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**EFFECT OF SIMPLIFIED KUNDALINI YOGA WITH AND WITHOUT
DIET MODIFICATION ON
STUDY SKILLS AMONG ADOLESCENT GIRLS**

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ABSTRACT

The purpose of study was to find out the effect of Simplified Kundalini Yoga (SKY) practices with and without diet modification on study skills among adolescent girls. For achieving the purpose of study, 45 adolescent girls were selected randomly from Chennai City, aged from 12 to 15 years were divided into two Experimental groups and one Control group of 15 subjects each. The training program of SKY practices with diet modification for Experimental group I (Exp. Gr. I) and SKY practices without diet modification for Experimental group II (Exp. Gr. II) was given for 12 weeks on 5 days per week. The duration of time for first four weeks for Exp. Gr. I and II was 45 minutes, duly increasing the practice time from 45 minutes to 60 minutes during 5th week to 8th week and 60 minutes to 75 minutes from 9th week to 12th week. The SKY practices include Simplified Physical Exercises, Kaya Kalpa Yoga, Introspection and Meditation. Controlled Group was permitted to undergo their normal lifestyle during their course of experiment and they did not receive any specific yoga training program. The pre-test and post-test were conducted before and after training for all 3 groups. Study skills were measured through M. Kanchana's study skills questionnaire. The data collected from the groups before and after training period were statistically analysed by using Analysis of Co-Variance (ANCOVA). Scheffe's Post hoc test was carried out to determine the significant difference and tested 0.05 level of significance. The result of the study showed that the SKY practices with and without diet modification had significant effect on study skills than control group. The conclusion was that the SKY with diet modification help to increase study skills among adolescent girls.

Key words: SKY (Simplified Kundalini Yoga), Diet and Study skills.

INTRODUCTION:

Adolescence is a transitional stage from childhood to adulthood. Puberty typically begins during pre-adolescence, particularly in female. The sudden and rapid physical changes that adolescent girls typically lend this period of development to be one of self-consciousness, sensitivity and concern over one's own body changes, comparison between oneself and peers. In present scenario, due to poor dieting habits and lifestyle among younger generations, 30-40% girls suffer with irregular menstruation. Irregular menstruation leads to so many health risks such as overweight, blood pressure and type II diabetes.

Apart from physical health issues, they undergo emotional imbalances such as stress and anxiety. Healthy mind and body enable the students to face the challenges and achieve success in their life. Internet and cell phone addiction affect their creativity, concentration, awareness of future career which is based on their Educational qualifications. Academic competence is associated with the knowledge and applications of effective study skills. Study skills include competencies associated with acquiring, recording, organising, synthesising, remembering and using information [Hoover and Pattern (1995)]. These competencies contribute to success in both non-academic (employment) and academic settings.

Study skills, academic skills or study strategies are approaches applied to learning. They are generally critical to success in school, considered essential for learning for acquiring good grades and useful for learning throughout one's life. Study skills are an array of skills which tackles the process of organizing, taking in new information, or dealing with assessments. The efficient note taking includes mnemonics, which aid the retention of lists of information, effective reading, concentration techniques and efficient note taking.

Motivation, engagement and supportive home environment are all factors that influence the relationship between study skills and academic competence. Academic competence improves the level of achievement. Good physic, calm mind, healthy environment, good memory, cognitive skills are the basis for study skills and necessary for a person to excel in life and career, to be happy and to make others happy. In order to achieve this, the harmony among mind, soul and body should be maintained. Yogic practice is the only tool to balance and organise the mind, soul and body. Yogic practices improve concentration, and proper circulation of blood, heat, air, life force and bio-magnetic energy.

Vethathiri Maharishi, founder of Simplified Kundalini Yoga (which includes physical exercises, Kaya Kalpa yoga, introspection and meditation) designed SKY practices to enable the people to start practices at any age, right from 8 years, considering our life style situations which exist at present . SKY practices regulates the circulation of blood, heat, air, life force and bio-magnetic force to enable us to maintain the both physical and mental health. Due to which a person can balance the life situations and can achieve the goal easily.

The present study was undertaken to identify the effect of Simplified Kundalini Yoga on study skills among adolescent girls.

STATEMENT OF PROBLEM

The purpose of study was to find out the effect of Simplified Kundalini Yoga on study skills among adolescent girls.

HYPOTHESIS

It was hypothesized that there would be significant difference due to the SKY practices on study skills among adolescent girls.

