

Department of Education
UNIVERSITY OF CALICUT



Innovations and Researches in Education

PEER-REVIEWED ANNUAL JOURNAL

ISSN 2231 - 4148

VOLUME 15 (1)
JANUARY 2025

Innovations and Researches in Education

ISSN 2231-4148

Volume 15

Issue 1

January 2025

Peer Reviewed Annual Journal



DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

MALAPPURAM, KERALA, INDIA – 673 635
Ph: 0494 2407251

Website: education.uoc.ac.in
Email: irecuedn@gmail.com

Chief Editor

*Prof. (Dr.) C M Bindhu
Head, Department of Education*

Editor

*Prof. (Dr.) A. Hameed
Professor, Department of Education*

Advisory Committee Members

1. *Prof. M.A. Sudhir
Rtd. Head, Department of Applied Research
Gandhigram Rural Institute
Dindigal, Tamil Nadu*
2. *Prof. (Dr.) R. Muthumanickam (Rtd.)
Department of Education
Annamalai University
Annamalai Nagar, Tamil Nadu*

Innovations and Researches in Education is a Peer reviewed Research Journal of the Department of Education, University of Calicut published annually. Ownership of Publication of the Journal: Head of the Department of Education, Original and Authentic unpublished research articles in English are called for publication. Guidelines to the contributors are given on the inside back cover. The details included in the paper, facts, figures, statistics, tables and opinion expressed in each article are those of the authors and do not necessarily coincide with the view points of the editors or Department of Education, University of Calicut.

Associate Editors

*Prof. (Dr.) C. Naseema
Prof. (Dr.) K. Abdul Gafoor
Dr. Manoj Praveen G.
Dr. Vasumathi T.
Dr. Reesha Karally
Dr Jibin VK
Dr. Reesha Karally*

Chief Editor's Note

*It gives me immense pleasure to present the latest edition of the “**Innovations and Researchers in Education**, an Annual Peer-Reviewed Research Journal of the Department of Education. This volume stands as a reflection of our Department's continuing commitment to advancing educational thought, research, and practice. Each article in this issue represents the collective effort of scholars and their guides dedicated to exploring the evolving landscape of education in all its dimensions.*

This year's contributions cover a wide range of themes - from pedagogical innovations and inclusive education to policy analysis and emerging trends in digital learning. The diversity of topics not only highlights the depth of inquiry within our academic community but also underscores our mission to bridge theory and practice for the betterment of educational systems.

I extend my heartfelt gratitude to the contributors for their rigorous scholarship, to the reviewers for their valuable feedback, and to the editorial team for their tireless dedication in bringing this publication to fruition. I also thank our readers, whose engagement and intellectual curiosity continue to inspire us to raise the bar each year.

May this journal serve as a source of insight, dialogue, and inspiration for educators, researchers, and policymakers alike as we collectively strive to nurture a more equitable and enlightened society through education.

Prof. (Dr.) C M Bindhu
*Professor and Head, Department of Education
Chief Editor, Innovations and Researchers in Education*

**STATEMENT OF OWNERSHIP AND OTHER PARTICULARS ABOUT
INNOVATIONS AND RESEARCHES IN EDUCATION**

<i>Place of publication</i>	:	<i>University of Calicut Malappuram, Kerala</i>
<i>Nature & Periodicity of Publication Chief Editor & Publisher</i>	:	<i>Peer Reviewed, Yearly Prof. (Dr.) C.M. BINDHU Head, Department of Education University of Calicut Malappuram, Kerala India – 673 635</i>
<i>Editor</i>	:	<i>Prof. (Dr.) A. Hameed Professor Department of Education University of Calicut</i>
<i>Nationality</i>	:	<i>Indian</i>
<i>Address/Ownership</i>	:	<i>Department of Education University of Calicut Malappuram, Kerala India – 673 635</i>
<i>Printed at</i>	:	<i>BINA, Calicut University</i>
<i>Cover</i>	:	<i>Raju C. V.</i>

Declaration

I do hereby declare that the particulars given above are true to the best of my knowledge and belief.

Prof. (Dr.) C.M. BINDHU
Chief Editor & Publisher

Editorial

Reading the Present Landscape of Education - 2025

We are delighted to present the 15th volume of Innovations and Research in Education, published by the Department of Education, University of Calicut. This volume addresses a wide range of contemporary educational issues, guiding readers through the current phase of educational discourse shaped by rapid digitalization, evolving policy frameworks, and continuing concerns of equity and access. Comprising 18 research articles, the volume may be broadly organized into thematic strands that reflect key areas of inquiry in the field.

