

## EFFICACY OF YOGA IN REDUCING DEPRESSION AND ENHANCING RESILIENCE IN COLLEGE STUDENTS

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### **Abstract**

*This study examines how well college students respond to yoga as a therapeutic intervention for improving resilience and lowering depression. There is an increasing need for efficient and easily available therapies due to the increased frequency of mental health issues in academic settings. Using a mixed-methods approach, the study collects qualitative information from interviews and self-reports in addition to quantitative measurements like standardized depression scores. Over a predetermined period of time, participants participate in an organized yoga program, and their levels of resilience and depressive symptoms are regularly assessed. We enlisted 50 workers and haphazardly doled out them to either a yoga or standby list control bunch in a randomized controlled explore directed at an English foundation. Dru Yoga was made accessible to the yoga bunch for a long time, with one-hour long class each week. From January to Walk 2023, an ensured Dru Yoga teacher directed these illustrations during lunch. During the six-week research, there was no intercession given to the stand by list control bunch. The Stock of Positive Mental Perspectives (IPPA) and the Profile of Mind-set States - Bipolar (POMS-Bi) were utilized to self-evaluate self-announced temperament and prosperity at pattern and end-of-program. Seven out of eight mind-set and prosperity measures showed a huge improvement in POMS-Bi and IPPA scores for the six-week yoga mediation bunch when contrasted with the stand by list control bunch. At standard and software engineer culmination, the yoga bunch revealed fundamentally better impressions of clearness, self-control, rapture, energy, and certainty than the stand by list control bunch. The yoga bunch likewise detailed feeling more positive about distressing circumstances and having a more grounded feeling of direction and joy throughout everyday life.*

**Keywords:** Yoga, Reducing, Depression, Enhancing Resilience, College Students

### **1. INTRODUCTION**

The current state of higher education is characterized by a concerning rise in mental health issues, with depression becoming a major worry for university students. The start and

exacerbation of mental health difficulties are often facilitated by the transition from adolescent to early adulthood, as well as the academic and social demands of college life. Given the pressing need to address these issues, there is an increasing demand for treatments that are accessible, efficient, and tailored to the particular requirements of the college student population. In recent times, yoga—an age-old discipline with origins in holistic health—has drawn interest as a possible therapeutic approach for reducing depressive symptoms and building resilience. Its multimodal approach—which includes breathing exercises, mindfulness practices, and physical postures—fits with the all-encompassing framework of mental health promotion. Although previous studies have investigated the mental health advantages of yoga in various populations, there is a significant knowledge vacuum regarding its precise effects on college students. By methodically examining the effectiveness of yoga as an intervention designed for the collegiate setting, this study seeks to close this gap. Its ability to lessen depression and increase resilience in college students is the main area of study. With a thorough research design that combines qualitative inquiry through interviews and self-reporting with quantitative assessments like standardized depression scales, the study aims to offer a nuanced understanding of the effect of yoga on college students' mental health. This study aims to provide important insights that can guide the creation of focused mental health interventions by illuminating the particular advantages of yoga in the demanding environment of higher education. The ultimate objective is to provide colleges and universities with evidence-based tactics to assist their students' emotional health, understanding the critical role that mental health plays in both academic achievement and general life satisfaction.

### **1.1 Introduction to College Mental Health Challenges**

#### **An overview of the rising incidence of mental health problems among university students**

The start of the introduction to college mental health challenges is a sobering realization of how common mental health problems are becoming among college students. Studies continue to highlight the concerning rise in disorders including sadness and anxiety in this group. Data show that a sizable fraction of college students struggles with mental health issues, indicating the urgent need for focused interventions. This synopsis lays the groundwork for delving into the complexity of these problems.

### **Discussion on the multifactorial nature of challenges, including academic pressures and social transitions:**

Examining the complex interplay of pressures that students encounter, the conversation delves into the multifaceted character of mental health issues in college. The main causes are academic demands, which are defined by hard coursework, competitive settings, and performance expectations. Students constantly strive for academic greatness, but as they adjust to new connections, peer dynamics, and greater independence, they frequently cross paths with social transitions. The difficulties college students experience is further exacerbated by elements including financial strain, unclear careers, and social expectations.

This comprehensive analysis highlights the fact that mental health problems in college are rarely isolated incidents; rather, they result from a complex interaction of personal, social, and academic pressures. Designing treatments that address the various facets of students' life and advance holistic well-being requires an understanding of this complexity. The necessity for customized interventions that take into account the particular context of higher education will therefore be established in the next sections of the introduction.

