach and upper-intestinal action to the point where digestion slows down or stops, the general effect on the sphincters of the body, constriction of blood vessels in many parts of the body, liberation of nutrients (particularly fat and glucose) for muscular action, dilation of blood vessels for muscles, inhibition of the lacrimal gland (responsible for tear production) and salivation, dilation of pupil (mydriasis), relaxation of bladder, inhibition of erection, auditory exclusion (loss of hearing), tunnel vision (loss of peripheral vision), disinhibition of spinal reflexes, and Shaking

Teens growing up today encounter many common sources of stress, including social, psychological, and societal pressures. As they transition from childhood to adulthood, face increasing responsibilities and decisions that can both be empowering, but also provoke much anxiety.

Depending on their circumstances, some teens may be better equipped to deal with these stresses than others. That's why both positive peer support and adult role models are very important around this age. **Pratibha Dhake(2017)**

## **Causes of stress:**

### **1. Mental illness**

Growing up, teenagers experience new external and internal struggles that can be emotionally overwhelming. According to youth.gov, 1 in 5 youth meets the criteria for a severe mental health

disorder. 11% of teens report suffering at least one major depressive episode (including thoughts of suicide) in the past year.

## **2. Peer pressure**

All people naturally want to fit in and be liked by others, but adolescents feel this pressure intensely. Negative peer pressure includes pressure to use alcohol and drugs, participate in sexual acts, or engage in risky behaviours. But even less extreme examples, like pressure to dress a certain way, can create drastic changes in a teen's thoughts and behaviours, leading to low self-esteem or even depression.

## **3. Pressure to succeed academically**

The stress and anxiety of academics can be challenging for youth to effectively manage. Teens may worry that a less-than-ideal academic performance will lead to being judged by their peers, scolded by their parents, or rejected by universities. Even high-performing students feel the stress from competition or pressure to get into the best schools. In particular, when students aren't taught to productively cope with failure, they can become demotivated and fall short of their potential.

## **4. Uncertainty about the future**

Today's teens often feel lost and have a scrambled sense of direction. This sometimes ends up creating an identity crisis or a loss of ambition. Being a teenager is essentially an in-between stage of being a child and adult; though are becoming independent and making your own decisions, society tells you that you are too young to know what is right. There's also the fear of making the wrong decision, particularly when it comes to choosing what to study in college.

## **5. Parental pressure**

Even when parents have good intentions, the pressure they put on their children to constantly perform well in every aspect of their life can be damaging to a teenager. Parents who cannot distinguish between healthy encouragement and unhealthy criticism can unknowingly inflict a lifetime of self-worth problems on their children.

## **6. Technology**

The rapid growth in technology over the past couple of decades has allowed for social media platforms, such as Facebook, Instagram and Snapchat, to have a powerful influence on people's lives—and not always for the better. Research has shown that despite its connected nature, social

media actually increases feelings of isolation and depression, especially among teens. Seeing “popularity” quantified in likes and shares can create feelings of jealousy, insecurity, and FOMO. Cyberbullying is a serious problem. With technology also comes exposure to content that may not be appropriate, such as violent pornographic imagery or hate speech. Moreover, when teens spend so much time online and so little time interacting face-to-face, they risk not developing the authentic relationships that are vital to social development. .

**Physical symptoms of stress include:**

- Low energy.
- Headaches.
- Upset stomach, including diarrhea, constipation, and nausea.
- Aches, pains, and tense muscles.
- Chest pain and rapid heartbeat.
- Insomnia.
- Frequent colds and infections.
- Loss of sexual desire and/or ability.

Yoga is a commonly known generic term for physical, mental, and spiritual disciplines which originated in ancient India. Specifically, yoga pi sine of the six astika (“orthodox”) “schools of Hindu philosophy. It is based on the Yoga Sutras of Patanjali.

In Vedic Sanskrit, the more commonly used, literal meaning of the Sanskrit word yoga which is “yoke”, “to join”, “to unite”, or “to attach” from the root you, already had a much more figurative sense, where the yoking or harnessing of oxen of horses takes on broader meanings such as “employment, use, application, performance” (compare the figurative uses of “ to harness” as in “ to put something to some use”). All further developments of the sense of this word are post – Vedic. More prosaic moods such as “exertion”, “endeavor”, “zeal” and “diligence” are also found in Epic Sanskrit.

There are very many Compound words containing yoga in Sanskrit. Yoga can take on meanings such as “connection”, “contact”, “method”, “application “, “addition” and “performance”. For example, guna- yoga means “contact with a cord”; chakra-yoga has a medical sense of “applying a splint or similar instrument by means of pulley (in case of dislocation of the thigh)”; Chandra –yaga has the astronomical sense of “conjunction of the

mood with a constellation”, ect. Thus, bhakti-yoga means “devoted attachment” in the monotheistic Bhakti movement. The term kriya-yaga has a grammatical sense, meaning “connection with a verb”. But some compound is also given a technical meaning in the Yoga Sutras, designating the “practical” aspects of the philosophy, i.e the “union with the Supreme” due to performance of duties in everyday life.

In this Modern society our environment is fighting for survival and the human being suffer from more and more physical and psychological stress. We cannot always control them but can learn how to face them. Yogic practices can alleviate the tension and anxiety. Yoga helps to stretch the muscles, strengthen the body and increase concentration and also help us to relax. The most important benefit of yoga is the physical & mental peace, and improves concentration power.

Yoga has been integral part of health and physical Education that has been a compulsory subject up to the secondary school stage since 1988. The NCF 2005 adopted a holistic definition of health in which yoga is an integral part of it. Both yoga and physical education contribute to not merely the physical development of the child but have a positive impact on psychosocial and mental development as well. Playing group games have a positive impact on individual self – esteem, promotes better interaction among children, imparts value of co-operation, sharing and to deal with both victory and defeat. Similarly, yoga practice contributes to flexibility and muscular fitness and also corrects postural defects among school children.

Yoga attitude refers to a range of mental sets people can have towards the benefits of yoga refers to harmonious well-being of body, mind and spirit in people. As yoga typically has the method for making a dynamic body, enriching the mind, and elevating the sprit. Extrinsically attitude is one of the psychological factors that determine one’s endeavor and pursuits in life.

The present era is well known as age of stress and anxiety. Stress is affecting almost each and every individual irrespective of age, class, sex, caste, etc some individual experience more stress and others may not. In students life, children, crave a certain amount of novelty, excitement, and stimulation in their lives. Students can thrive on certain amount of uncertainty, anxiety and pressure. It motivate them to get thing done to be successful and achieve something in life, their ability to focus push themselves just that bit further increases. This phenomenon is

called eustress. meaning good stress. This may be attributed to positive stress. This enhances the efficiency of the student in their daily life. Even though life may be placing demands upon them, they feel in control of those challenges. If these demands get to a point where they feel losing or have lost the ability to cope, such situation is called distress. It is derived from Greek prefix *dys* which means bad. Therefore, the *dystress* (distress) means bad pressure, When students experience distress, they tend to feel overwhelmed and their life become out of control with too much pressure, fear, panic and concern about how terrible they are feeling.

Studies reveal that any event or happening in the student's life has the potential to be a major cause of stress. They can quickly become distressed and experience the signs and symptoms of stress. No matter what the event quite positive situation can be distressing if they allow them to become so. It is not so much what is happening, it is more the reaction to that happening. The makeup of the personality characteristics of each of them is generally the critical factor and how well they cope with any situation in life (Grant Brecht 1996). according to Akhtar (2004), intelligent students are effective and vigilant in managing the potential in their lives.

## **Attitude**

An attitude can be defined as a positive or negative evaluation of people, Objects, event, activities, ideas, or just about, anything in your environment, but there is debate about precise definitions, Eagle Chaiken, for example, define an attitude "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour." though it is sometimes common to define an attitude affect toward an object, affect (i.e. discrete emotions or overall)arousal) is generally understood to be distinct from attitude as a measure of favorability.

This definition of attitude allows for one's evaluation of an attitude object to vary from extremely negative to extremely positive, but also admits that people can also be conflicted or ambivalent toward an object meaning that they might at different times express both positive and negative attitude toward the same object, this has led to some discussion of whether individual can hold multiple attitude toward the same objects.

Whether attitudes are explicit (i.e. deliberately formed) versus implicit (i.e. subconscious) has been a topic of considerable research. Research on implicit attitudes, which are generally unacknowledged or outside of awareness, uses sophisticated methods involving people's response times to stimuli to show that implicit attitudes exist (perhaps in tandem with explicit

attitude of some object implicit an explicit attitude seem to affect people's behavior, though in different ways. They tend not to be strongly associated with each other, although in some cases there. They the relationship between them is poorly understood.

## **STATEMENT OF THE PROBLEM:**

The transition of the students for high school level to the college level is inherently stressful for students. It could cause psychological academic and social shock to them, so it is high time to discuss regarding mental stress among the college going students. Besides mental stress, yoga attitude in also the need of the hour because yoga attitude can reduce the mental stress among us. So, the researcher selected two ideas that are 'mental stress' and 'Yoga Attitude' where one is problem and other is it solution. Yoga is one of the remedies to reduce mental stress. That is why the area is the burning topic for research.

## **OBJECTIVE OF THE STUDY**

In view of the above research question and delimitation of the study. The following objectives were identified

- To assess the attitude of the college male and female students towards Yoga.
- To compare the yoga attitude of male and female students towards yoga.
- To assess the level of stress among college male and female students.
- To compare the stress of male and female students .

## **DELIMITATIONS**

The present study was delimited to:

1. Only college going male and female students has been selected as subjects for this study.
2. Students studying in the classes of 1<sup>st</sup> year. 2<sup>nd</sup> year and 3<sup>rd</sup> year was taken as sample of the study.
3. Selected four different colleges which are from different Districts in West Bengal. The districts are Purba Medinipur, Paschim Medinipur, Howrah and South 24<sup>th</sup> Parganas.
4. Only 200 students were selected as sample.

5. The variable of study was delimited to demographic variable like Affiliating of University. Class. Gender. Habitat.

## **LIMITATIONS**

- 1) The factors like climatic condition, food habits, heredity, nutrition status, mental growth, heredity, life style, economical condition will be limitation by the researcher for this study.
- 2) Effect of clubs, coaching camp and academy will be limitation for this study.
- 3) Muscle mass and running surface will be limitation for this study.
- 4) No special treatment will use, while collection of data on state level sprinters, which may be considered as one of the limitations.