The first theme highlights foundational learning and pedagogic experiences from early childhood to the secondary level. The comparative study by Abdul Gafoor K. and Shibna K. reveals that Montessori students significantly outperform Kindergarten students in foundational language skills, including letter recognition and phonological awareness, emphasizing the need to integrate structured, sensory-based instructional strategies across pre-primary curricula. Jayaprakash R. K. notes that while the Kerala ECCE model aligns with sustainability and child-centred learning principles, the absence of a unified regulatory framework and standardized curriculum presents serious challenges to the system's coherence. Similarly, Sukanya K. U. and Seema Menon K. P. examine life skills among tribal primary students in Attappady, identifying moderate levels that call for culturally grounded interventions. Adiba Faiyaz demonstrates how detective fiction can nurture critical reasoning and ethical reflection, underscoring the role of literature as a powerful pedagogical tool. Meanwhile, Roshin Panicker and Elizabeth Joshua find that soft skills among higher secondary students remain largely average, suggesting that schools continue to prioritize academic achievement over holistic learner development.

The second theme foregrounds psychological well-being and socio-emotional growth. Devika S. Kumar and Bindhu C. M. synthesize theoretical perspectives on Psychological Capital encompassing hope, resilience, optimism, and self-efficacy and highlight its essential role in supporting adolescent well-being in competitive academic environments. Jibin V. K.'s post-pandemic study of tribal secondary students reveals persistent mental health concerns, particularly among boys, signaling deep inequities in educational and emotional recovery. Likewise, the study by Nisha A. and S. Shobana on the Medhayoga programme suggests that structured mind-body practices enhance confidence, although sustained efforts are needed to strengthen emotional balance.

The third set of articles focuses on teacher education, pedagogy, and professional stress. Rahul Balmiki and Harishankar Singh identify high levels of academic stress

among teacher trainees, while Upasana Sharma and Rajeev Rattan Sharma observe heightened job stress among private college teachers compared to those in government institutions. Rohini N. M. and Styne Joseph examine prospective teachers' attitudes towards online constructivist teaching, supporting the value of digital collaborative pedagogy. Saleema M. and Sicily A. A. show that instructional packages can effectively enhance digital game-based learning skills among student teachers. Padma Priya P. V., in her study of biology teachers' use of the Samagra digital platform, identifies challenges related to digital infrastructure and limited interactivity, calling for enhanced technological support and professional training. In line with these reform-oriented perspectives, Abdunnasar N. and A. Hameed examine the implementation of Continuous and Comprehensive Evaluation (CCE) in Kerala, revealing that despite its holistic intent, challenges such as workload, inadequate support, and ineffective grading hinder its effective practice. Similarly, Devanandan K. V. underscores the need for sustained institutional support in aligning teacher education programmes with NEP 2020 reforms.

Finally, several articles broaden socio-educational discourse on equity and justice. Anwar S. H. and A. Hameed propose a Welfare Model of Capability and Social Inclusion for sustainable higher education that moves away from competitive, market-driven orientations. Josna K. John and P. P. Shajimon demonstrate that civic engagement is directly related to social sensitivity, affirming the significance of value-based education among college students. Sujith K. M. and Reesha Karally highlight systemic barriers to education among tea plantation communities, showing how structural neglect perpetuates marginalization and calling for community-centred educational policy initiatives.

Collectively, the articles in this volume illuminate the complex and interwoven dimensions of pedagogy, learner development, well-being, and social responsibility that shape contemporary education in India. The research underscores that meaningful educational reform must attend not only to curricular and technological innovation but also to the emotional, cultural, and structural realities within which learning occurs.