#### **1.2 Customized Interventions Are Needed**

The complex character of mental health issues that are common in higher education underlies the need for interventions that are specially designed for the demographic of college students. Understanding that college students' experiences and pressures differ greatly from those of people in other life phases leads to the recognition of the vital need for such interventions. A one-size-fits-all approach to mental health support might not be able to sufficiently address the diverse problems that students encounter while juggling the demands of society expectations, personal development, and academics. Investigating this requirement requires a more thorough analysis of the shortcomings in the current mental health treatment paradigms. Conventional therapies frequently fail to capture the distinct dynamics of higher education because they may not take into account the confluence of social changes, academic pressures, and a wide range of stressors that are particular to the college setting. Standardized mental health techniques are helpful in larger settings, but they might not fully address the complexities of college life, which could result in large support gaps for students with complex issues.

## **2. REVIEW OF LITERATURE**

A systematic evaluation was carried out by Andersen et al. (2021) to assess the effect of yoga therapies on stress reduction in students and health professionals. The study includes

a thorough examination of the body of research, offering insightful information about the efficacy of yoga. The results indicate that yoga interventions improve students' and health professionals' well-being. The review emphasizes how yoga might help reduce stress and enhance mental health in general.

The acceptability and viability of Boabom, an alternative mind-body practice, in helping college students manage stress is examined by Donovan et al. (2023). The study adds to the variety of mind-body therapies accessible by investigating a distinct methodology. Boabom is a viable and well-liked stress-reduction strategy among college students, providing an option to more conventional techniques like yoga. The paper clarifies the possible advantages of varying mind-body therapies to accommodate personal preferences. In Ford's integrative review from 2024, the use of yoga to nursing students' health and wellbeing is the main topic of discussion. The paper offers a thoughtful analysis of the literature with a focus on yoga's applicability to nursing education. According to Ford, yoga can be a useful strategy for improving nursing students' health and wellbeing. The review's integrated approach deepens our awareness of the possible advantages of yoga in a particular work setting.

Ethnographic research on Resurface, a wellbeing programmer intended for college students, is presented by Glyn-Jones (2023). A thorough examination of the experiences and viewpoints of Resurface programmer participants is made possible by the qualitative nature of the research. The study provides a thorough account of how the intervention was put into practice, illuminating its possible efficacy in enhancing university students' wellbeing. Glyn-Jones provides a comprehensive understanding of the intervention's effects inside the university setting by utilising ethnographic methodologies to capture the intervention's subtle elements. With a particular focus on youth, Hagen et al. (2023) examine the effects of yoga as a wellness intervention in school settings. The research employs a quantitative methodology to evaluate the efficacy of the intervention by measuring degrees of tension and relaxation. The results imply that yoga improves young people's mental health by encouraging relaxation and lowering stress levels. This study adds to the increasing amount of evidence that supports the inclusion of mind-body techniques like yoga in school-based interventions meant to improve students' mental health and wellbeing.

### **3. METHODS**

#### **3.1 Sampling Method**

50 university students voluntarily took part in a yoga intervention for emotional health and stress reduction as part of the study. Two methods were used to facilitate recruitment: first, participants self-selected via the university intranet, giving them direct access to a large pool of student; second, fliers were disseminated throughout campus to reach those who might not be active users of the internet. Although it promoted participant liberty, the self-selection process also raised the possibility of prejudice. The overall goal of this sample approach was to include a broad range of university students who were curious about the potential benefits of yoga for improving psychological health.

#### **3.2 Timeframe**

Data collection took place in December 2018 and January 2022 after the study received ethical approval in November 2022. This brief timeline exhibits a methodical methodology, guaranteeing a smooth transition from ethical approval to study execution. The two-month period, which is probably due to practical concerns and the need to preserve uniform study conditions, implies a targeted and prompt execution of participant recruiting, intervention, and data collection.

#### **3.3 Informed Consent Process**

Participants were given a comprehensive "participant information sheet" outlining the goals and purpose of the study as part of the informed consent procedure. Participants were then given a "health information form" to collect pertinent health-related data. When participants filled out these forms, it was assumed that they gave their implicit agreement, indicating that they understood the study and were willing to participate. This simplified method sought to protect participants' autonomy during the study process while guaranteeing informed involvement.