## **HYPOTHESIS**

In view of the basic research question and objectives of the study the following null hypothesis were formulated-

H<sub>0</sub> :There might be no significance difference between male and female college students in there attitude towards yoga and mental stress'

H<sub>0</sub> :There might be no significance difference between four districts male college students in there attitude towards yoga and mental stress'

H<sub>0</sub> :There might be no significance difference between four districts female college students in there attitude towards yoga and mental stress'

# ***CHAPTER-II***

## ***REVIEW OF RELATED LITERATURE***



# REVIEW OF RELATED LITERATURE

### Introduction:

The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. The term is also used to describe the written component of a research plan or report that discusses the reviewed documents. The major purpose of reviewing the literature is to determine what has already been done that related to the topic. Another important purpose of reviewing the literature is to discover research strategies and specific data collection approaches that have or have not been productive in investigation of topic similar. This information will help avoid other researcher's mistakes and profit from their experiences. (Gay, Mills, Airasian, 2017)

A literature review is a written summary of journal article, books, and other documents that described the past and current state of information on the topic of selecting research study. It also organizes the literature into sub topic and documents the need for a proposed study. A good review of the source of information, necessary to conduct a literature review as a step in the research process.

### Review of related literature:

1. **Lazarus and Folkman (1984)**, stress is defined as an individual's physical and psychological reaction to an event or object or which is appraised as a threat. Similarly,
2. **According to Lazarus and Folkman(1984)**, stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment. The existence of stress depends on the existence of the stressor.

3. **Reddy (1989)** conducted research to find out the adjustment in the school. Result showed that most of the problems concentrated on academic anxiety regarding their future.

4. **Verma and Gupta (1990)** explored the cause of basic academic pressure burdening the school-going adolescents. Result revealed that academic stress was caused due to examination system, burden of home work and attitude of parents and teachers.

5. **Dawood (1995)** found that his study that students' stress affects their performance. He further showed that the most frequently mentioned stressors by students was school and fear-related stressor. Many teenagers tend to become non-conformist and fall prey to teenage depression in response to a variety of growing-up anxieties, however. Induced fears and anxiety in children adversely affect students' performance at various levels.

6. **Hodge (1996)** in this study found that prevalence of stress were found particularly among those students who were, by their nature prone to anxiety.

7. **Promod (1996)** found in his study with reference to Indian culture, that boys manifested more futuristic orientation than girls and therefore boys have more academic anxiety than girls.

8. **Ross, Niebling, and Heckert (1999)** examined interpersonal, intrapersonal, academic and environmental sources of stress and generally found daily hassles to be more stress-inducing factors than more than significant life events, in which intrapersonal sources of stress were the leading stressors. More specifically, the study delineated that change in sleeping habits, vacations/breaks, changes in eating habits, increased workload, and new responsibilities were the top five sources of stress among college students.

9. **Ranjita Misra & Mckean, (2000)**. In agreement with this finding, Waghachavare, Dhumale, Kadam, and Gore (2013) surveyed a large sample (N = 1200) and demonstrated that college students experienced a certain level of stress associated with healthy lifestyles and academic factors. Recently, Bhatt U et al. (2018) concluded that psychological stress is highly prevalent

among college students especially among engineering and art students and those who are residing with their families.

10. **Feng(1992)** and **Volpe(2000)** defined stressor as anything that challenges any individual's adaptability or stimulates and individual's body or mentality. Stress can be caused by environmental factors, psychological factors, biological factors and social factors. It can be negative or positive to an individual, depending on the strength and persistence of the stress, the individuals personality, cognitive appraisal of the stress and social supports.

11. **Howard and Medway (2004)** found in their study that adolescence is a stress full time for many youth and these stresses can potentially bed to serious disorder.

12. (**Michelson et al., 2005**)**Streeter et al. (2012)** asserted that yoga-based practices may correct under activity of the PNS and GABA systems in part through stimulation of the vague nerve, the main peripheral pathway of the PNS, thus reducing all static load.

13. **Gorsay and yildiz(2005)** found in their study that the anxiety, the children and adolescents go through differ according to the properties of the age they are in, In adolescences, the dimension of anxiety caused by identity confusion during this period may be the kind of anxiety encantered most.

14. **Trived and ojha (2005)** found in their study that boys had higher academic anxiety as compared to girls.

15. **Dunn (2008)** noted that nitric oxide may be a potential mechanism under lying the relationship between yoga and well-being. Also, Michelson et al. (2005)explained that vigorous postures in yoga interventions may cause repeated functional peripheral vessel occlusion which may modulate blood flow and alter endothelial function, which in turn may create an environment in which nitric oxide is constantly produced and released throughout the endothelium. Nitric oxide presence has been shown to reduce stress.

16. **Kuntsevich, Bushnell, and Theise (2010)** also posited a number of biological pathways through which yoga may affect health. Namely, they claimed that yogic practices may restore physiologic set points to normal after disease or injury, promote homeostatic negative feedback loops over non-homeostatic positive feedback loops in molecular and cellular interactions and decrease abnormal ‘noise’ in cellular and molecular signaling networks arising from environmental or internal stresses.

17. **Holzel et al. (2011)** detail the potential mechanisms through which mindfulness meditation, often a component of yoga practice, may affect stress and well-being. This model posits that mindfulness meditation acts through psychological factors such as attention regulation, body awareness, emotion regulation, change in perspective on thyself and ceroplastic changes.

18. **Behera, S.K. (2011)** has conducted a study on “The attitude of secondary school students towards Yoga Education in Keonjhar District of Orissa - A Study”. The results of the study were:

Most of the secondary school students are favorable attitude towards yoga education in Keonjhar district of Orissa.

There is significant difference between the attitude of male- students and female students reading in secondary school towards yoga education.

Significant difference between the attitude of rural and urban school students towards yoga education. Significant difference between the attitude of SC andST students reading in secondary schools towards yoga education.

Significant difference between the attitude of class IX students and class X students of the secondary schools towards yoga education. Zeng, H. Z., Hipscher, M, & Leung, R. W. (2011) have conducted a study on “Attitudes of high school students toward physical Education and their sport activity preferences”. The aim of this study was to examine the ATPEA and sports/activities preferences of the high school students in the public schools from the five boroughs of New York City.

19. **Manoranjan Tripathy and S.k Srivastava(2012)**. Worked on To study the effect of Academic Achievement on the level of self –confidence. The result indicated that the level of self confidence. Variables. have been effected by the academic achievement.

20. **Harajyoti Majumder, Dipankar Gogai, Lipika Buragohain and Nabanita Haloi (2012)** worked on “A comparative study on stress and contributing factors among the graduate and post-graduate students”. The result indicates that there were different percentages of stress symptoms among the male and female students Headache, blood pressure, anxiety back pain , neck pain and skin rashes were more predominately observed among females

21. **Black et al. (2012)** also found that 68 genes were found to be differentially expressed(19 up-regulated and 49 down-regulated) after a yoga intervention, even after adjusting for differences in sex, illness burden and body mass index. Although these changes were not directly connected to a stress outcome in that study, the many studies that have linked gene expression to stress suggest that gene expression may be an important mediator of yoga’s effects on stress.

22. **Campbell (2006) as cited in Bataineh (2013)**, stress is an adverse reaction that individuals manifest when they encounter, excessive pressure or other types of demands placed on them. Stress especially arises when individuals are under overwhelming situation and believe that they are incompetent to handle. The definitions reflect that stress is psychophysical phenomena which come into existence as a result of a continuous interaction between the individual and the environment. Said it differently, when college students, for instance, often deal with pressures associated with finding a job or a potential life partner, such stressors do not cause anxiety or tension by themselves. Instead, the feeling of stress results from the interaction between stressors and the students’ perception and reaction to those stressors (Romano, 1992).

23. **Mehdi Bostani, Amir Nadri and Azami Rezaee Nasab (2013)**. Worked on “A study of the Relation between Mental health and Academic performance of students of the Islamic Azad University Ahvaz Branch “the result Indicated that general health and social performance disorders. According to the finding of this research . it can be concluded that the higher the mental health of the students, the better their educational performance, although it seems that the

students educational performance is also affected by other factors and their interactional effects as well.

24. **Maha Prasad Ghosh, MD Kamrul Hassan and Arindam Ghosh (2014)**. Worked on “ A comparative study on Self Confidence among university level Football. Kho Kho and Kabaddi players” the result indicated there was a mean significance difference in self confidence level between Football, khokho and kabaddi players of North Bengal university. The researcher was concluded that khokho players are more confident than the Football Kabaddi players before attending the respective inter university tournaments.

25. **Dr. Rohtas kumar verma and Saroj kumara (jan 2016)** worked on “Effect of self confidence on Academic Achievement of children at Elementary stage” the result indicate that significant relation exists between self confidence and academic achievement of elementary school students , no significant difference was found in the self confidence of male and female elementary school students. It was also found that there exists difference in the academic achievement of elementary school students with high and low self confidence.

26. **Behrani. P. (2016)** conducted a study entitle as “Implementation Aspect of Life Skill Education Programme in Central Board of Secondary Education Schools”. The study investigated the status Life Skills Education programmed in CBSE schools and identified the problems of teachers and administration in implementation of life skills education programs. The sample of the study was the 7 school in Gujarat affiliated to the Central Board of Secondary Education. Data was collected by semi structured interview. Content analysis was done to analyze the data. The study developed

27. **Madhu Sudan Hazra and Dr.sudarsan Biswas(2017)** worked on “A comparative study on attitude towards yoga between the students of education and physical education discipline” the result indicate that the students those who are belongs from the department of physical education they are posses higher attitude towards yoga in compare with the students of education department.

28. **Pratibha Dhake (2017)** worked on “critical survey of yoga attitude among the students of Smt G.G. Khadse college” the result of this study were very promising 60% students found to be

high level attitude towards yoga. Students have realize more importance of yoga for their better future.

29. **Uday Bauri and Dr, Santosh Kumar Behera(2018)** worked on “Attitude of higher secondary school students towards yoga education in purulia district of West Bengal- An empirical study” the result indicate that the attitude of higher secondary school students towards yoga education was neither more favorable nor unfavorable, but satisfactory or average . The attitude of higher secondary male and female students was statistically not significant. The attitude of higher secondary rural and urban, Arts and science students were statistically Significant . There is no significant different among the attitude of general sc, st and obc students towards yoga education.