Prof. (Dr.) A. Hameed
Professor
Department of Education
University of Calicut

Innovations and Researches in Education

ISSN 2231-4148

Volume 15

Issue 1

January 2025

CONTENTS

Editorial	iii
Chief Editor's Note	v
1. <i>Exploring Pedagogical Impacts on Language Readiness: Montessori vs. Kindergarten Preschoolers in Malappuram District</i> Abdul Gafoor K. and Shibna K.	1-20
2. <i>Psychological Capital Among Secondary School Students in Kerala: A Theoretical Analysis</i> Devika S Kumar & Dr. Bindhu C.M	21-30
3. <i>Advancing Capability and Social Inclusion: Redefining Higher Education Paradigms for Sustainable Development</i> Anwar S. H. & Dr. A. Hameed	31-50
4. <i>Educational Challenges Faced by Tea Plantation Workers in India: A Narrative Review</i> Sujith K M & Dr. Reesha Karally	51-62
5. <i>Mental Health among Tribal Students at the Secondary Stage of Kerala: A Post Pandemic Analysis</i> Dr. Jibin V K	63-75
6. <i>Assessing Pedagogical Potential of Detective Fiction with Reference to Agatha Christie's The Murder of Roger Ackroyd</i> Dr. Adiba Faiyaz	76-90
7. <i>Job Stress among Higher Education Faculty: A Socioeconomic Perspective on College Teachers</i> Dr. Upasana Sharma and Prof. (Dr.) Rajeev Rattan Sharma	91-109
8. <i>Academic Stress among Teacher Trainees: A Comprehensive Survey Study</i> Rahul Balmiki and Prof. Harishankar Singh	110-127
9. <i>Impact of 'Medhayoga Programme' of Art of Living Foundation on Youth in Kerala</i> Nisha. A and Dr. S. Shobana	128-139

10. ***Exploring Life Skills among Tribal Primary School Students in Attappady*** 140-154
Ms. Sukanya K.U. and Prof. (Dr). Seema Menon K P
11. ***Attitude of Prospective Teachers Towards Online Constructivist Teaching: An Exploratory Study*** 155-170
Rohini N M and Styne Joseph
12. ***Developing Instructional package to Enhance Digital Game Based Learning Skill among Student Teachers at Secondary Level*** 171-183
Ms. Saleema M & Dr. Sicily A.A.
13. ***Social Sensitivity and Civic Engagement Among College Students*** 184-192
Josna K. John & Dr. P.P. Shajimon
14. ***Teachers' Perspectives on the Use of Samagra in Teaching Secondary School Biology in Kerala*** 193-204
Dr.Padma Priya P V
15. ***Practices and Pedagogy for Sustainability in Early Childhood Care and Education: Review of Kerala Model in the Context of NEP 2020*** 205-213
Dr. Jayaprakash R.K.
16. ***Exploring Teacher Educators' Perspectives on Aligning Teacher Education with NEP 2020 Reforms*** 214-224
Prof (Dr) Devanandan K V
17. ***A Study on Soft Skills among Higher Secondary School Students*** 225-234
Dr. Elizabeth Joshua & Mr. Roshin Panicker
18. ***Revisiting Evaluation: A Meta-Study on Teachers' and Students' Perceptions of CCE Implementation in Kerala*** 235-242
Abdunnasar N. & Dr. A. Hameed

Impact of 'Medhayoga Programme' of Art of Living Foundation on Youth in Kerala

Nisha. A* and Dr. S. Shobana**

Abstract: This study has been conducted on the 'Medha yoga programme' of Art of Living Foundation on Youth in Kerala. The duration of this program is for six days. The chief benefit of 'Medhayoga programme' is to make the youth emotionally stable and lead a confident life. This programme consists of meditation, yoga, interactive games, team work experience, interactive processes, various breathing techniques and rhythmic breathing techniques. The main objectives of this study are to study about the benefits of 'Medha yoga Programme', to study about the perception of youth regarding 'Medhayoga Programme' on total sample and subsample with respect to gender, to study about the perception of youth regarding the various dimensions of 'Medhayoga Programme' on total sample. 375 youngsters from Malappuram, Thrissur, Palakkad, Kannur and Ernakulum districts are selected for the subjects of the study. It consists of 205 male and 170 female participants. The statistical techniques 'percentage analysis' is used for analysing the collected data. The study revealed that on the basis of gender wise analysis boy participants shows high satisfactory level than the girls. Likewise, on the basis of dimension wise analysis, the dimension 'confidence' shows high satisfactory level of participants and the dimension 'emotional balance' shows low satisfactory level of participants.