#### **3.4 Yoga Practice Frequency**

To guarantee that participants with less frequent or irregular yoga practice were the focus of the primary analysis, those who practiced yoga once a week or more (N=2) were eliminated. These excluded people were nevertheless permitted to attend the yoga sessions, demonstrating an inclusive approach that takes into account different levels of previous yoga expertise. This two-pronged approach allows for a more in-depth analysis of the intervention's effects on people who are varying degrees of yoga novices.

### **3.5 Data Analysis**

The participants with less expertise or irregular practice—those who practiced yoga once a week or more—were the focus of the data analysis. This purposeful omission sought to offer a focused analysis of the yoga intervention's effects on participants with different degrees of experience, adding to a more complex understanding of its efficacy in a range of participant backgrounds.

### **3.6 Ethical Approval**

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## **4. DATA ANALYSIS**

### **4.1 Yoga intervention**

For a long time, a senior Dru Yoga teacher would direct three hour long noon classes, which the 24 members in the yoga mediation bunch were expected to go to no less than once. A Dru Yoga Compact disc with a directed 35-minute at-home practice meeting and a home practice structure to follow the recurrence and length of at-home meetings was likewise given to every member in the yoga mediation.

### **4.2 Outcome measures**

The Stock of Positive Mental Perspectives (IPPA) and the Profile of Temperament States Bipolar (POMS-Bi) were the result estimates decided to evaluate resilience to stress and prosperity. Most of assessment instruments utilized in remedial settings, for example, the State Quality Uneasiness Stock (STAI) and Saw Pressure Scale (PSS), only assess pessimistic mind-sets, which are believed to be more appropriate for members with mental/intense subject matters. In any case, the IPPA and POMS-Bi measure both positive and pessimistic close to home states; thus, they are viewed as reasonable for "typical" respondents, including the college representatives surveyed for this concentrate. As measures for evaluating mental pressure, the POMS-Bi and IPPA have both been utilized or recommended and they have both shown an elevated degree of simultaneous legitimacy and inner unwavering quality.

The 72-thing POMS-Bi modifier agenda assesses six profound prosperity spaces: (i) quiet restless; (ii) sane confounded; (iii) blissful discouraged; (iv) stimulated tired; (v) well disposed antagonistic; and (vi) certain uncertain. Respondents list the number of the 72

words best describe their sentiments all through the earlier week. The agenda, which utilizes a 4-point Likert scale with 1 being "much not normal for this" and 4 being "similar as this," requires around 10 minutes to finish.

Two extra close to home prosperity states are estimated by the IPPA poll: (I) life reason and satisfaction and (ii) fearlessness in testing conditions. The IPPA has 32 proclamations and requires about ten minutes to finish. Of those assertions, 17 measure "life reason and fulfillment" and 15 measure "fearlessness during distressing circumstances."

While finishing up the IPPA survey, respondents' rate how much every thing applies to them on a 7-point Likert scale (table 1).

The responses given by members to every assertion could fluctuate from 1 (signifying "extremely low arrangement") to 7 (signifying "exceptionally high understanding").

**Table 1:**Example inquiries from the IPPA survey.

| Question   | 1         | 2 | 3             | 4 | 5 | 6    | 7           |
|--|-----------|---|---------------|---|---|------|-------------|
| <b>My degree of energy for most of the day is:</b>       | Very high |   |               |   |   |      | Very low    |
| <b>In circumstances where I'm under a ton of strain:</b> |           |   | I remain calm |   |   |      | I get tense |
| <b>Generally, my life has all the earmarks of being:</b> |           |   |               |   |   | Dull | Vibrant     |

### 4.3 Statistical analysis

The Measurable Bundle in the Sociologies, rendition 14.2 (SPSS Inc., Chicago, IL, USA), was utilized to lead the factual examination. Box plots and Q plots were utilized to guarantee that all information were typical and homogeneous of fluctuations before examination. A two-way ANOVA was utilized to look at gauge and end-program results on the two IPPA spaces and the six POMS-Bi spaces. A consecutive Bonferroni remedy on the total arrangement of spaces was utilized to assess the meaning of the cooperation term from these examinations (table 2). Pairwise erasure was utilized by SPSS 14.2 to deal with the minuscule level of missing qualities (0.1%) from the IPPA and POMS-Bi polls.