30. **Christal Jeba (2018)** .worked on “ A study on Effects of Yoga and academic achievement of high school students” the result indicate that students under consideration scored higher grades and had lower stress level as compared to the other students

***CHAPTER-III***  
***METHODOLOGY***



## **CHAPTER -III**

### **METHODOLOGY**

In this chapter the procedure adopts for the selection of subjects, selection of variables, criterion measures, procedure for administration of the tests, reliability of the data, design of the study, statistical procedure and level of significance for analysis of data are presented.

Methodology is the set of principles of research that guides the researcher to decide the type of research method which would be most appropriate considering the type of question the study is undertaken to answer, based on its core theoretical and philosophical hypothesis (Sim and Wright, 2000).

This chapter details out the research methodology for the present study. It explains the research objectives and a suitable methodology to achieve those objectives. This was done by detecting the factors through field survey and comparing them across the demographics and project characteristics. The success of research study mainly depends on the collection of reliable primary data through an intensive field study. There are many procedures or techniques that are used to collect data from varying sources. The selection of method for research work depends upon the nature of the problem and kind of the data necessary for the selection of the problem.

#### **SELECTION OF THE SUBJECTS:**

The present study was conducted mainly to find out the difference on yoga attitude and mental stress among the college going students of west Bengal. This is a comparative study among college students from four colleges from four districts (Howrah, South 24 pargana, PurbaMedinipur and Paschim Medinipur)of West Bengal.

#### **STUDY DESIGN:**

The present study was conducted based on descriptive in nature and survey method used for the data collection. Survey research involves collecting data to test hypothesis or to answer quotations about people`s opinions on some topics or issues. (Gay, R.L., Mills, E.G & Airasian,

**W.P).** In this procedure the researcher collected qualitative and quantitative data using questionnaire on students' yoga attitude and students stress, statistically analyze the data to find out the difference among college students from four different districts of west Bengal.

## **POPULATION AND SAMPLE:**

In a research study, a sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn. Testing a sample, especially in a quantitative study, can allow the researcher to make inference about the performance of the larger group, which is known as the population. **(Gay, R.L., Mills, E.G & Airasian, W.P. (2017))**

### **Population:**

The population of any study is the whole domain or total area, from where sample has been drawn by applying different authentic methods of sampling. For this study the researcher has decided whole college going students as population, who is studying in Honours level in different colleges in west Bengal. The age range of the students was 18-22 years.

### **Sampling**

A sampling method and sample will be considered as appropriate if it is drawn by following proper scientific and systematic method and each sample act as a true representative of the population. In this study the researcher has used random sampling method to collect sample. Hence forth, 200 college students (both sex, male and female) were chosen randomly from different colleges of South 24 pargana, Purba Medinipur, Howrah and Paschim Medinipur districts of West Bengal.

## **SELECTION OF VARIABLES:**

The things that are changing in an experiment are called variables. A variable is any factor, trait, or condition that can exist in differing amounts or types. An experiment usually has three kinds of variables. In the present study the following variables were identified and used.

## **1. INDEPENDENT VARIABLE:**

An independent variable is defined as the variable that is changed or controlled in a scientific experiment. It represents the cause or reason for an outcome. The following variable were used in the study-

### **i) College:**

The four different colleges from Purba Medinipur, Paschim Medinipur, Howrah and South 24<sup>th</sup> parganas districts were considered as selected colleges for this study.

### **ii) Gender:**

Gender was one of the classificatory. Independent variable of the study. The two dimensions that is Male and Female were considered as Gender variable for this study.

### **iii) Medium of instruction:**

The two dimensions of medium i.e., Bengali and English were thought to have some influence on the dependent variables hence, these two were included as Medium of instruction variables.

## **2. DEPENDENT VARIABLE:**

Dependent variable is the variable that is affected by the independent variable. In this comparative study Yoga Attitude and Mental Stress of college students were taken as Dependent variable. The aim of the study was to measure the influence of Independent variables on the Dependent variables.

## **SELECTION OF TOOLS:**

According to the study design of present study, the researcher has used self-made questionnaire for the data collection which consisted of 30 items Yoga Attitude questions and 51 items Mental Stress questions to measure most accurate yoga attitude and mental stress from the target student. The questionnaire contains following options for each item were Never, Rarely, Sometimes, Usually and Always for mental stress and for yoga attitude agree, undecided and

disagree were options. This item was divided into two categories positive questions & Negative questions.

All item is based on following positive and negative category;

### **YOGA ATTITUDE-**

Positive questions were: 1,3,5,7,9,11,13,15,17,19,21,23,25,27,29

Negative questions are: 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30

### **MENTAL STRESS:**

Positive questions were:

1,2,3,5,6,7,8,9,10,11,12,13,15,16,18,19,20,23,24,25,26,27,28,29,30,31,32,33,34,36,38,39,41,42,43,44,45,47,48,49,51

Negative questions were:

4,14,17,21,22,35,37,40,46,50

### **STATISTICAL PROCEDURE:**

This phase includes the description of different steps followed in collecting all qualitative and quantitative data from the primary sample under study and the process of analyzing it. Data was collected from the college going students, during 18th January 2019 to 6th April 2019.

### **COLLECTION OF DATA:**

Data for the present research study were collected to study the difference of college students on Yoga attitude and mental stress among different college going students of west Bengal. In this study four college were purposively selected from Purba Medinipur, Paschim Medinipur. South 24 Pargana and Howrah district. The researcher personally approached the administrative head of the college explaining the purpose and sought permission to conduct the study. A total number of four college finally allowed the researcher to collect data from their students. The schedule is shown in the table below.

## **SCHEDULE OF DATA COLLECTION.**

### **Name of the college:**

S/N	Name of the college	District	Date
1	M N Mahavidyalaya	Purba Medinipur	18 <sup>th</sup> -20 <sup>th</sup> Jan
2	S K S Mahavidyalaya	Paschim Medinipur	1st-5th Feb
3	Magrahat college	South 24 <sup>th</sup> pargana	25 <sup>th</sup> Feb-2 <sup>nd</sup> March
4	Uluberia college	Howrah	30 <sup>th</sup> - 6th April

The researcher was present in the class room to observe the students and the sample were randomly chosen from the class. Then the researcher instructed the samples and used questionnaire technique based on Yoga attitude and Mental stress Assessment Scale and collected required data from the samples.

## **RELIABILITY OF DATA**

The researcher himself administered the tool and was vigilant while collecting data from the earlier mentioned college. The data was thereafter scrutinized by identifying missing and odd values. Hence, the researcher ensured the quality of data for better and comprehensive results.

## **TABULATION DATA**

Each student's responses of individual questionnaire were marked with scoring values. A summary was prepared at the bottom of individual sheet. The researcher raw data uploaded in excel sheet, then the whole data accomplish systematically and sequentially tabulate. The data found were filtered and tallied with nine numerical data. The whole data set were drawn systematically and tabulated sequentially for further analysis and to draw inference based on the objectives of the present study (Tabulation are gives in appendix).

## **STATISTICAL ANALYSIS**

Raw data of 200 students gathered were individually tabulated in excel sheet. Data was analyzed by applying ANOVA and Post-hoc test, using Statistical Package for Social Science (SPSS package) version 2.0, because it accommodated many variables at same time and reduce

detailed laborious calculation by hand and thereby minimized the chance of error. In this study researcher shows the statistical analysis level of significant was 0.05 and 0.01 respectively.

# ***CHAPTER-IV***

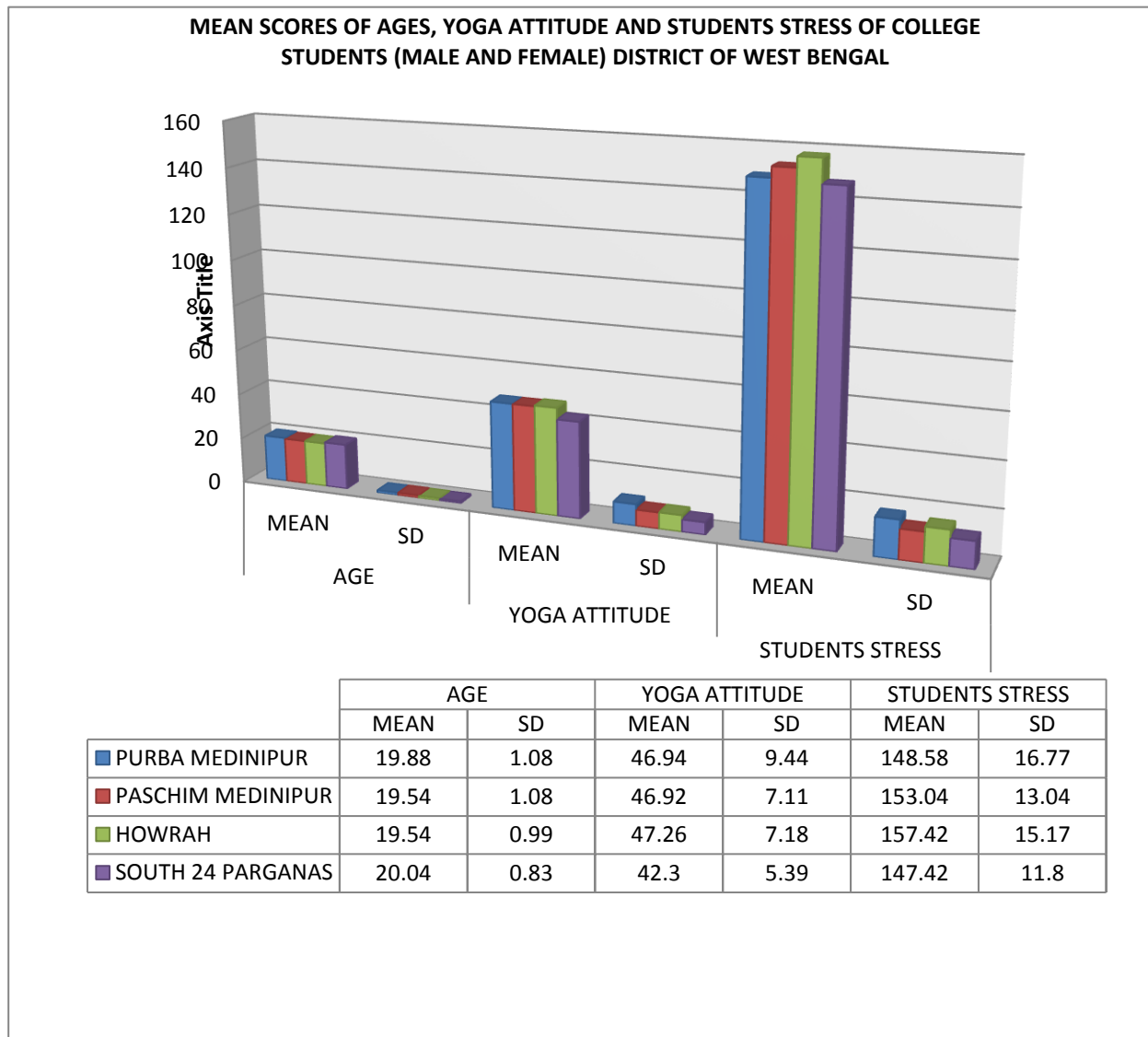
***ANALYSIS OF THE DATA AND RESULTS OF THE STUDY***

## CHAPTER-IV

### PRESENTATION OF DATA AND ANALYSIS OF THE RESULT

This chapter contains the results and findings of the study followed by discussion on findings according to the selected variables. The results are presented mainly of two statistical out comes. I) descriptive statistics in the form of mean and standard deviation and ii) comparative statistics in the form of one-way ANOVA.