Keywords: Impact, Medhayoga Programme, Art of Living Foundation, Youth, Kerala

Due to the changes of the world, all will not become perfect. For each action, there can be some perfection or imperfection. Unfortunately, most of us have the tendency to go and grab imperfection and make our mood imperfect that cause to make our soul reel in this nonsense. So, we want to escape from these cycles and be bold within, courageous within. So, we become strong, courage and to smile every time. It is called spirituality. 'Medhayoga Programme' was developed by Art of Living Foundation, which is the Non-Governmental Organization for the children in between 14-18 years old. This programme supports the overall well-being of the

* *Research Scholar, Department of Education, Vels Institute of Science Technology & Advanced Studies*

***Assistant Professor, Department of Education, Vels Institute of Science Technology & Advanced Studies*

children through various empowering techniques that creates peace of mind, focus, emotional stability, confidence and nurturing values like sharing, playing in harmony, increasing concentration and developing a sense of belonging with others. The programme supplies participants with practical tools, rhythmic breathing techniques and life skills to regulate stress and emotions, supporting them to gain, the capacity to focus and perform well in every situation especially in academic matter and establish positive relationship with teachers, peers and parents. It is a programme for the complete development of children from fourteen to eighteen years for enhancing physical, mental and emotional well-being. This program consists of research backed 'Rhythmic Breathing Techniques' known as 'Sudarshankriya'.

Need and Significance of this Study

Modern world is dynamic and continuously changing. It is on the path of value deterioration. Individuals are becoming anxious and feel insecurity. The society is becoming complicated day by day. Youngsters are the backbone and soul of our country. But today's value crisis is more reflected on the behaviour of youths. The enhanced involvement of individuals in criminal acts and immoral activities such as drug abuse and 'causal sex' shows a worrying context, youths are weak in self-worth and integrity are more susceptible to bad or negative influences and with third mind, the basic education, institution, parental role focuses as the primary provider for developing more morally sound youth. Yoga, meditation, breathing techniques and services bring brilliance, confidence, happiness, well-being, balanced mind etc in individuals. Here, a course named 'Medhayoga Pogramme' under Art of Living Foundation helps all the youths to become stress-free, happy, confident, strong, skilled, etc. This programme makes the individuals happy, confident, brave ad helps to overcome the negative emotions and manage the stress while practicing special breathing techniques. The participants get the theoretical and practical knowledge and experiences. It makes them mentally free, confident, to struggle for existence, enhance memory power, to become bold etc.

Objectives of the Study

1. To study about the benefits of 'Medhayoga Programme' to the individuals.

2. To study about the satisfactory level of youth regarding 'Medhayoga Programme' on total sample and subsample with respect to gender.
3. To study about the satisfactory level of youth regarding the various dimensions of 'Medhayoga Programme' on total sample.

Methodology of the Study

The present study is conducted on quantitative design, Descriptive Survey Method. The sample for the present study is 'Medhayoga programme participants' from Malappuram, Thrissur, Ernakulam, Palakkad and Kannur Districts. The investigator, took a sample size of 375 youngsters who were participated in the 'Medhayoga Programme' including male and female participants who were spread over five districts. In this present study the investigator used random sampling techniques for the selection of gender. Here, the investigator, developed one rating scale to collect data from individuals or youngsters in consideration with an expert and senior faculty of 'Medhayoga Programme'. By rating with three points scale, the investigator could recognize and collect the variations of the participants after completing this 'Medhayoga Programme'.

The Tool used for the Study

The tool used for the collection of data for the present study is: -

- 'Medhayoga Programme' Effectiveness Measuring Scale. (Nisha A-2025)

The investigator developed this tool to know about the perception of youth about the 'Medhayoga Programme'. It also assists her the dimension wise analysis. For the development this tool 'Medhayoga Programme' Effectiveness Measuring scale (Nisha A-2025), the investigator reviewed many sources such as, books, journals, magazines, websites, etc for fixing up the dimensions. The interaction with experts, senior faculty members of 'Medhayoga Programme' also showered the light on the dimensions of 'Medhayoga Programme Effectiveness Measuring Scale'. By getting the numerous information the investigator ensured the dimensions of the 'Medhayoga Effectiveness Measuring Scale'. The dimensions are confidence, emotional balance, physical fitness, responsibility, human values, hygiene, behavioural change, cleansing, concentration and inner discipline.

On the basis of these dimensions, the investigator developed sixty statements for the scale. The written statements were shown to the four senior faculty members of 'Medhayoga Programme' and experts for their opinion to ensure the meaningfulness and relevancy of the statements. On the basis of the expert's suggestions, three items were rejected. The modified draft consists of 57 statements. In the beginning, necessary instructions regarding the ways of responding to the items were given. The number 3,2,1 as scores of the statements respectively. A pilot study was done by implementing this tool for 30 youngsters in Malappuram district. After the pilot study was done, the investigator deleted certain items such as low scored, repeated, high scored and youngsters, who are not responded. The draft scale prepared was tried out for a sample size of hundred youngsters. The main aim of this tryout was to decide up on the discriminating power and which was on the basis of deciding quality of items for the inclusion of the final scale. The final scale consists of items, which were selected on the basis of item analysis.