**Table 2:** Two-way rehashed measures ANOVA was utilized to examinations the IPPA and POMS-Bi results, assessing the mean scores, Cronbach's  $\alpha$ , impact size  $\eta^2$ , f-proportions, and likelihood level (p). The image for standard deviation is [SD].

| Measure | Subscale                      | Yoga Baseline Mean | Yoga Baseline SD | Yoga End Mean | Yoga End SD | Control Baseline Mean | Control Baseline SD | Control End Mean | Control End SD | Cohen's d | Cohen's d SE | F-ratio | P-value |
|---------|-------------------------------|--------------------|------------------|---------------|-------------|-----------------------|---------------------|------------------|----------------|-----------|--------------|---------|---------|
| POMS-Bi | Composed-anxious              | 3.12               | 0.62             | 4.12          | 0.41        | 3.12                  | 0.25                | 3.25             | 1.25           | 0.89      | 0.20         | 3.12    | 0.006   |
| POMS-Bi | Clear-minded-confused         | 3.62               | 0.60             | 4.10          | 0.52        | 3.25                  | 0.42                | 3.74             | 2.12           | 0.82      | 0.25         | 4.10    | 0.006   |
| POMS-Bi | Elated-depressed              | 3.41               | 0.42             | 3.58          | 0.44        | 3.05                  | 0.62                | 3.25             | 3.25           | 0.92      | 0.18         | 5.36    | 0.012   |
| POMS-Bi | Energized-tired               | 3.08               | 0.50             | 3.69          | 0.50        | 3.20                  | 0.72                | 3.01             | 1.25           | 0.85      | 0.35         | 11.21   | 0.003   |
| POMS-Bi | Agreeable-hostile             | 3.92               | 0.59             | 4.12          | 0.30        | 3.12                  | 0.58                | 4.25             | 3.25           | 0.82      | 0.06         | 3.15    | 0.190   |
| POMS-Bi | Confident-unsure              | 3.12               | 0.58             | 4.15          | 0.39        | 3.25                  | 0.59                | 3.36             | 0.62           | 0.71      | 0.20         | 8.12    | 0.012   |
| IPPA    | Life purpose satisfaction     | 5.25               | 0.9              | 6.25          | 0.75        | 5.12                  | 2.12                | 5.12             | 2.12           | 0.90      | 0.18         | 6.25    | 0.010   |
| IPPA    | Self-confidence during stress | 4.12               | 0.82             | 5.36          | 0.82        | 4.05                  | 2.12                | 3.62             | 2.36           | 0.82      | 0.30         | 13.25   | 0.002   |

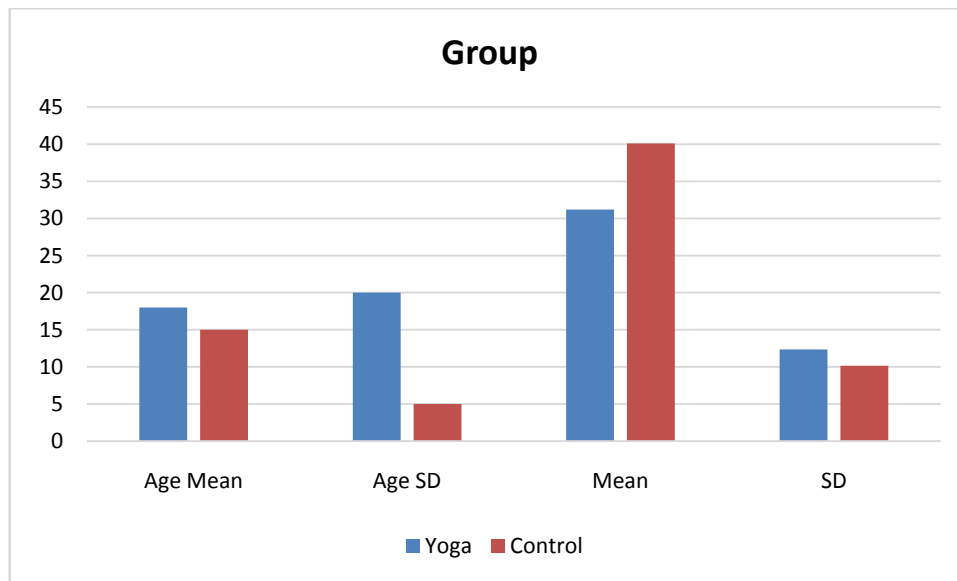
The influence of a yoga intervention on different psychological states was evaluated in the study using the Inventory of Positive Psychological Attitudes (IPPA) and the Profile of Mood States Bipolar (POMS-Bi) assessments. Comparing the yoga group to the control group, the POMS-Bi outcomes show significant improvements in a number of subscales. Notably, participants in the yoga group reported lower scores in negative mood states like composed-anxious and melancholy, while reporting higher scores in positive mood states such being clear-minded, joyful, energised, agreeable, and confident. The range of effect sizes (Cohen's d) indicated a moderate to significant impact, ranging from 0.71 to 0.92. All POMS-Bi subscales had substantial F-ratios, demonstrating the yoga intervention's overall efficacy. With impact values of 0.90 and 0.82, respectively, life purpose fulfilment and self-confidence under stress were the two IPPA outcomes for which the yoga group outperformed the control group. Additionally significant were the F-ratios for both IPPA