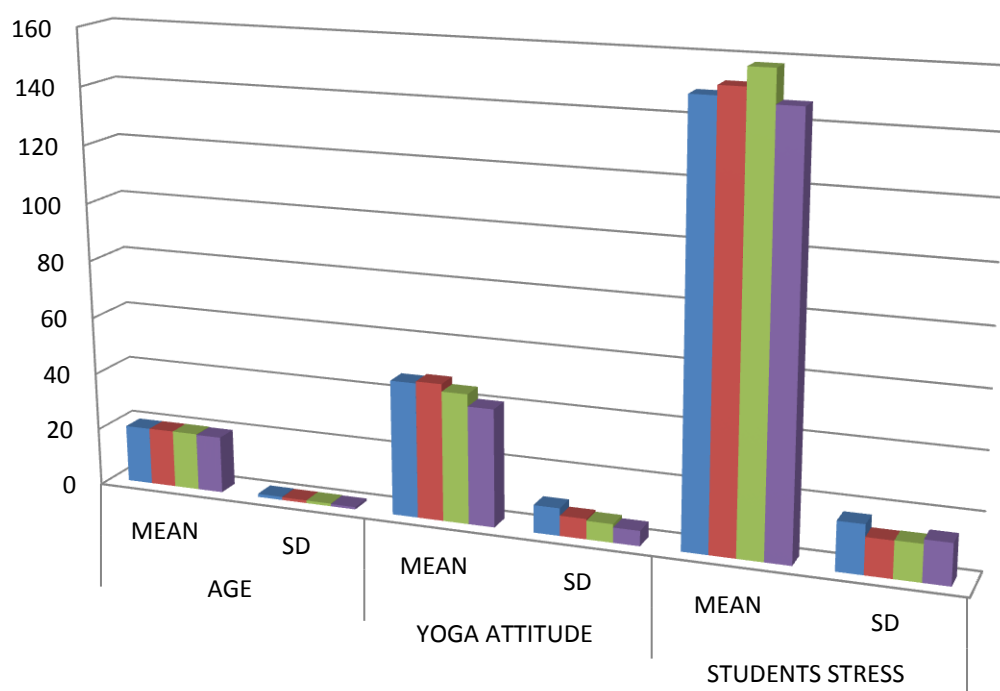
**Table- 1. MEAN SCORES OF AGES, YOGA ATTITUDE AND STUDENTS STRESS OF COLLEGE STUDENTS (MALE AND FEMALE) DISTRICT OF WEST BENGAL**





**Table-2. MEAN SCORES OF AGES, YOGA ATTITUDE AND STUDENTS STRESS OF COLLEGE STUDENTS (FEMALE) DISTRICT OF WEST BENGAL**

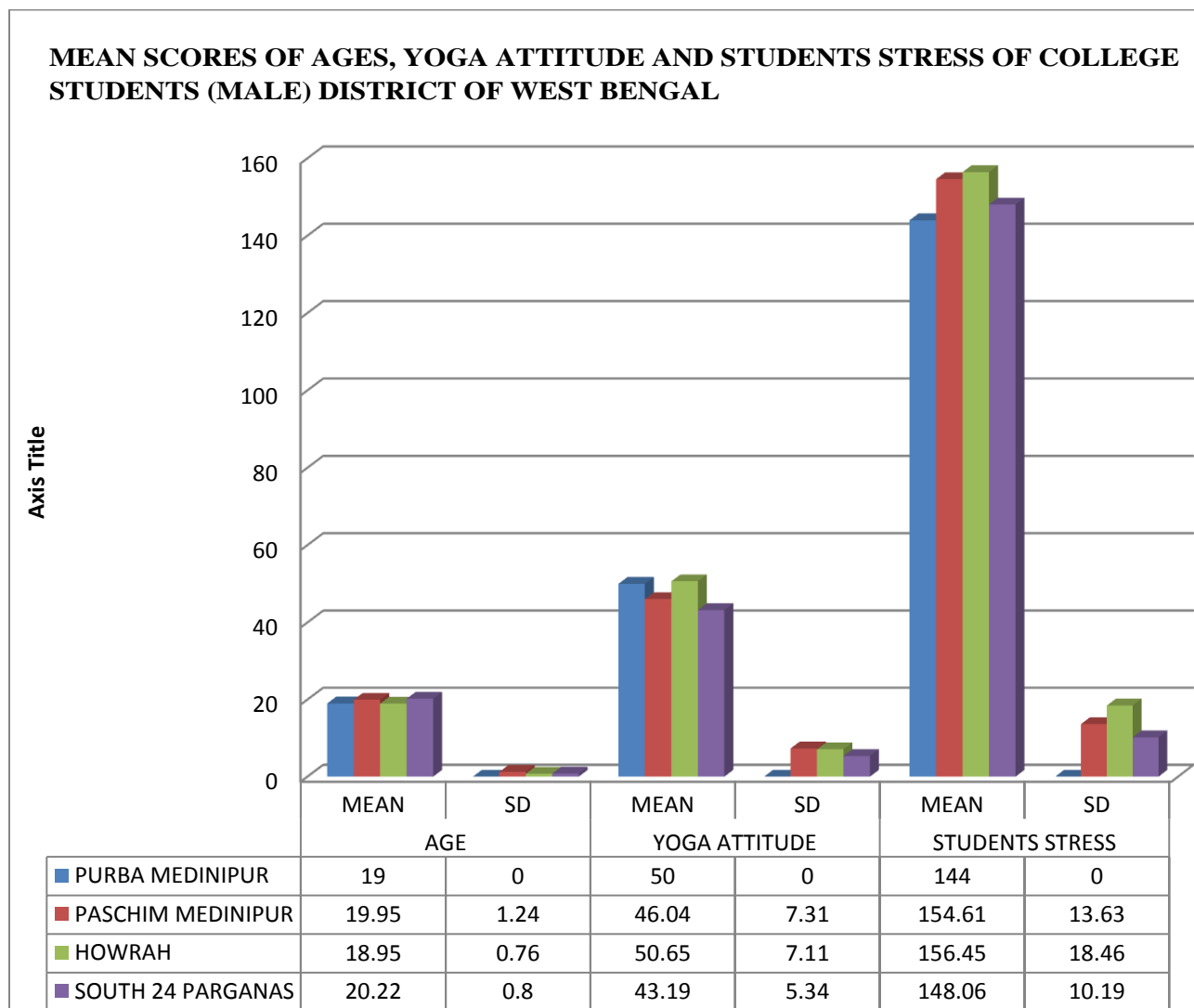
**. MEAN SCORES OF AGES, YOGA ATTITUDE AND STUDENTS STRESS OF COLLEGE STUDENTS (FEMALE) DISTRICT OF WEST BENGAL**



	AGE		YOGA ATTITUDE		STUDENTS STRESS	
	MEAN	SD	MEAN	SD	MEAN	SD
■ PURBA MEDINIPUR	19.89	1.08	46.87	9.53	148.67	16.92
■ PASCHIM MEDINIPUR	19.93	0.96	47.55	7.02	151.89	12.73
■ HOWRAH	19.93	0.94	45	6.39	158.07	12.82
■ SOUTH 24 PARGANAS	19.73	0.8	40.84	5.27	146.94	14.33

**Table-3. MEAN SCORES OF AGES, YOGA ATTITUDE AND STUDENTS STRESS OF COLLEGE STUDENTS (MALE) DISTRICT OF WEST BENGAL**

NAME OF THE DISTRICT (MALE)	AGE		YOGA ATTITUDE		STUDENTS STRESS	
	MEAN	SD	MEAN	SD	MEAN	SD
PURBA MEDINIPUR	19	0	50	0	144	0
PASCHIM MEDINIPUR	19.95	1.24	46.04	7.31	154.61	13.63
HOWRAH	18.95	0.76	50.65	7.11	156.45	18.46
SOUTH 24 PARGANAS	20.22	0.8	43.19	5.34	148.06	10.19



**Table 4. COMPARISON YOGA ATTITUDE OF COLLEGE STUDENTS OF WEST BENGAL**

The objective of the study to compare mean scores on student's yoga attitude of college students of different districts of west Bengal. The data were analyzed with the help of one-way ANOVA and the results are given at below in table no.-4.

ANOVA					
Yoga Attitude					
	Sum of Squares	df	Mean Sum of Square	F	Sig.
Between Groups	846.175	3	282.058	5.120	.002
Within Groups	10796.620	196	55.085		
Total	11642.795	199			

**From table – 4.** it is evident that the 'F' value is 5.120, which is significant at 0.05 level with df 3,196. It is reflecting that mean scores of yoga attitude of college students of Purba Medinipur, Paschim Medinipur, Howrah and South 24 parganas districts differs significantly. Thus, the null hypothesis that there is no significant difference in mean scores of yoga attitude of college students of west Bengal is rejected. In order to know which district's mean scores of yoga attitude is significantly different, the data were further analyzed with the help of post- hoc test/'t' test and the result is given in table -5. To find out paired wise mean difference multiple comparisons (SPSS,22.0 version)method was applied.

