Review of the Literature

Madanmohan, et al. (2003) conducted a study where ‘20 school children were given yoga training (asans and pranayams) for 6 months. Yoga training produced statistically significant (P<0.05) increase in HGS and HGE. MEP, MIP, FEV, FEV1 and PEFR also increased significantly (P<0.001) after the yoga training. It is suggested that yoga be introduced at school level in order to improve physiological functions, overall health and performance of students.’

Chanavirut R, et al. (2006) conducted a study in ‘Thailand on Fifty-eight healthy young volunteers (20.1±0.6 years of age) who were randomly allocated into Yoga training. After giving training on Five positions of Hatha Yoga (Uttita Kumsansana, Ardha Matsyendrasana, Vrikshasana, Yoga Mudra, and Ushtrasana) were assigned because of their dominant effects on chest wall function. The Yoga practice was 20 min. for 6 weeks. Compared to pre-training, Yoga exercise significantly increased (p<0.05) chest wall expansion in all levels. Yoga exercise improves respiratory breathing capacity by increasing chest wall expansion and forced expiratory lung volumes.’

Singh V.K. (2009) observed the effect of ‘Nadisodhan Pranayama (NSP) on haemoglobin (Hb) of 40 subjects (20-40 years). Pre-post data was collected before and after intervention of NSP for 30 days. Calculated t-values 6.525, 7.665 and 2.85 for total, female and male subjects are significant atp<0.0025, p<0.0025 andp<.005 for df39, 19 and 19 respectively. It is concluded that NSP plays positive and significant role to enhance Hb level of the subjects.’

Bhandari Rudra & Kohli Gitika (2009), says that there is a ‘positive the effect of Suryabhedan Pranayama (SBP) and Kapalbhati (KB) on logical memory of college girls. For this, 20 girls were conveniently selected and were given practice for 25 days. Measurement of pre and post logical memory of participants and controls was made by using Reasoning Ability Test developed by Mr. L.N. Dubey. Result showed statistically significant increase (64-53, observed t- value = 2.47) in post logical memory of experimental group as compared to control group for df; 18 and 0.05 (one tailed) level of significance.’

Shet R. G. and Pasarkar Aarti (2009) conducted a research on ‘80 students (18-21), who were assigned to four groups as per Soloman Four Group Design that included a random assignment to respective groups, pre-text for experimental and control groups and post-test for all four groups. A significant effect of yoga on anxiety (p< .001) and self concept (p < .001) was observed.’
Kumar Arun and Kumar Mahesh Muchhal (2009) says in his ‘study which comprised of 100 adolescents of 12th class. The experiment was conducted for 20 days with seven yoga exercise (4 Asana - Suryanamaskar, Sasankasan, bhujangasan, Savasan and 3 Pranayama — Bhashrika, Kapalbhati, Bharamari) regularly in the morning. Emotional Intelligence test developed by Dr. N.K. Chadha was used. Yoga exercise has positive effect on students of emotional intelligence.’

Gore M M et al. (2008) selected ‘Psycho-Physiological parameters and studied before, during and immediately after TK on 10 female students of yoga. Well modulated alpha activity was observed in 50% observations, indicating fair degree of concentration and pleasant state of mind immediately after TK. Emotional stability was improved in 68% observations after TK and Subjects also experienced a feeling of relaxation. A shift of autonomic balance from sympathetic to parasympathetic predominance was indicated by reduction in Heart rate and Respiration rate and increase in GSR and finger pulse volume.’

Ghosh SK (2006) conducted a ‘study to analyse comparative effect of physical exercises, yogic practices and the combination of both on physiology of human body. To facilitate the study sixty school girls were selected at random basis and were divided into equal four groups, namely only physical exercise group, yogic practice group, the combination group and a control group. The experimental group under took six weeks practice programme (pre-test and post -test were made) for collecting the data. The data were collected on the basis of selected physiological variables, namely pulse rate, respiratory rate and mean arterial pressure. Data were analysed statistically, significant difference in physiological function was observed.’

Kumari Santosh et al. (2005) say in their ‘study which comprised 60 secondary school students, with high academic stress. The pre and post test experimental and control group design was followed. There were two experimental and one control group. One group was provided training through shatkriyas and other through Pranayamas. Shatkriyas and pranayamas both have reduced all the components of academic stress of students with equal effectiveness except academic anxiety which was reduced more effectively by pranayama as compared to shatkriyas.’

Kumar Kamakhya (2004) studied the ‘effect of Yoga Nidra on stress and anxiety on college going students. Practice time was 30 minutes and the duration was 6 months. 80 students were taken from P.G. Yoga classes for observing the effect as well us 30 was in control group. The result shows a significant change in the practice group as Yoga
Nidra positively decreases the stress and anxiety level of both the male and female subjects.

Bhavnani A B, and Udupa Kaviraj (2002) conducted a research on ‘43 normal healthy school children were recruited and their recordings were taken after 5 minutes of supine rest. The subjects were randomly assigned to lie with their head towards north, east, south and west directions on four different days. HR and blood pressure were recorded at the end of 5 minutes of supine rest. HR was lowest in north and highest in south, the difference being statistically significant by students’ paired “t” test.’

Raghuraj P, et al. (1997) studied the effect of ‘Pranayama to increases grip strength without lateralized effects. For this study 130 right hand dominant, (11 to 18 yrs) were randomly assigned to 5 groups. Each group had a specific yoga practice in addition to the regular program. Yogic breathing through a particular nostril, or through alternate nostrils increases hand grip strength of both hands without lateralization.’

Venkatesh M (2005) studied that ‘yogic practices improves the personality of adolescent students. In her study, significant results were also found on the muscle strength, dexterity, primary mental functions, emotional and behavioral aspects and the intellectual abilities of the students.’

Kesavan P.M. (2003) says that ‘attention and concentration is improved after the practice of integrated yoga practices of students. He studied on 61 School Students (14 to 17 years) who on being exposed to yogic practices and the attention and concentration was significantly increased.’

Suresh Gaitonde Herambi (2005) studied ‘263 school going teen’s to asses self-concept. Yogic asanas, Pranayama and Meditation not only improved their self concept but also significant improvement was shown in the overall personality of the samples.’