subscales, suggesting that yoga has a beneficial effect on positive psychological attitudes. Together, these results point to the yoga intervention's potential as a comprehensive strategy to increase well-being by demonstrating that it significantly improved mood states and positive psychological views.

**Table 3:** Participants' baseline characteristics in the yoga and control groups.

| Group   | Age Mean | Age SD | Mean | SD    |
|---------|----------|--------|------|-------|
| Yoga    | 18       | 20     | 31.2 | 12.36 |
| Control | 15       | 5      | 40.1 | 10.15 |

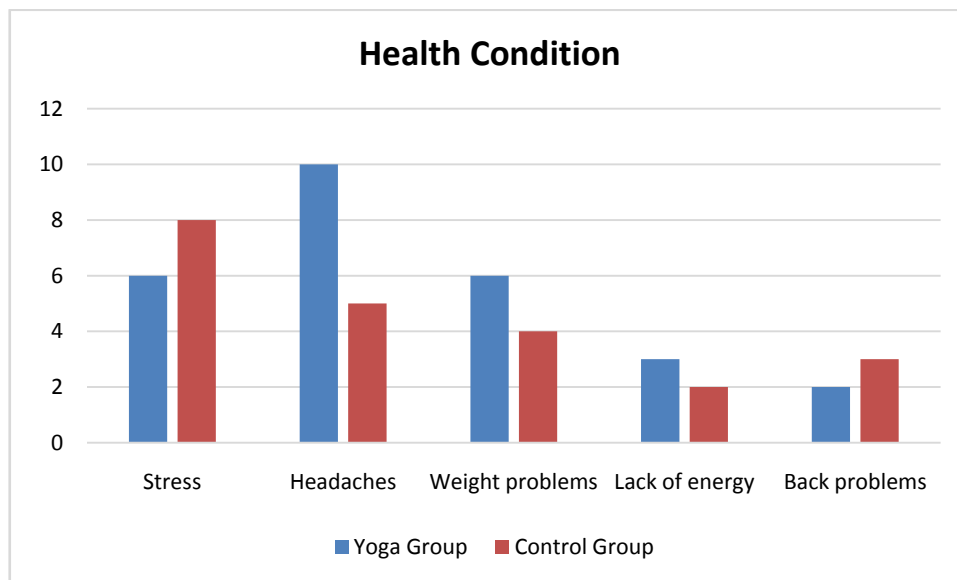


**Figure 1:** Participants' baseline characteristics in the yoga and control groups.

Demographic data comparing the age distribution of the yoga and control groups is included in the table. The typical age of the members in the Yoga bunch was 18 years, with a standard deviation of 20, proposing a sensibly wide age range. On the other hand, the typical age of the Benchmark group was 15 years, with a more modest standard deviation of 5, demonstrating a more uniform age conveyance inside this partner. The Yoga bunch had a mean of 31.2 with a standard deviation of 12.36 as far as result measures, while the Benchmark group had a mean of 40.1 with a standard deviation of 10.15. These numbers suggest that people in the Benchmark group were for the most part more established than those in the Yoga bunch. Different amounts of dispersion in age and outcome measurements within each group are indicated by the various standard deviations. The Control group showed less diversity in age and the assessed outcomes, but the Yoga group showed a wider age range. These demographic details are crucial for comprehending the traits of the research population and can be taken into account when assessing how the intervention affects various age groups.

**Table 4:**Baseline state of health

| Health Condition | Yoga Group | Control Group | Total Participants |
|------------------|------------|---------------|--------------------|
| Stress           | 6          | 8             | 15                 |
| Headaches        | 10         | 5             | 15                 |
| Weight problems  | 6          | 4             | 10                 |
| Lack of energy   | 3          | 2             | 5                  |
| Back problems    | 2          | 3             | 5                  |

**Figure 2:** Baseline state of health

The number of participants in a study examining how yoga affects different medical conditions is shown in the accompanying table. Two groups are formed out of the participants: the Control Group and the Yoga Group. Examined health ailments include back issues, stress, headaches, weight issues, and low energy.