**Table-5 DISTRICT WISE COMPARISON OF YOGA ATTITUDE OF WEST BENGAL**

Districts	Mean	SD	N	Paschim Medinipur	Howrah	South 24 pgs.
Purba Medinipur	46.94	9.44	50	.989	.830	.002*
Paschim Medinipur	46.92	7.11	50		.819	.002*
Howrah	47.26	7.18	50			.001**
South 24 pgs.	42.3	5.39	50			

**\*\*significant at 0.01level, \*significant at 0.05 level (p<0.05).**

### **Analysis of paired wise mean difference among different district after post-hoc test:**

From table-5 it has seen the 'p' value of yoga attitude for Purba Medinipur and Paschim Medinipur students is .989 which is not significant. It reflects that the mean scores of yoga attitude of Purba Medinipur and Paschim Medinipur students do not differ significantly. It may therefore, be said that both Medinipur and Paschim Medinipur students were found to have yoga attitude to the same extent.

The 'p' value for Purba Medinipur and Howrah students is .830 which is not significant. It reflects that the mean scores of yoga attitude of Purba Medinipur and Howrah students do not differ significantly. It may therefore, be said that both Purba Medinipur and Howrah students were found to have yoga attitude to the same extent.

The 'p' value for Purba Medinipur and South 24 pgs. students is .002 which is significant. It reflects that the mean scores of yoga attitude of Purba Medinipur and South 24 pgs. students differs significantly. It may therefore, be said that Purba Medinipur students were found to have significantly higher yoga attitude in compare to South 24 pgs.

The 'p' value for Paschim Medinipur and Howrah students is .819 which is not significant. It reflects that the mean scores of yoga attitude of Paschim Medinipur and Howrah students do not differ significantly. It may therefore, be said that both Paschim Medinipur and Howrah students were found to have yoga attitude to the same extent.

The 'p' value for Paschim Medinipur and South 24 pgs. students is .002 which is significant. It reflects that the mean scores of yoga attitude of Paschim Medinipur and South 24 pgs. students differs significantly. It may therefore, be said that Paschim Medinipur students were found to have significantly higher yoga attitude in compare to South 24 pgs.

The 'p' value for Howrah and South 24 pgs. students is .002 which is significant. It reflects that the mean scores of yoga attitude of Howrah and South 24 pgs. students differs significantly. It may therefore, be said that Howrah students were found to have significantly higher yoga attitude in compare to South 24 pgs.

**Table-6. COMPARISON OF STUDENTS MENTAL STRESS OF COLLEGE STUDENTS OF WEST BENGAL**

	df	Sum of Squares	Mean Square	F	Sig.
Between Groups	3	3036.420	1012.140	4.932	.003
Within Groups	196	40219.800	205.203		
Total	199	43256.220			

**\*\*significant at 0.01level, \*significant at 0.05 level (p<0.05)**

From table -6 it is evident that the 'F' value is 5.120, which is significant at 0.05 level with df 3,196. It is reflecting that mean scores of students stress of college students of Purba Medinipur, Paschim Medinipur, Howrah and South 24 parganas districts differs significantly. Thus, the null hypothesis that there is no significant difference in mean scores of students stress of college students of west Bengal is rejected. In order to know which district's mean scores of students' stress is significantly different, the data were further analyzed with the help of post-hoc test/'t' test and the result is given in table -5.

**Table-7 DISTRICT WISE COMPARISON OF MENTAL STRESS OF COLLEGE STUDENTS OF WEST BENGAL**

Districts	Mean	SD	N	Paschim Medinipur	Howrah	South 24 pgs.
Purba Medinipur	148.58	16.77	50	.121	.002*	.743
Paschim Medinipur	153.04	13.04	50		.128	.061
Howrah	157.42	15.17	50			.001**
South 24 pgs.	147.42	11.8	50			

**\*\*significant at 0.01level, \*significant at 0.05 level (p<0.05).**

From table-7 it can be seen that the 't' value for Purba Medinipur and Paschim Medinipur college students' is .121 which is not significant. It reflects that the mean scores of mental stress of Purba Medinipur and Paschim Medinipur students' do not differs significantly. It may therefore, be said that both Purba Medinipur and Paschim Medinipur studens were found to have students' stress to the same extent.

The 'p' value for Purba Medinipur and Howrah district's students is .002 which is significant. It reflects that the mean scores of students' mental stress of Purba Medinipur and Howrah students differs significantly. It may therefore, be said that Purba Medinipur students were found to have significantly higher mental stress in compare to Howrah.

The 'p' value for Purba Medinipur and South 24 pgs students is .743 which is not significant. It reflects that the mean scores of mental stress of Purba Medinipur and South 24 pgs students do not differ significantly. It may therefore, be said that both Medinipur and Howrah students were found to have mental stress to the same extent.

The 'p' value for Paschim Medinipur and Howrah district's students is .128 which is significant. It reflects that the mean scores of students' mental stress of Paschim Medinipurand Howrah students differs significantly. It may therefore, be said that Paschim Medinipur students were found to have significantly higher mental stress in compare to Howrah.

The 'p' value for Paschim Medinipur and South 24 pgs students is .061 which is not significant. It reflects that the mean scores of mental stress of Paschim Medinipur and South 24 pgs students do not differ significantly. It may therefore, be said that both Paschim Medinipur and Howrah students were found to have mental stress to the same extent.

The 'p' value for Howrah and South 24 pgs. Students is .001 which is significant. It reflects that the mean scores of mental stress Howrah and South 24 pgs. Students differs significantly. It may therefore, be said that Howrah students were found to have significantly higher yoga attitude in compare to South 24 pgs.

## DISCUSSION OF FINDINGS

Findings from statistical analysis have revealed and found significant difference on mean scores of yogic attitude and mental stress of college students of West Bengal. Since the purpose of this study was to compare yogic attitude and mental stress among four different districts of west Bengal. Researcher purposively selected four districts, as- Purba Medinipur, Paschim Medinipur, Howrah and South 24 parganas. To find out the difference researcher has used one-way ANOVA and data were further analyzed with the help of post- hoc test/'t' test. To find out paired wise mean difference multiple comparisons (**SPSS,22.0 version**) method was applied.

From the ANOVA table of students' yoga attitude, it was reflecting that mean scores of yoga attitude of college students of Purba Medinipur, Paschim Medinipur, Howrah and South 24 parganas districts differs significantly. Thus, the null hypothesis that there is no significant difference in mean scores of yoga attitude of college students of West Bengal is rejected. In order to know which district's mean scores of yoga attitude is significantly different, the data were further analyzed with the help of post- hoc test/'t' test and the result is given in table -5. To find out paired wise mean difference multiple comparisons (**SPSS,22.0 version**) method was applied. From post-hoc test it was noticed that Purba Medinipur, Paschim Medinipur and Howrah has a higher yogic attitude score among college students than South 24 Parganas district. It was also found that Purba Medinipur, Paschim Medinipur and Howrah districts have a same level of yogic attitude among college students. Also observed that lowest level of yogic attitude found in college students of South 24 Parganas district in compare to others.

From students' stress ANOVA table, found reflecting that mean scores of students' stress of college students of Purba Medinipur, Paschim Medinipur, Howrah and South 24 parganas districts differs significantly. Thus, the null hypothesis that there is no significant difference in mean scores of students' stress of college students of west Bengal is rejected. In order to know which district's mean scores of students' stress is significantly different, the data were further analyzed with the help of post- hoc test/'t' test. According to post-hoc test Paschim Medinipur and Howrah districts has a higher level of students' stress score than Purba Medinipur and South 24 Parganas districts. But the significance difference was found between Purba Medinipur and

Howrah, Howrah and South 24 Parganas districts. Also, no significant difference was found on students' mental stress between Purba Medinipur and Paschim Medinipur, Purba Medinipur and South 24 Parganas, Paschim Medinipur and Howrah, Paschim Medinipur and South 24 Parganas districts.

To identify causes of difference of yoga attitude and mental stress among college students of different districts of west Bengal more detail research is needed, which will be comprised with more subjects from different districts and more standard questionnaire or interview (if possible) methods for collection of data.



# ***CHAPTER-V***

***SUMMARY, CONCLUSIONS AND RECOMMENDATIONS***

## **CHAPTER- V**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **SUMMARY**

Yoga is spiritual education “spiritual” does not refer to any particular religion, rather it refers to the spirit, which consists of feeling and emotion. The mastery of the physical techniques of yoga is values only if the human being achieves dominion over his mind and spirit. Yoga is essentially spiritual discipline based on an extremely subtle science which focuses on bringing harmony between mind and body. It is an art and science for healthy living. The aim of yoga practice is to overcome all kind of sufferings that lead to sense of freedom in every walk of life with holistic health, happiness and harmony.

Mental health, derived from its original term mental hygiene, is the state or quality of the mental process that either promotes health or determines potential risks towards one’s well-being. Mental health is the emotional and spiritual resilience that allows one to enjoy life and to survive pain, suffering and disappointment. Mental health is about how a person thinks, feels, and acts when faced with life’s situations. Mental health as the ability to balance feelings, desires, ambitions and ideals in one’s daily living. It means the ability to face and accept the realities of life (Bhatia, 1984). Mental health is an index which shows the extent to which one has been able to meet one’s environment and social, emotional or physical demands. However, when one finds oneself trapped in a situation where one does not have matching coping strategies to deal with it effectively, one gets mentally strained. This mental health is generally reflected in symptoms like anxiety, tension, restlessness or hopelessness among others (Pooja, et al., 2012). A mentally healthy person is well adjusted to social norms, cheerful, socially considerable, accepts reality, satisfied with his vocation and gets along with minimum of friction and tension and remains optimistic in life. Mental health is a condition and a level of function which is socially acceptable and personally satisfied (Mudasir, 2013). Mental health is how people look at themselves, their lives, and the other people in their lives, evaluate their

challenges and problems. This includes handling stress, relating to other people, and making decisions.

In present era students are advanced from scientific aspects from every angle of life there is no doubt about it. But from value of life and adjustment with changing situations and demands of life, they often face a lot of problems. To get rid of from these and optimally develop their life they should adopt yoga to bring control over their mental stuffs (Positive and negative). Stress is ill management of our psychological stuffs. Hence, students should learn stress management mechanism through yoga.

The present study was conducted mainly to find out the difference on yoga attitude and mental stress among the college going students of west Bengal. This is a comparative study among college students from four colleges from four districts (Howrah, South 24 pargana, Purba Medinipur and Paschim Medinipur) of West Bengal.

According to the study design of present study, the researcher has used self-made questionnaire for the data collection which consisted of 30 items Yoga Attitude questions and 51 items Mental Stress questions to measure most accurate yoga attitude and mental stress from the target student. The questionnaire contains following options for each item were Never, Rarely, Sometimes, Usually and Always for mental stress and for yoga attitude agree, undecided and disagree were options. This item was divided into two categories positive questions & Negative questions.