Validity & Reliability

In this research the tool is validated with the help of an expert. The tool was distributed to expert and the guide for criticism about the language and the format of the tool. The split half method is considered to be method for establishing the reliability of the tool. From the reliabilities of the half tests, the self-correlation of the whole tests was estimated by the Spear Man Brown prophecy formula. This is 0.70, which implies that the test has high reliability.

Data Collection Procedure of the Study

At the first step of data collection procedure, the investigator printed adequate copies of tools and response sheets with individual data. Then she collected the details of the 'Medhayoga Programme' centres in Ernakulam, Thrissur, Palakkad, Malappuram and Kannur districts and contacted with the 'Medhayoga Programme' centres in these districts for getting permission to implement the tool. The investigator implemented this rating scale to 'Medhayoga Programme' participants of Ernakulam, Palakkad, Thrissur, Malappuram and Kannur districts. Investigator had given a brief explanation of the aim of the study, the way of responding to each statement in the tool and attracted their willingness, participation and co-operation. The investigator assured that the personal data of the

participants will be kept secret and all the matter will be confidential except for research purposes. The collected details of 'Medhayoga' participants were analyzed with the statistical technique as percentage analysis.

Analysis and Findings

Objective 1

- **To study about the benefits of 'Medhayoga Program' to the individuals.**

The term 'Medhayoga' derived from two Sanskrit words 'Medha' means 'intelligence' or 'brilliance' and 'yoga' means 'union' or 'to join' and in this context, it means an exercise designed to improve mental clarity, mental empowerment, focus, self-discovery and memory. Yoga focus on the practice of uniting the mind, body and spirit. 'Medhayoga' aims to nurture and improve the mental abilities boosting a state of heightened awareness and focus. 'Medhayoga' also called as 'Medhakriya' or 'Mehasati' is a yogic exercise aimed at improving intelligence, improved focus, memory, stress reduction, mental clarity and better emotional handling. **Benefits of 'Medhayoga Program'**

1. Cognitive Enhancement:

'Medhayoga techniques' such as pranayama, breathing exercises and meditation makes the mind calm and increase the focus and better concentration. This Programme promotes sharpness, creative thinking ability and problem-solving skills. It is designed to foster memory and cognitive abilities and making it to retain information and expand the memory power.

2. Emotional and Psychological well-being: -

'Medhayoga Programme' assists individuals reduce the stress and negative emotions, creating a sense of calmness and well-being. This Programme promotes happiness, a sense of well-being and creativity. It provides participants with tools and techniques to deal negative emotions and reduce the peer pressure more effectively. It can assist the participants overcome shyness, stage fear and nervousness and boosting social skills and confidence. 'Medhayoga Programme' aims to expand and nurture self-esteem, fostering self-worth and confidence.

3. Other Benefits

'Medhayoga Programme' focuses on the significance of team-work and co-operation, assisting individuals develop valuable life skills. Studies shows that it can lead to better well-being scores. Researches points out that This Programme assists to decrease emotional problems. 'Medhayoga Programme' promotes participants to take on higher responsibilities and expand leadership qualities. This Programme can assist the individuals to reduce hyperactivity. It consists of various tools and techniques, those assist the participants to enhance academic performance, better concentration and memory. This course can assist the individuals to reduce peer problems. Studies shows that 'Medhayoga Programme' can lead to improved well-being scores. It can assist the individuals to manage conduct problems.

Objective 2

To study about the perception of youth regarding 'Medhayoga Prgramme' on total sample and subsample with respect to gender.

This objective is to study about the perception of youth regarding the 'Medhayoga Programme' in total sample. The investigator collected the data by implementing a self-constructed tool titled as 'Medhayoga Programme Effectiveness Measuring Scale' for analysis of this objective. Analysis and interpretation of the objective percentage scores were calculated and the results are given in the following table.

Table 1

Data and Results shows the perception of Youths regarding the 'Medhayoga Programme' in total sample.