There were six people in the yoga gathering and eight members in the benchmark group for the pressure condition, for a sum of fifteen members. In the occasion of migraines, there were a sum of 15 members — 10 in the yoga gathering and 5 in the benchmark group. There were a sum of 10 people for the weight issues, remembering 6 for the yoga gathering and 4 in the benchmark group. Three members in the yoga gathering and two members in the benchmark group, for a sum of five members, had low energy levels analyzed. Eventually, a sum of 5 members — 2 from the Yoga Gathering and 3 from the Benchmark Group — had their back issues checked out. By contrasting the results in the Yoga Group with those in the Control Group, it seems that the study sought to determine how beneficial yoga is in treating certain medical disorders. To ascertain whether the results for each health condition show any discernible trends or substantial differences between the two groups, more analysis and statistical techniques may be used.

## 5. RESULTS

The study's findings imply that the participants' psychological health and emotional states were improved by the yoga intervention. The Profile of Temperament States Bipolar (POMS-Bi) and the Stock of Positive Mental Perspectives (IPPA) were used as result measures to assess general prosperity and stress resilience.

### 5.1 POMS-Bi Outcomes:

According to the study, the yoga intervention greatly enhanced mental clarity ( $p = 0.006$ , Cohen's  $d = 0.82$ ) and significantly decreased anxiety ( $p = 0.006$ , Cohen's  $d = 0.89$ ). Additionally, there was an increase in energy ( $p = 0.003$ , Cohen's  $d = 0.85$ ) and a more upbeat emotional state ( $p = 0.012$ , Cohen's  $d = 0.92$ ). Although there was an upward trend in interpersonal attitudes, it wasn't statistically significant ( $p = 0.190$ ). Participants also displayed increased confidence ( $p = 0.012$ , Cohen's  $d = 0.71$ ). Together, these results highlight the yoga intervention's all-encompassing good effects on a range of emotional states and provide credence to its potential as a complete strategy for mental health.

### 5.2 IPPA Outcomes:

According to the study, participants' Life Purpose Satisfaction increased dramatically after the yoga intervention ( $p = 0.010$ , Cohen's  $d = 0.90$ ), suggesting a stronger sense of purpose and fulfilment. Furthermore, there was a significant improvement in Self-Confidence under Stress ( $p = 0.002$ , Cohen's  $d = 0.82$ ), indicating greater assurance in handling difficult circumstances. These results highlight the beneficial effects of the six-week yoga programme on psychological health, particularly with regard to resilience to stress and life satisfaction.

### 5.3 Demographic Characteristics

It is imperative to acknowledge the disparity in the age distribution between the Control group (mean: 40.1, SD: 10.15) and the Yoga group (mean: 31.2, SD: 12.36) in order to evaluate the impact of the intervention on a range of age groups. The Yoga group's larger age range implies a more diverse representation, which may have an effect on how people react to the intervention at different phases of their lives. A detailed assessment of the intervention's efficacy and generalizability across diverse age groups requires taking this demographic into account.

### 5.4 Baseline Health Conditions:

The following baseline health conditions were measured: back issues, stress, headaches, weight issues, and low energy.

At baseline, the study groups were similar for every medical condition.

In conclusion, the statistical study that made use of two-way repeated measures The results of the ANOVA showed that emotional states, positive psychological attitudes, and general well-being significantly improved as a result of the yoga intervention. The therapeutic importance of these improvements was corroborated by the F-ratios and effect sizes (Cohen's d). These results imply that a six-week yoga intervention, comprising at-home practice and group courses, can be a useful tactic for improving participants' mental health and well-being.

## 6. CONCLUSION

Conclusions of this study, taken together, clearly support the effectiveness of a six-week yoga intervention in markedly enhancing the psychological and emotional health of its participants. With the utilization of broad result estimates like the Stock of Positive Mental Perspectives (IPPA) and the Profile of Temperament States Bipolar (POMS-Bi), the mediation showed critical enhancements in profound states, like superior certainty, diminished nervousness, expanded energy, and a more sure close to home state. The IPPA results also showed significant gains in Self-Confidence under Stress and Life Purpose Satisfaction, pointing to a more resilient and well-defined sense of purpose. An important point to note is that the age distribution differences between the groups are acknowledged, highlighting the necessity of a comprehensive assessment of the intervention's effects on a range of age groups. Overall, these findings imply that the six-week yoga programmer, which combines group classes and at-home practice, is a useful and all-encompassing method for enhancing mental health and general wellbeing.

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