

6.0 RESULTS

The obtained data were systematically tabulated, organized and analyzed by within group Wilcoxon signed rank test and between groups Mann-Whitney test. Data are presented in Table-2 and 3.

Table 2- Wilcoxon Signed Rank Test- within group and Mann-Whitney U Test between group test – RPWB

Variables	YOGA (within group)				Control (within group)				Between group test	
	Pr-mean+-SD	Post-mean+-SD	% of mean	P value	Pr- mean+-SD	Post-mean+-SD	% of mean	P value	Pre-P value	Post-P value
Ryfd1	27.79+-5.3	33.55+-4.8	20.72	0.001*	25.23+-4.3	25.26+-3.9	0.12	0.748	0.002	0.001
Ryfd2	27.61+-4.7	34.38+-4.9	24.52	0.001*	24.96+-3.5	25.34+-3.4	1.52	0.289	0.001	0.001
Ryfd3	29.20+-6.03	36.05+-4.5	23.45	0.001*	27.45+-5.04	27.80+-5.05	1.28	0.029*	0.030	0.001
Ryfd4	29.61+-5.5	36.67+-4.3	23.84	0.001*	25.85+-6.1	26.13+-6.1	1.08	0.079	0.001	0.001
Ryfd5	28.95+-5.5	36.02+-4.4	24.42	0.001*	26.73+-5.4	26.66+-5.4	0.26	0.370	0.028	0.001
Ryf d6	29.70+-5.4	35.48+-4.3	19.46	0.001*	25.29+-5.2	25.94+-5.3	2.57	0.023*	0.001	0.001

Abbreviation:autonomy (Ryf d1), environmental mastery (Ryf d2), personal growth (Ryf d3),

Positive relations (Ryf d4), purpose in life (Ryf d5) and self-acceptance (Ryf d6)

Table 3- Wilcoxon Signed Rank Test -Within group and Mann-Whitney U Test Between group tests- ASICS

Variables	Yoga (within group)				Control (within group)				Between group	
	Pr-mean+-SD	Post-mean+-SD	% of mean	P value	Pr- mean+-SD	Post- mean+-SD	% of mean	P value	Pre-P value	Post-P value
asics d1	12.20+-1.977	17.22+-2.595	41.14	0.001*	14.63+-2.221	15.15+-2.106	3.55	0.480	0.105	0.001*
asics d2	16.37+-2.744	24.03+-3.104	46.79	0.001*	19.74+-4.180	21.48+-3.392	8.81	0.750	0.006	0.001
asics d3	13.15+-2.442	18+-2.428	36.88	0.001*	14.74+-1.724	15.11+-1.853	2.51	0.730	0.247	0.001*
asics d4	63.14+-5.105	73.60+-5.353	16.56	0.001*	61.21+-5.273	61.77+-5.514	0.91	0.161	0.001	0.001
asics d5	43.29+-4.735	49.8+-4.875	15.03	0.001*	37.52+-4.868	37.84+-4.793	0.85	0.015*	0.001	0.001
asics d6	19.43+-2.968	25.21+-3.155	29.74	0.001*	17.7+-2.623	17.58+-2.687	0.67	0.639	0.001	0.001
asics d7	18.36+-2.662	23.61+-3.252	28.59	0.001*	18.68+-2.443	18.92+-2.722	1.28	0.288	0.001	0.001
asics d8	22.36+-3.361	28.92+-3.730	29.33	0.001*	21.11+-2.961	21.32+-2.976	0.99	0.160	0.002	0.001
asics d9	18.28+-2.849	23.52+-2.972	28.66	0.001*	17.79+-2.809	18.12+-2.958	1.85	0.040*	0.028	0.001
asics d10	13.2+-2.115	17.64+-2.65	33.63	0.001*	13.77+-2.245	14.04+-2.104	1.96	0.060	0.080	0.001*

Abbreviation: personal adjustment (asics d1), concentration (asics d2), lack of anxiety (asics d3), general academic skill (asics d4), confidence (asics d5), external motivation/future (asics d6), socializing (asics d7), instructor efficacy (asics d8), carrier decidedness (asics d9) and motivation/current (asics d10)