Findings from statistical analysis have revealed and found significant difference on mean scores of yogic attitude and mental stress of college students of West Bengal. Since the purpose of this study was to compare yogic attitude and mental stress among four different districts of west Bengal. Researcher purposively selected four districts, as- Purba Medinipur, Paschim Medinipur, Howrah and South 24 parganas.

To find out the difference researcher has used one-way ANOVA and data were further analyzed with the help of post- hoc test/'t' test. To find out paired wise mean difference multiple comparisons (**SPSS,22.0 version**) method was applied.

From the ANOVA table of students' yogic attitude, researcher got that mean scores of yoga attitude of college students of Purba Medinipur, Paschim Medinipur, Howrah and South 24 parganas districts differs significantly. Thus, the null hypothesis that there is no significant

difference in mean scores of yoga attitude of college students of west Bengal is rejected. From post-hoc test it was noticed that Purba Medinipur, Paschim Medinipur and Howrah has a higher yogic attitude score among college students than South 24 Parganas district. It was also found that Purba Medinipur, Paschim Medinipur and Howrah districts have a same level of yogic attitude among college students. Also observed that lowest level of yogic attitude found in college students of South 24 Parganas district in compare to others.

From students' stress ANOVA table, found that mean scores of students' stress of college students of Purba Medinipur, Paschim Medinipur, Howrah and South 24 parganas districts differs significantly. Thus, the null hypothesis that there is no significant difference in mean scores of students' stress of college students of west Bengal is rejected. According to post-hoc test Paschim Medinipur and Howrah districts has a higher level of students' stress score than Purba Medinipur and South 24 Parganas districts. But the significant difference was found between Purba Medinipur and Howrah, Howrah and South 24 Parganas districts. Also, no significant difference was found on students' mental stress between Purba Medinipur and Paschim Medinipur, Purba Medinipur and South 24 Parganas, Paschim Medinipur and Howrah, Paschim Medinipur and South 24 Parganas districts.

## **CONCLUSIONS**

On the basis of the above analysis of this study, it may be concluded that-

- 1) There was a significant difference on mean scores of yogic attitudes of college students of West Bengal.
- 2) There was a significant difference on mean scores of students' mental stress of college students of West Bengal.
- 3) The districts Purba Medinipur, Paschim Medinipur and Howrah has a higher yogic attitude score among college students than South 24 Parganas district.
- 4) The districts Purba Medinipur, Paschim Medinipur and Howrah districts have a same level of yogic attitude among college students.
- 5) There was a lowest level of yogic attitude found in college students of South 24 Parganas district in compare to others.

- 6) The districts Paschim Medinipur and Howrah districts has a higher level of students' stress score than Purba Medinipur and South 24 Parganas districts.
- 7) There was significant difference was found between Purba Medinipur and Howrah, Howrah and South 24 Parganas districts.
- 8) There was no significant difference was found on students' mental stress between Purba Medinipur and Paschim Medinipur, Purba Medinipur and South 24 Parganas, Paschim Medinipur and Howrah, Paschim Medinipur and South 24 Parganas districts.

## **RECOMMENDATIONS**

On the basis of researcher's working experience following recommendations are drawn.

1. A similar study might be conducted on school level students.
2. A similar study might be conducted on parents, teachers and professors.
3. A similar study might be conducted with other physical and psychological variables.
4. It is recommended that similar study might be conducted with a large number of subjects from different districts of west Bengal.
5. Similar study may be conducted on subjects from rural and urban areas of west Bengal.

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# Appendices

Approved  
L to Refers  
in next F.A. Meeting  
Sx 12/4/19.

(6)

To all MOD-3  
Sx 12/4/19

Certified that the thesis entitled, A comparative Study on Yoga attitude  
of college students in WB  
submitted by me towards the partial fulfilment of the degree of Master of Philosophy (Arts) in  
Education of Jadavpur University, is based upon my own original work and there is no  
plagiarism. This is also to certify that the work has not been submitted by me for the award of  
any other degree/diploma of the same Institution where the work is carried out, or to any other  
Institution. A paper out of this dissertation has also been presented by me at a  
seminar/conference at Edu. in the 21<sup>st</sup> Century by fulfilling the criteria for submission, as per  
the M.Phil Regulation (2017) of Jadavpur University. Issues and challenges, Belda college

Arijit Adak  
roll No - 001701503007  
Reg No - 15359 of 2011-2012  
(Name of the M.Phil Student with  
Roll number and Registration number)

On the basis of academic merit and satisfying all the criteria as declared above, the dissertation  
work of Arijit Adak entitled A comparative study in WB is now ready for  
submission towards the partial fulfilment of the Degree of Master of Philosophy (Arts) in  
Education of Jadavpur University.

Nanda  
30/4/19

Head

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Supervisor & Convener of RAC

Samir  
30/4/19

Member of RAC

## A comparative study on yoga attitude and Mental stress among the college student

### সংক্ষিপ্ত পরিচয়

- ১) ছাত্র/ছাত্রীর নাম :-
- ২) লিঙ্গ :- পুরুষ/মহিলা
- ৩) কলেজের নাম :-
- ৪) কলেজের শ্রেণী :- সরকারী/বেসরকারী
- ৫) বাসস্থানের এলাকা :- গ্রাম/শহর
- ৬) ছাত্র/ছাত্রীর পরিবার :- যৌথ পরিবার/অনুপরিবার
- ৭) বিভাগ/বিষয় :- কলা বিভাগ/ বিজ্ঞান বিভাগ

### সাধারণ নির্দেশ

পরবর্তী পৃষ্ঠাগুলিতে আপনি কিছু বক্তব্য পাবেন। আপনি অনুগ্রহ করে উক্ত বিষয়ে আপনার মতামত জানান, কোনরকম দ্বিধা না করে সত্য বক্তব্য উপস্থাপন করুন। আপনার গুরুত্বপূর্ণ মতামত সম্পূর্ণভাবে শিক্ষাবিজ্ঞান সংক্রান্ত গবেষণার কাজে ব্যবহার করা হবে এবং সম্পূর্ণ গোপন থাকবে।

অনুগ্রহ করে কোন প্রশ্ন বা বক্তব্যের উত্তর বাদ দেবেন না।

নীচে কতগুলি মন্তব্য এবং একাধিক মতামত দেওয়া আছে। আপনার কাছে যেটি সর্বাপেক্ষা গ্রহণযোগ্য মতামত মনে হয় সেটিকে(✓) চিহ্ন দিয়ে চিহ্নিত করুন।

প্রশ্নাবলীঃ- যোগ(Yoga)- এর প্রতি বি.এড ছাত্রছাত্রীদের মনোভাব।

ক্রমিক সংখ্যা	মন্তব্য	সহমত (Agreed)	অনিশ্চিত (Undecided)	অসহমত (Dis- agreed)
১.	যোগাসনের অভ্যাস মনসংযোগ বৃদ্ধি করে।			
২.	যোগ শুধু সময়ের অপচয়।			
৩.	যোগ শারীরিক, মানসিক ও আধ্যাত্মিক চিন্তার উন্নতি করে।			
৪.	যোগ কর্তব্য সচেতনতার উন্নয়ন ঘটায় না।			
৫.	অর্ধ মৎস্যেন্দ্রাসন অগ্নাশয়কে সক্রিয় করে।			
৬.	আমি যোগব্যায়ামের জন্য সকালে উঠি না।			
৭.	যোগ সৃজনশীল কাজের জন্য প্রেরণা দেয় এমনকি শারীরিকভাবে দর্বলতার ক্ষেত্রেও।			

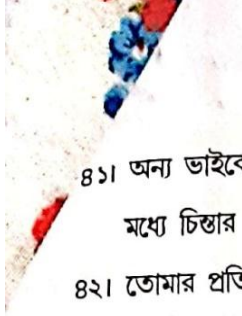
ক্রমিক সংখ্যা	মন্তব্য	সহমত (Agreed)	অনিশ্চিত (Undecided)	অসহমত (Dis-agreed)
৮.	সত্যিকারের যোগ থেকে উপকার পেতে প্রতিনিয়ত যোগ করার প্রয়োজন নেই।			
৯.	কপালভাতি প্রানায়াম ওজন, চর্বি এবং পাকস্থলীর ভারসাম্য রাখে।			
১০.	যোগ মানব শরীরের আভ্যন্তরীণ massage ও Hemstring এর জন্য উপযোগী নয়।			
১১.	আমরা যোগব্যায়ামের মাধ্যমে আধুনিক জীবনের নেতিবাচক প্রভাব নিয়ন্ত্রন করতে পারি।			
১২.	Sarvangsan ও Halason থাইরয়েড গ্রন্থির জন্য কার্যকরী নয়।			
১৩.	যোগ জীবনের অলসতা হ্রাস করে এবং জীবনে প্রানবন্ততা সৃষ্টি করে।			
১৪.	যোগ অভ্যাস শরীরের নমনীয়তা বৃদ্ধি করতে পারে না।			
১৫.	Udgeeth (ওম মন্ত্র) প্রানায়াম আমাদের মন শান্ত করে তোলে।			
১৬.	Anulom- Vilom প্রানায়াম আমাদের চোখের জন্য ফলপ্রদ নয়।			
১৭.	প্রানায়াম আমাদের মানসিক সমস্যার নিরাময় করে।			
১৮.	Spinal Cord - এর সাথে সম্পর্কযুক্ত যোগাসন আমাদের শারীরিক চাপ হ্রাস করে না।			
১৯.	যোগ আমাদের সুখ বৃদ্ধি করে এবং বড়োদের প্রতি শ্রদ্ধাশীল করে।			
২০.	যোগ- এর জন্য বিশুদ্ধ বায়ু ও শান্তিপূর্ণ পরিবেশের প্রয়োজন হয় না।			
২১.	স্কুলের প্রতিক্তরে যোগা শিক্ষা খুবই উপকারী।			
২২.	যোগব্যায়াম করার পর আমি ক্লান্তি অনুভব করি।			
২৩.	ধারাবাহিক যোগাভ্যাস মানুষের সামাজিক দৃষ্টিভঙ্গি পরিবর্তন করে।			
২৪.	যোগ আমাদের কর্মদক্ষতা হ্রাস করে।			
২৫.	দলবদ্ধ যোগ শিখন সহজ।			
২৬.	প্রানায়াম অভ্যাসের জন্য শান্তিপূর্ণ মনের প্রয়োজন হয় না।			
২৭.	যোগ এবং প্রানায়াম সদর্ধক চিন্তা ও ভালোওণের উন্নতি ঘটায়।			
২৮.	আরামদায়ক ও আলগা পোশাক যোগাভ্যাসের জন্য প্রয়োজনীয় নয়।			
২৯.	মনোসংযোগ বৃদ্ধির জন্য Tratak বেশি উপযোগী।			
৩০.	শাকসবজি জাতীয় খাদ্য যোগ প্রশিক্ষণ কারীদের প্রয়োজন নেই।			