METHODOLOGY

The selection of subjects, training procedure, testing procedure and statistical procedure were explained below.

SELECTION OF SUBJECTS

45 adolescent girls were selected randomly from Chennai city between the age group of 12 and 15 years. They were divided into 3 group viz., Experimental group I, Experimental group II and control group having 15 subjects in each group.

TRAINING PROCEDURE

The training program of SKY with diet modification for Experimental group I, SKY without diet modification for Experimental group II was given for 12 weeks on all 5 days of the week except Saturday and Sundays. The duration of time for the first 4 weeks for Experimental groups I and II was 45 minutes, duly increasing the practice time from 45 minutes to 60 minutes during 5th week to 8th week and from 60 minutes to 75 minutes from 9th week to 12th week. Control group was permitted to undergo their normal lifestyle during the course of experiment and they did not receive any specific any yoga training program.

TESTING PROCEDURE

Pre and post tests were conducted using M. Kanchana's study skills questionnaire for all the 3 groups. It consists of 52 statements. Each item has the response category (yes/no type). Item 2, 3, 4, 6, 7, 9, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 23, 25, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 40, 42, 45, 46 and 47 were scored yes as '1' and no as '0'. The remaining items were scored yes as '0' and no as '1' (reverse scoring). The individual's total score may range from 0 to 52. The cut off score is 30, which is considered to have good study skills.

DIET CHART

Grains	-	30%
Dairy product	-	20%
Vegetables and fruits	-	27%
Nuts	-	5%
Pulse, oil, fat	-	18%

In calories

Per day 2500 calories

Carbohydrates	-	1500
Fat	-	750
Protein	-	250

Food intake

Breakfast	: Idly or Pongal, vadai or bonda, sambar, chatni, milk, apple.
Snacks	: Dry fruits or fresh fruits or juice.
Lunch	: Rice, sambar, vegetables, fruits, curd or butter milk
Snacks	: Nuts, fruits, sprouted grains.
Dinner	: Rice or Chapatti, Dhal, Veg. Salad, Fruits and Milk.

STATISTICAL PROCEDURE

Analysis of covariance (ANCOVA) was used as statistical tool to determine the significant difference between Exp. Gr. I, II and Control group, and tested at 0.05 level of significance. Paired mean was analysed by Scheffé's Post hoc test.

RESULT AND ANALYSIS

TABLE I

COMPUTATION OF ANALYSIS OF COVARIANCE OF THE TWO EXPERIMENTAL GROUPS AND CONTROL GROUP ON STUDY SKILLS
(Scores in marks)

Test	Exp. Gr. I	Exp. Gr. II	Control Group	Source of variance	Sum of squares	Degree of freedom	Mean s Squares	Obtained F value
PRE TEST	27.13	26.07	27.40	between	14.93	2	7.467	0.57
				within	550.27	42	13.10	
POST TEST	35	34.87	27.53	Between	547.73	2	273.87	16.93*
				Within	679.47	42	16.18	
ADJUSTED POST TEST	35.04	34.75	27.61	between	525.79	2	262.89	16.13*
				within	668.10	41	16.30	
MEAN GAIN	7.866	8.80	0.13					

*Significant at 0.05 level of confidence. * F (0.05) (2, 42 and 2, 41) = 3.23.

It was observed from the Table –I that there was no significant difference in the pre test (0.57). The significant differences were observed in post-test (16.93) for degrees of freedom 2 and 42, and adjusted post-test (16.13) for degrees of freedom 2 and 41 at 0.05 level of confidence. The result of the study indicated that there was a significant improvement on study skills due to 12 weeks Simplified Kundalini Yogic practices with Diet modification and Simplified Kundalini Yogic practices without Diet modification among adolescent girls.

TABLE II

SCHEFFE'S POST-HOC TEST FOR STUDY SKILLS

Exp. Gr. I	Exp. Gr. II	Control group	Mean difference	C.I
35.04	34.75	-	0.29*	0.27
35.04	-	27.61	7.43*	0.27
-	34.75	27.61	7.14*	0.27