6.1 RPWB RESULT

Data was not normally distributed; hence we have conducted non-parametric test, in within groups and between groups. Wilcoxon signed ranks test shows significant improvement in autonomy (Ryf d1) in terms of mean value has increased from 27.79 to 33.55. Students have been more self-disciplined by growth of 20.72% ($p < .05$) which is very phenomenal growth. Disciplined life of the students will affect so many aspects of the students in their future life. Environmental mastery (Ryf d2) is driven from 27.61 to 34.38 which is very good indication on the inner growth of the future generation. Talent to balance with present situation has increased by 24.52% ($p < .05$) which is a good indication on the part of the students. Personal growth (Ryfd3) is developed from 29.20 to 36.05. Sustained growth is the need of the hour in a life of students and this attitude of continue growth is increased by 23.45% ($p < .05$) which is the good effect of the intervention. Positive relations (Ryf d4) get larger score from 29.61 to 36.67 which is a very good indication. Connectivity with the people is the positive indication and positive relation has jumped by 23.84% ($p < .05$). Purpose in life (Ryff d5) has soared from 28.95 to 36.02 which show the usefulness about life. Students are matured enough to understand the meaning of the life and it is increased by 24.42% ($p < .05$). Self-acceptance (Ryf d6) has risen from 29.70 to 35.48. The rise of score in self-acceptance plays very important role in the life of college. College students cannot go ahead without recognizing own self and post data has increased not less than 19.46 % ($p < .05$). All subscales of Ryff's psychological wellbeing have shown positive and significant impact in experimental group using Yoga as an intervention [Table 2].

In control group, test shows the change of mean value about all the domains. Autonomy (d1) increased only from 25.23 to 25.26 which is 0.12 % while $p = .748$. Environmental mastery (d2) has changed 24.96 to 25.34 by 1.52% while $p = .289$. Personal growth (d3) has gone from 27.45 to 27.8 by 1.28% even when $p = .029$. Positive relations (d4) are increased from 25.85 to 26.13 which is 1.08% while $p = .079$. Purpose in life (d5) has gone from 26.73 to 26.66 by 0.26% while $p = .370$.

Self-acceptance (d6) has surged from 25.29 to 25.94 by 2.57% even when $p=.023$. Control group has significant change only in personal growth (d3) and self-acceptance (d6) ($P < 0.05$) while another domain is not significant ($p>.05$) [Table 2].

In between group analysis using Mann-Whitney test showed the p value (pre=.001, post=.002) for autonomy (d1), (pre=.001, post=.001) for environmental mastery (d2), (pre=.03, post=.001) for personal growth (d3), (pre=.001, post=.001) for positive relations (d4), (pre=.028, post=.001) for purpose in life(d5) and (pre=.001, post=.001) for self-acceptance (d6). It is evident from Table 2 that no domain has significant improvements between groups ($P < .05$).

6.2 ASICS RESULT

Data was not normally distributed; hence we have conducted non-parametric test, in within groups and between groups. Wilcoxon signed ranks test shows significant improvement in personal adjustment (asics d1) in terms of mean value has increased from 12.20 to 17.22. Everyone has done the progress with the better adjustment of the individual issues. This growth is 41.14% while $p<.05$. Concentration (asics d2) has recorded the growth from 16.37 to 24.03. Capacity of the concentration makes the learning easy and stops the fast distraction. Mental attention has increased to 46.79% while $p<.05$. Lack of anxiety (asicsd3) escalated to 18 from 13.15. Nervousness during test or examination is weakened by 36.88% while $p<.05$. General academic skill (asics d4) has gone up from 63.14 to 73.60. This skill includes the hard work done to get the better grade. The effort must be made to achieve the goal. Integration of strategy towards goal including the homework objective is the basis of the general academic skills. This skill has risen by 16.56% while $p<.05$. Internal motivation/confidence (asics d5) has grown from 43.29 to 49.8. The potential to accomplish the challenge of college education has emerged by 15.03% while $p<.05$. External motivation/future (asics d6) has increased from 19.43 to 25.21. College life gives more emphasis on job related issue and all students must have the importance of the ongoing

classes for their future life. Future job-related importance has increased by 29.74 % while ($p < .05$). Socializing (asics d7) mean value has risen from 18.36 to 23.61. College tenure is not for the active social life. Too much partying with friends is not good for student life. Socializing has gone upto 28.59% ($p < .05$). Instructor efficacy (asics d8) is increased from 22.36 to 28.92 which is 29.33% ($p < .05$). Carrier decidedness (asics d9) soared from 18.28 to 23.52 (28.66%) ($p < .05$) and in external motivation/current (asics d10) 13.2 to 17.64 (33.63%) while ($p < .05$). All subscales of domain have shown positive and highly significant impact in experimental group using Yoga as an intervention [Table 3].