## A study on mental stress of college students in West Bengal

প্রশ্ন	উত্তর				
	সর্বদা	প্রায়ই	মাঝেমাঝে	কদাচিৎ	কখনো না
১। শহরের ট্রাফিক জ্যাম কি তোমাকে বিরক্ত করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
২। শব্দদূষণ কি তোমার মনোযোগে ব্যাঘাত ঘটায়?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৩। কোনো ঘনিষ্ঠ ব্যক্তির মৃত্যু কি তোমার মনে আতঙ্কের সৃষ্টি করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৪। দৈনন্দিন ডায়েরির কর্মসূচি পালন কি তোমার মধ্যে অস্থির সৃষ্টি করে।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৫। অল্প সময়ের মধ্যে নির্দিষ্ট লক্ষ্যে পৌঁছানোর ভাবনা কি তোমাকে চিন্তায় ফেলে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৬। মে মাসের তীব্র উনুদ কি তোমার কর্মদক্ষতা কমিয়ে দেয়?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৭। ভারী বর্ষার কারণে রাস্তায় আটকে পড়লে কি তুমি চিন্তিত হয়ে পড়?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৮। চূড়ান্ত ম্যাচ খেলার সময় কি তোমার মধ্যে পীড়নের সৃষ্টি করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৯। ভবিষ্যতে বিজ্ঞান, বানিজ্যিক না কলাবিভাগ নিয়ে পড়াশুনো করত- এটা নিয়ে তোমার মধ্যে মানসিক বিবাদ দেখা যায়	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
১০। জলবায়ুর চরম অবস্থা কি তোমাকে অস্থিত ফেলে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
১১। বাবা মায়ের বিধিনিষেধ কি তোমার মধ্যে রাগের সৃষ্টি করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
১২। পরীক্ষায় ব্যর্থতা কি তোমার মধ্যে হতাশা সৃষ্টি করে না?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
১৩। শহরের রাজনৈতিক ঘটনা কি তোমার মধ্যে পীড়নের সৃষ্টি করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
১৫। ক্লাসে দুষ্টি ছাত্রদের বিশৃঙ্খলা কি তোমার মনোযোগের ওপর প্রভাব ফেলে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
১৬। বিদ্যালয়ে বড়োদের র্যাগিং কি তোমার চিন্তা রাড়ায় না?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
১৭। আকস্মিক অপমান কি তোমার মানসিক শান্তি বিঘ্নত করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
১৮। তোমার প্রিয় বান্ধবীর রুচ ব্যবহারে কি তুমি আঘাত পাও?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
১৯। বিয়ের প্রস্তাব কি তোমার পড়া শুনোর ওপর খারাপ প্রভাব ফেলে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



২০। বাবামায়ের বিবাহ বিচ্ছেদের কথাবার্তা কি তোমার মনোযোগে বিঘ্ন ঘটায়?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
২১। নিজের পছন্দসই প্রতিষ্ঠানে ভর্তি হতে না পারার ব্যর্থতা কি তোমার মধ্যে চিন্তার সৃষ্টি করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
২২। গৃহস্থালির কাজের চাপ কি তোমার মধ্যে পীড়নের সৃষ্টি করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
২৩। শারীরিক অসুস্থতার কারণে কি কখন ও তোমাকে চিন্তার সম্মুখীন হতে হয়েছে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
২৪। পরীক্ষা চলাকালীন বিলম্বে পৌঁছালে কি তুমি চিন্তিত হয়ে পড়?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
২৫। রাস্তায় পুলিশ যানবাহন চেক করলে কি তুমি চিন্তিত হও?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
২৬। সঠিক সময়ে সঠিক কাজ করতে না পারলে কি তুমি চিন্তিত হয়ে পড়?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
২৭। নিকৃষ্টতার অনুভূতি কি তোমার চিন্তা বৃদ্ধি করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
২৮। প্রতিবন্ধী ছাত্রের উন্নতিতে কি তুমি চিন্তিত হয়ে পড়?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
২৯। পরীক্ষার সময়ে বাড়িতে আত্মীয়দের আগমন কি তোমাকে চিন্তায় ফেলে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৩০। পরীক্ষার সময় লোডশিডিং হলে কি তুমি চিন্তিত হয়ে পড়?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৩১। স্থলের পরিবর্তন কি অবদান রাখে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৩২। সুরা যোগ্য ব্যাধি যেমন আস ক্যানসার, টিবি ইত্যাদির কথা শুনলে কি তুমি চিন্তিত হও?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৩৩। অপরিযাপ্ত ঘুম কি তোমার মধ্যে পীড়নের সৃষ্টি করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৩৪। ভাই বোনদের মধ্যে বিবাদের ফলে কি তুমি বিস্মিত হয়ে পড়?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৩৫। পরিবারের কোন সদস্য কারারুদ্ধ হলে কি তুমি চিন্তিত হয়ে পড়?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৩৬। নিজের সাথে অন্যের তুলনা করলে কি নিজেকে নিকৃষ্ট মনে হয়?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৩৭। বান্ধবীর সাথে বিবাদের ফলে কি তুমি চিন্তিত হয়ে পড় না?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৩৮। তোমার মধ্যে কি কখনো সম্পূর্ণ প্রস্তুতি না নিয়ে পরীক্ষা দেওয়ার অভিজ্ঞতা হয়েছে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৩৯। শিক্ষকের রুঢ় শাস্তি কি তোমার মধ্যে চিন্তার সৃষ্টি করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
৪০। প্রিয় বান্ধবীর সাথে বিচ্ছেদ কি তোমার মধ্যে চিন্তার সৃষ্টি করে?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- ৪১। অন্য ভাইবোন দের প্রতি বাবা মায়ের বেশি আদর কি তোমার মধ্যে চিন্তার সৃষ্টি হয়?
- ৪২। তোমার প্রতি মানুষের বিভিন্ন রকম ব্যবহার কি তোমার মধ্যে মানসিক বিবাদের সৃষ্টি করে?
- ৪৩। কোনো বিশেষ কাজে তোমার প্রতি বাবামায়ের অবিশ্বাস কি তোমার চিন্তার কারন হয়ে দাঁড়ায়?
- ৪৪। বান্ধবীদের সঙ্গে ভুল বোঝাবুঝি কি তোমার মধ্যে চিন্তার সৃষ্টি করে?
- ৪৫। নিজের কোন ভুল না থাকা সত্ত্বেও দোষী সাব্যস্ত হলে কি তুমি চিন্তিত হয়ে পড়?
- ৪৬। ক্লাসে কোর্স সম্পূর্ণ না হলে তোমার পরীক্ষার প্রস্তুতি ব্যহত হয়?
- ৪৭। অন্যের দ্বারা তোমার পরিবারের অসম্মান হলে কি তুমি চিন্তিত হওনা?
- ৪৮। পরিবারের কোন সদস্য শারীরিক বা মানসিক অসুস্থ হয়ে পড়লে কি তুমি চিন্তিত হও?

## TABULATION OF THE DATA

Si no	NAME	Age	F/M	District	Rank yoga	Rank Tress
1	Bhagabati Mal	18	F	Purba Medinipur	54	166
2	Suryatapa Maity	18	F	Purba Medinipur	52	152
3	Priyanka Patra	18	F	Purba Medinipur	50	146
4	Khokan Bera	19	M	Purba Medinipur	50	144
5	Piu Patra	18	F	Purba Medinipur	50	144
6	Kakali Bera	21	F	Purba Medinipur	52	152
7	Putul Manna	20	F	Purba Medinipur	44	154
8	Swaraswati Bag	19	F	Purba Medinipur	39	150
9	Rani Maity	18	F	Purba Medinipur	52	145
10	Sulekha Barman	21	F	Purba Medinipur	35	130
11	Anusuya Manna	20	F	Purba Medinipur	52	169
12	Anupama Samanta	20	F	Purba Medinipur	56	165
13	Barnali Ghanta	20	F	Purba Medinipur	36	143
14	Rajlaxmi	21	F	Purba	54	163

	Pramanik			Medinipur		
15	Sulekha Kuila	20	F	Purba Medinipur	3	135
16	Kabita Samanta	20	F	Purba Medinipur	37	154
17	Kanak Lata Nayek	19	F	Purba Medinipur	31	125
18	Soma Pal	21	F	Purba Medinipur	50	145
19	Nayna Das	22	F	Purba Medinipur	50	165
20	Anita Maity	21	F	Purba Medinipur	47	171
21	Ritu Maji	20	F	Purba Medinipur	34	144
22	Riya Maji	19	F	Purba Medinipur	38	163
23	Tanuka Chandra	21	F	Purba Medinipur	54	149
24	Barnali Ghanta	19	F	Purba Medinipur	45	142
25	Payel Ghorai	20	F	Purba Medinipur	54	169
26	Ranita Kar	21	F	Purba Medinipur	59	146
27	Tapasi Maity	21	F	Purba Medinipur	59	148
28	Dipannita Mondal	20	F	Purba Medinipur	58	158
29	Papiya Ghorai	20	F	Purba Medinipur	41	152
30	Sangita Adak	20	F	Purba Medinipur	38	146
31	Mallika Bhaumik	20	F	Purba Medinipur	44	131
32	Sudeshna Das	19	F	Purba Medinipur	41	109
33	Moumita Maity	19	F	Purba	50	115