Types of Samples	Size	Obtained Scores	Maximum Scores	Percentage of Satisfaction	Percentage of Dissatisfaction
Youths	375	54549	64125	85.06	14.94

From this table, the results shows that the package of 'Medhayoga Programme' is highly effective to the participants. Because, while analysing data using the statistical technique as percentage analysis, the result shows 85.06 % level of satisfaction in youths while participating in 'Medhayoga Programmé'. It is higher than the dissatisfaction level as 14.94%. So, there is

no doubt that ‘Medhayoga Programme’ is highly effective in all youths in all aspects.

Table 2

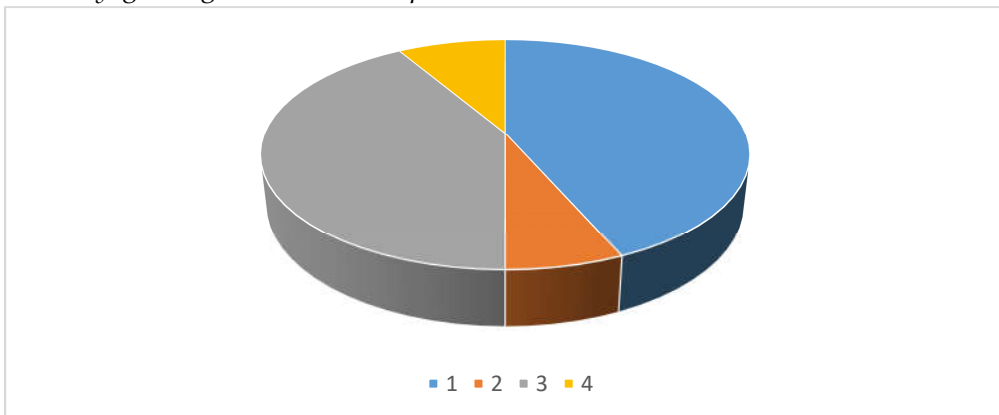
Data and Results to show the perception of participants regarding the ‘Medhayoga Programme’ in subsample with respect to gender.

Types of Samples	Gender	Size	Obtained Score	Maximum Score	Percentage of Satisfaction	Percentage of Dissatisfaction
Youths	Male	205	30424	35055	86.79	13.21
	Female	170	24125	29070	82.98	17.02

While analysing the gathered data on the basis of gender, the investigator used percentage analysis as statistical techniques. From the analysis of the data, it shows that the satisfactory level of boys regarding the ‘Medhayoga Programme’ is 86.79% and the girls’ level of satisfaction is 82.98 %. The level of satisfaction of the boy participants in ‘Medhayoga programme’ is higher than the level of satisfaction of girl participants in ‘Medhayoga Progeramme’. This ensures that the boys are more satisfied with the ‘Medhayoga Programme’ than girls. Graphical representation of satisfactory level of participants’ perception regarding the “Medhayoga Programme” with respect to gender, is given in figure -1

Figure 1

Pie Diagram showing the satisfactory level of participnts’ perception regarding the ‘Medhayoga Programme’ with respect to Gend



Where,

1. Satisfactory level of Boys
2. Dissatisfactory level of Boys
3. Satisfactory level of Girls
4. Dissatisfactory level of Girls

Objective 3

To study about the perception of youth regarding the various dimensions of ‘Medhayoga Programme’ on total sample.

This objective is to study about the perception of youth regarding the various dimensions of ‘Medhayoga Programme’ in total sample. Youths are satisfied with ‘Medhayoga Programme’ in various dimensions like confidence, emotional balance, physical fitness, responsibility, human values, hygiene, behavioural change, cleansing, concentration and inner discipline.

The Results and interpretation are given in Table 3

Table 3

Data and Results showing the Perception of Youth regarding the different dimensions of ‘Medhayoga Programme’ in Total Sample.

Sl. No	Dimensions	Size	Obtained Score	Maximum Score	Percentage of Satisfaction	Percentage of Dissatisfaction.
1	Confidence	375	5855	6750	86.74	13.26
2	Emotional Balance	375	5502	6750	81.51	18.49
3	Physical Fitness	375	4815	5625	85.60	14.40
4	Responsibility	375	5696	6750	84.39	15.61
5	Human Values	375	5816	6750	86.16	13.84
6	Hygiene	375	4846	5625	86.15	13.85
7	Behavioural Change	375	5759	6750	85.31	14.69
8	Cleansing	375	5853	6750	86.71	13.29
9	Concentration	375	4826	5625	85.80	14.20
10	Inner Discipline	375	5581	6750	82.68	17.32
	Total		54549	64125	85.06	14.94