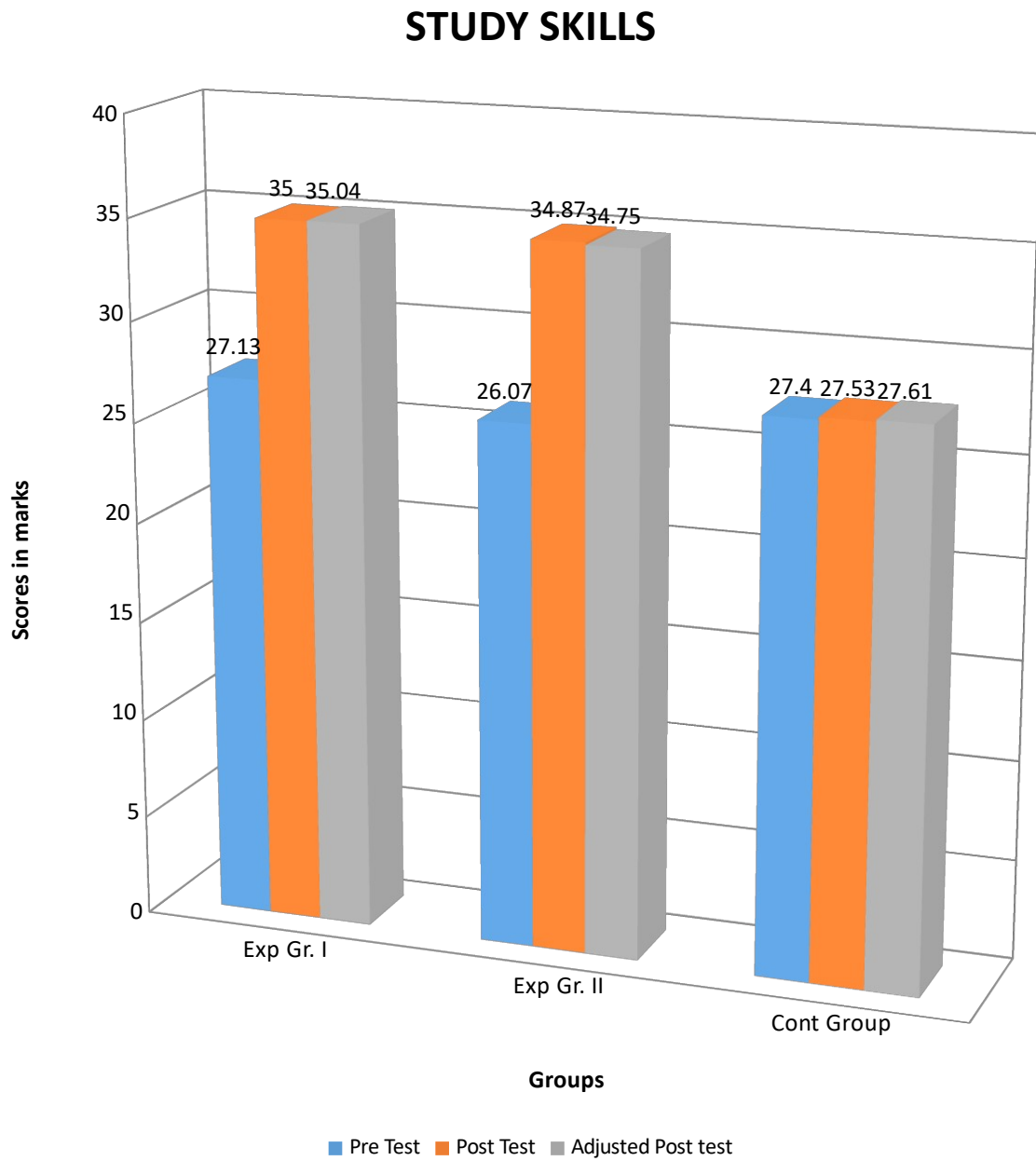
*significant at 0.05 level of confidence.

The multiple comparison shown in Table II proved that there existed significant differences between the adjusted means of SKY practices with diet modification, Exp. Gr. I and SKY practices without diet modification, Exp. Gr. II and Control group. There was a significant difference between SKY practices with diet modification Group and SKY practices without diet modification Group. The ordered adjusted means on Study Skills were presented through bar diagram for better understanding of the result of this study. Hence systematic SKY practices with suitable diet improved the Study Skills among adolescent girls.

FIGURE I

BAR DIAGRAM SHOWING THE MEAN VALUE OF PRE, POST AND ADJUSTED TEST ON STUDY SKILLS

(Scores in marks)



CONCLUSION:

From the analysis and discussions of the present study, it was concluded that study skills was significantly improved due to the influence of SKY practices with diet modification among adolescent girls.

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