				Medinipur		
34	Rumpa Jana	19	F	Purba Medinipur	49	152
35	Supriya Bera	22	F	Purba Medinipur	45	137
36	Soma Ghorai	21	F	Purba Medinipur	48	87
37	Tirupati Samanta	20	F	Purba Medinipur	43	141
38	Moumita Samanta	20	F	Purba Medinipur	52	151
39	Rama Jana	21	F	Purba Medinipur	54	149
40	Taniya Manna	19	F	Purba Medinipur	54	157
41	Krishna Manna	19	F	Purba Medinipur	37	129
42	Gouri Bera	21	F	Purba Medinipur	45	138
43	Somashree Bhoumik	22	F	Purba Medinipur	49	149
44	Jayasree Betal	20	F	Purba Medinipur	54	162
45	Sucheta Jana	19	F	Purba Medinipur	54	164
46	Pampa Jana	19	F	Purba Medinipur	54	163
47	Radha Barik	19	F	Purba Medinipur	50	164
48	Mukta Bhoumik	19	F	Purba Medinipur	45	150
49	Krishna Maity	20	F	Purba Medinipur	54	166
50	Sangita Pati	21	F	Purba Medinipur	51	180
51	Sulekha Kuila	22	F	Paschim Medinipur	50	144

52	Putul Manna	21	F	Paschim Medinipur	48	144
53	Rani Maity	19	F	Paschim Medinipur	45	150
54	Piu Patra	20	F	Paschim Medinipur	48	166
55	Dipankar Pusti	19	M	Paschim Medinipur	40	170
56	Ashok Karan	22	F	Paschim Medinipur	46	166
57	Priyanka Patra	21	M	Paschim Medinipur	41	115
58	Swapan Bhoumik	20	M	Paschim Medinipur	54	133
59	Nandalal Jana	19	M	Paschim Medinipur	54	144
60	Asit Bera	20	M	Paschim Medinipur	52	154
61	Badal Maity	21	M	Paschim Medinipur	54	165
62	Gouri Sankar Das	22	M	Paschim Medinipur	50	166
63	Asok Bhoumik	21	M	Paschim Medinipur	36	162
64	Sasanka Adak	21	M	Paschim Medinipur	26	154
65	Gouri Bera	21	F	Paschim Medinipur	44	120
66	Krishna Manna	20	F	Paschim Medinipur	45	134
67	Soma Ghorai	20	F	Paschim Medinipur	51	154
68	Nilima Dey	20	F	Paschim Medinipur	54	151
69	Aparna Maity	19	F	Paschim Medinipur	45	154
70	Niranjan Kar	20	M	Paschim Medinipur	38	152

71	Gourhari Betal	20	M	Paschim Medinipur	45	154
72	Pabir Jana	21	M	Paschim Medinipur	46	157
73	Prasanta Jana	21	M	Paschim Medinipur	55	157
74	Nandalal Manna	20	M	Paschim Medinipur	44	156
75	Ranjit Jana	21	M	Paschim Medinipur	50	160
76	Alok Samanta	21	M	Paschim Medinipur	45	166
77	Pompa Saha	21	F	Paschim Medinipur	39	163
78	Pratima Samanta	20	F	Paschim Medinipur	40	146
79	Basumati Jana	21	F	Paschim Medinipur	40	145
80	Aparna Hait	19	F	Paschim Medinipur	52	147
81	Madhabi Pradhan	19	F	Paschim Medinipur	25	148
82	Maya Rani Pal	19	M	Paschim Medinipur	50	132
83	Lakhmi Pal	19	F	Paschim Medinipur	45	120
84	Syamali Das	19	F	Paschim Medinipur	44	154
85	Tapasi Maity	19	F	Paschim Medinipur	40	162
86	Lalmohan Singha	19	F	Paschim Medinipur	42	155
87	Nitai Maity	18	M	Paschim Medinipur	46	154
88	Tapan Koley	18	M	Paschim Medinipur	42	165
89	Bimal Chandra Koley	18	M	Paschim Medinipur	45	165

90	Soma Sandhaki	20	F	Paschim Medinipur	54	133
91	Sumana Kar	18	M	Paschim Medinipur	54	166
92	Aparna Maity	18	F	Paschim Medinipur	53	166
93	Labani Koley	19	F	Paschim Medinipur	56	163
94	Srabani Koley	20	F	Paschim Medinipur	55	164
95	Puja Bera	21	F	Paschim Medinipur	56	166
96	Nilima Dey	20	F	Paschim Medinipur	51	156
97	Aparna Koley	20	F	Paschim Medinipur	58	159
98	Nibedita Maity	20	F	Paschim Medinipur	56	160
99	Monjusree Singha	20	F	Paschim Medinipur	48	152
100	Ananya Maity	20	F	Paschim Medinipur	49	163
101	Dipali Pusti	20	F	Howrah	59	147
102	Saheli Karan	19	F	Howrah	59	149
103	Biswajit Maity	19	M	Howrah	36	153
104	Rrni Raut	20	F	Howrah	48	168
105	Moumita Samanta	20	F	Howrah	48	167
106	Purnima Santra	21	F	Howrah	40	164
107	Soma Mondal	21	F	Howrah	41	160
108	Papiya Bhoumik	21	F	Howrah	41	162
109	Uma Ghara	21	F	Howrah	43	140
110	Krishnakhi Ghorai	21	F	Howrah	43	188
111	Riya Mishra	21	F	Howrah	43	179
112	Santanu Debnath	20	F	Howrah	44	183
113	Madhumita Bera	21	F	Howrah	39	168
114	Sanchita Bera	21	F	Howrah	39	166



115	Tanushree Mondal	21	F	Howrah	42	156
116	Purnima Santra	21	F	Howrah	43	162
117	Supriya Jana	20	F	Howrah	45	156
118	Saswati Jana	20	F	Howrah	47	148
119	Manamita Bera	20	F	Howrah	46	145
120	Mitali Dinda	20	F	Howrah	46	148
121	Madhumita Das	19	F	Howrah	49	136
122	Poulabi Chakraborti	19	F	Howrah	37	140
123	Sudipa Mandal	19	F	Howrah	49	144
124	Ankan Jana	19	M	Howrah	52	146
125	Uttam Kr Das	19	M	Howrah	57	111
126	Pabitra Pal	19	M	Howrah	54	170
127	Soumadip Saha	19	M	Howrah	50	159
128	Ananda Jana	19	M	Howrah	55	160
129	Subhendu Hait	20	M	Howrah	54	163
130	Tarak Pradhan	20	M	Howrah	51	193
131	Santanu Pal	20	M	Howrah	55	192
132	Aparna Koley	20	F	Howrah	52	165
133	Bimal Chandra	19	M	Howrah	51	154
134	Biswajit Bera	18	M	Howrah	50	145
135	Kakali Bera	18	F	Howrah	46	154
136	Kali Bera	18	M	Howrah	52	157
137	Kamal Das	18	M	Howrah	54	168
138	Sima Adhikari	18	F	Howrah	42	169
139	Suman Das	18	M	Howrah	56	142
140	Ali Hosen	18	M	Howrah	60	175
141	Bimal Das	18	M	Howrah	44	145
142	Bimala Semi	19	F	Howrah	40	152
143	Jayanta Pal	19	M	Howrah	36	150
144	Ninai Soren	19	M	Howrah	36	162
145	Anupama Das	19	F	Howrah	45	163
146	Anuradha Guria	19	F	Howrah	56	160
147	Rajlaxmi Das	19	F	Howrah	28	160
148	Sunil Soren	20	M	Howrah	56	142
149	Kamala Kanta Kar	20	M	Howrah	54	142

150	Priyanka Samanta	20	F	Howrah	50	143
151	Putul Mondal	20	F	South 24 Pargana	40	142
152	Sanjoy Das	20	M	South 24 Pargana	48	145
153	Tarak Adhikari	20	M	South 24 Pargana	47	147
154	Abdul Bakkar	20	M	South 24 Pargana	49	158
155	Abdul Gaffar	20	M	South 24 Pargana	36	159
156	Kamalessh Kar	20	M	South 24 Pargana	39	156
157	Piglu Bharsa	20	M	South 24 Pargana	38	154
158	Subrata Hazra	20	M	South 24 Pargana	44	154
159	Suwendu Sahoo	20	M	South 24 Pargana	46	145
160	Somnath Sahoo	20	M	South 24 Pargana	50	156
161	Sangita Das	20	F	South 24 Pargana	45	156
162	Jhulik Patra	20	F	South 24 Pargana	42	154
163	Anamika Das	20	F	South 24 Pargana	40	157
164	Ranjit Adak	19	M	South 24 Pargana	46	158
165	Rama Das	19	F	South 24 Pargana	36	159
166	Sefali Barman	19	F	South 24 Pargana	38	159
167	Nandan Manna	19	M	South 24 Pargana	54	156
168	Tuhin Bera	19	M	South 24 Pargana	42	156

169	Jhuma Ali	19	F	South 24 Pargana	47	123
170	Sekh Ajahar	19	M	South 24 Pargana	42	145
171	Lalu Ali	19	M	South 24 Pargana	41	157
172	Rama Tuhin	19	F	South 24 Pargana	43	157
173	Sreya Bandhapadhy	19	F	South 24 Pargana	36	158
174	Ganga Barman	19	F	South 24 Pargana	39	158
175	Anita Das	19	F	South 24 Pargana	25	157
176	Nayna Dhara	19	F	South 24 Pargana	36	154
177	Rani Maity	19	F	South 24 Pargana	45	142
178	Soma Paul	21	F	South 24 Pargana	41	142
179	Sulekha Kuila	21	F	South 24 Pargana	45	140
180	Barnali Tunga	21	F	South 24 Pargana	46	108
181	Ganesh Manna	21	M	South 24 Pargana	39	121
182	Paritosh Pattyanayek	21	M	South 24 Pargana	38	123
183	Utpal Paul	21	M	South 24 Pargana	37	142
184	Ananta Maity	21	M	South 24 Pargana	45	152
185	Suchandra Bhoumik	21	F	South 24 Pargana	41	156
186	Goutam Adak	21	M	South 24 Pargana	46	152
187	Bubun Mondal	20	M	South 24 Pargana	39	142

188	Sonali Das	20	F	South 24 Pargana	45	142
189	Soma Adhikari	20	F	South 24 Pargana	46	128
190	Arijit Das	20	M	South 24 Pargana	42	156
191	Arpan Mandal	20	M	South 24 Pargana	42	142
192	Tapas Maity	20	M	South 24 Pargana	40	143
193	Tapan Dhali	20	M	South 24 Pargana	36	147
194	Kamal Hazra	20	M	South 24 Pargana	39	125
195	Sarthak Das	20	M	South 24 Pargana	33	148
196	Sukanta Sahu	21	M	South 24 Pargana	41	148
197	Tapas Roy	21	M	South 24 Pargana	47	158
198	Tapan Pradhan	22	M	South 24 Pargana	50	142
199	Gopal Pati	21	M	South 24 Pargana	51	158
200	Nateswaree Bera	22	M	South 24 Pargana	52	145