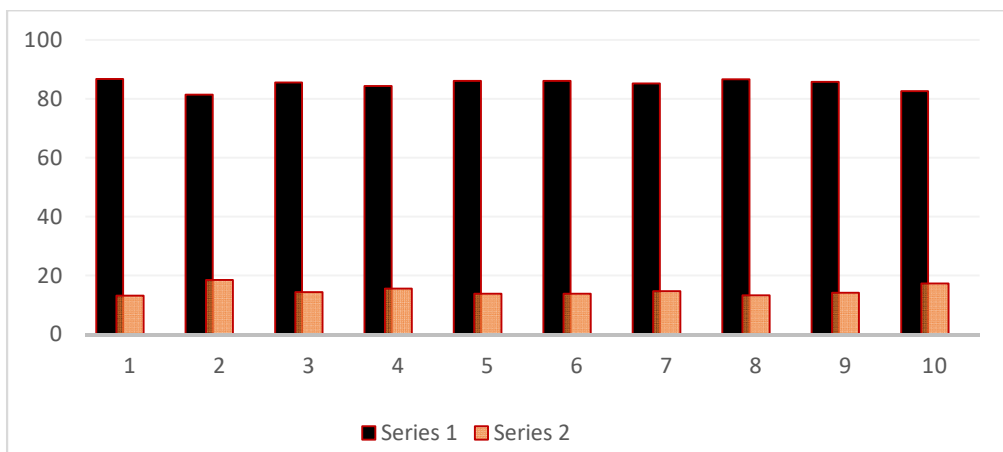
On the basis of the dimension wise analysis, percentage score of satisfactory level of youth is different. In the dimensions of cleansing, confidence, hygiene and human value, the satisfactory level of youths showed as almost

similar. But the satisfactory level of youths in other dimensions such as concentration, behavioural change and physical fitness, the youths are satisfied with the percentage level of 85.80 %, 85.31%, 85.60% respectively. These dimensions also showed approximately same satisfactory level of youths. The dimension 'Responsibility' showed, the satisfactory level of youth as 84.39%. Likewise, the dimension 'Inner discipline' showed the percentage score 82.68 % as the level of satisfaction by youth those who are participated in 'Medhayoga Programme'. The satisfactory level of youth in one other dimension 'Emotional balance' is 81.51%. Among the ten dimensions, analysis showed that the youths are highly satisfied with the dimension as 'Confidence' with the percentage score of 86.74% and the dimension 'Emotional Balance' has the percentage score of 81.51% carries the low satisfactory level. The percentage score of the dimension 'Emotional Balance' is lower than the other nine dimensions. So, the dimension 'Emotional balance' reveals low satisfactory level and the percentage score of the dimension 'Confidence' is higher than the other nine dimensions. So, 'Confidence' dimension shows higher satisfactory level of participants in participating 'Medhayoga programme'

Graphical representation of the participants' perception regarding the different dimensions of 'Medhayoga Programme' in total sample is given in figure -2

Figure 2

Graph, which is showing the satisfactory level of participants regarding the different dimensions of 'Medhayoga Programme' in total sample.



Where,

Series 1. Satisfactory level

Series 2. Dissatisfactory level

1. Confidence
2. Emotional Balance
3. Physical Fitness
4. Responsibility
5. Human Values
6. Hygiene
7. Behavioural Change
8. Cleansing
9. Concentration
10. Inner Discipline

Findings of Study

1. The satisfactory level of youths, who participated in 'Medhayoga Programme' is 85.06 % and the dissatisfactory level is 14.94 %. This highest level of percentage score showed that the participants are highly satisfied with 'Medhayoga Programme' and it is highly effective in all respects.
2. Youths are satisfied with 'Medhayoga Programme' in various dimensions like Confidence, Emotional Balance, Physical Fitness, Responsibility, Human Values, Hygiene, Behavioural Change, Cleansing, Concentration and Inner Discipline. The dimensions such as Confidence, Cleansing, Values and Hygiene showed almost similar percentage score of satisfactory level of youth with 'Medhayoga Programme'. Likewise, the other three dimensions such as Concentration, Behavioural Change and Physical Fitness, the youths are satisfied with the percentage score of 85.80%, 85.31% and 85.60% respectively. These dimensions are also showed the percentage score as approximately same. The dimension 'Responsibility' and 'Inner Discipline' showed the percentage score of satisfactory level is 84.39% and 82.68% respectively. The

satisfactory level of the dimension 'Emotional Balance' is 81.51%. This dimension showed the low satisfactory level.

Implications of the study

1. Organizers should give awareness to the parents about the importance of 'Medhayoga Programme' and Instructors should have deep knowledge about the adolescent psychology.
2. Instructors should point out the problems of participants and organizers should try to organize 'Medhayoga Programme' continuously.

Conclusion

'Medha yoga' is a programme, which is developed by Sri Sri Ravisankar, who is the founder of Art of Living Foundation. It is an ancient yoga exercise and yogic techniques. Along with breathing technique, discussion on relevant life topics, meditation and yoga, individuals are taught to live a confident life by reducing their fears, doubts, anxieties, inhibitions, build confidence and acquire their full potential. The key goals of 'Medhayoga Programme' are stress reduction and emotional well-being, development of life skills, improved mental clarity, improved academic performance, sense of belonging and community, enhanced self-esteem and confidence, spiritual and cultural awareness, overcoming mental constraints, enhancing ability to think beyond self, etc. The investigator anticipates this study has great significance in the field of education. So, the 'Medhayoga Programme' should organize for youth continuously and also should give awareness to the parents for its significance and should conduct this 'Medhayoga Programme' in different areas of the state.

References

- Amit Kauts and Neelam Sharma (2008): *"Yoga and Student Performance"*. University News. Volume 46, 5-11.
- Best, W. John and Khan, V. James (2006): *"Research in Education"*. Prentice Hall of India Pvt. Ltd. New Delhi.
- Chaube, S.P (2004): *"Educational Psychology"*. Lakshmi Narain Agaralal Educational Publishing. Agra-2.
- Chauhan, S.S (2003): *"Advanced Educational Psychology"*. Vikas Publishing House Pvt. Ltd. New Delhi.

- Garret, E. Henry. *"Statistics in Psychology and Education"*. Mrs. A.F. Sheikh for Vakils, Fetter and Simon Ltd. Bombay.
- Gupta, N.L (2002): *"Human Values in Education"*. Concept Publishing Company. New Delhi.
- <https://www.artofliving.org>
- <https://www.bangloreashram.org>
- <https://www.scribd.com>
- Hurlock, B. Elizabeth (2005): *"Developmental Psychology – A lifespan Approach"*. Tata MC Grew- Hill Publishing Ltd. New Delhi.
- Jadhav, S.G and Havalappanavar, N.B (2009): *"Effect of Yoga Intervention on Anxiety and Subjective Well-being"*. University News. Volume 35, 27-35.
- Koul, Lokesh. (2020): *"Methodology of Educational Research"*. Vikas Publishing House Pvt. Ltd. New Delhi.
- Kumar Taker, Mukesh. (2020): *"Effect of Yoga and Physical Training on Health Related Physical Fitness and Physiological Variables"* Ph.D Thesis. Department of Physical Education. School of Basic and Applied Sciences, Poornima University.
- Mangal, S.K. (2007): *"Statistics in Psychology and Education"*. Prentice Hall of India Pvt. Ltd. New Delhi.
- Naqi, Mohammed. (2005): *"Modern Value Education"*. Anmol Publications Pvt. Ltd. New Delhi.
- Rajput, J.S. (2006): *"Human Values and Education"*. Pragun Publications.
- Sameer Mehta. (2011) *"Punarnava"*. Sri Sri Publications Trust. Bangalore.
- Singh, Neelima. (2019): *"Contribution of Ashtanga Yoga in enhancing the quality of life of Young Adults"*. Ph.D Thesis. Department of Physical Education. Kurukshetra University.



Innovations and
Researches in
Education

The Journal, Innovations and Researches in Education is the distinguished academic publication of the Department of Education, University of Calicut, Kerala. Our mission is to share high-quality, peer-reviewed studies that drive progress in educational theory and practice.

We publish research articles encompassing a broad spectrum of subjects and themes related to teaching, learning, and educational policy and administration. This includes new teaching methods, educational technology, curriculum development, psychology of learning, teacher training, and issues of equity and inclusion.

We prioritise research that offers practical, evidence-based solutions that can be immediately applied by teachers, administrators, and policymakers to improve schooling and learning environments in Kerala and beyond.

Our goal is to be a key resource for scholars and practitioners who are committed to innovation and positive change in education. We invite you to submit your work and join this essential conversation.



Department of Education
UNIVERSITY OF CALICUT
KERALA, INDIA