In control group, test shows the change of mean value from 14.63 to 15.15) in personal adjustment (d1) which is only 3.55% while $p = .480$. Concentration (d2) has increased from 19.74 to 21.48 which is only 8.81% ($p = .750$). Lack of anxiety (d3) has gone up to 15.11 from 14.74 which is 2.51% ($p = .730$). General academic skill (d4) has changed from 61.21 to 61.77 which is only 0.91% ($p = .161$). Internal motivation/confidence (d5) has changed from 37.52 to 37.84 (0.85%) ($p = .015$). External motivation/future (d6) has gone 17.58 from 17.7 (0.67%) ($p = .639$). Socializing (d7) has changed to 18.92 from 18.68 (1.28%) ($p = .288$). Instructor efficacy (d8) has gone from 21.11 to 21.32 (0.99%) ($p = .160$). Carrier decidedness (d9) has changed from 17.79 to 18.12 which is 1.85% ($p = .040$) and external motivation/current (d10) has emerged from 13.77 to 14.04 (1.96%) ($p = .060$). Control group has approximately significant change in confidence (asics d5) ($P = .015$) and carrier decidedness (asics d9) ($p = .040$) only while eight other domains is not significant ($p > .05$) [Table 3].

In between group analysis using Mann-Whitney test showed the p value (pre = .105, post = .001) for d1, (pre = .006, post = .001) for d2, (pre = .247, post = .001) for d3, (pre = .001, post = .001) for d4, (pre = .001, post = .001) for d5, (pre = .001, post = .001) for d6, (pre = .001, post = .001) for d7, (pre = .002, post = .001) for d8, (pre = .028, post = .001) for d9, (pre = .080, post = .001) for d10. It is

evident from Table 3 that only personal adjustment (d1), lack of anxiety (asics d3) and external motivation/current (d10) had significant improvements between groups ($P > .05$).

The study of Table-3 indicated that Yoga practices are effective in improving the academic performance among College Students. Therefore, according to this study, hypothesis 1 is accepted, and null hypothesis rejected. Yoga practices have positive effect on all domain of academic performance among college students, whereas control group have positive effect on only 2 domain of academic performance among college students while between groups is having significant change in personal adjustment (d1), lack of anxiety (d3) and external motivation/current (d10) domains.

6.3 RECAPITULATION OF GENDER RESULTS

Table 4- Independent sample test – RPWB

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ryfd1pr	Equal variances assumed	16.676	0	3.043	178	.003	2.053	0.674	0.722	3.383
	Equal variances not assumed			3.207	166.277	.002	2.053	0.64	0.789	3.316
ryfd1po	Equal variances assumed	13.195	0	10.008	178	.001	6.45	0.644	5.178	7.722
	Equal variances not assumed			10.405	174.822	.001	6.45	0.62	5.227	7.673
ryfd2pr	Equal variances assumed	24.311	0	1.915	178	.057	1.16	0.606	-0.036	2.356
	Equal variances not assumed			2.02	165.137	.051	1.16	0.574	0.026	2.294
ryfd2po	Equal variances assumed	14.062	0	11.291	178	.001	7.368	0.653	6.08	8.655
	Equal variances not assumed			11.697	176.203	.001	7.368	0.63	6.124	8.611
ryfd3pr	Equal variances assumed	20.972	0	3.134	178	.002	2.375	0.758	0.879	3.871

	Equal variances not assumed			3.317	162.423	.001	2.375	0.716	0.961	3.789
ryfd3po	Equal variances assumed	0.287	0.593	12.439	178	.001	8.1	0.651	6.815	9.385
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances not assumed			12.608	176.116	.001	8.1	0.642	6.832	9.368
ryfd4pr	Equal variances assumed	14.047	0	2.246	178	.026	1.61	0.717	0.195	3.025
	Equal variances not assumed			2.345	172.727	.02	1.61	0.687	0.255	2.965
ryfd4po	Equal variances assumed	0.069	0.793	11.831	178	.001	7.383	0.624	6.151	8.614
	Equal variances not assumed			11.937	174.358	.001	7.383	0.618	6.162	8.603
ryfd5pr	Equal variances assumed	17.574	0	2.011	178	.046	1.413	0.702	0.026	2.799
	Equal variances not assumed			2.125	163.871	.035	1.413	0.665	0.1	2.725
ryfd5po	Equal variances assumed	6.985	0.009	11.345	178	.001	6.92	0.61	5.716	8.124
	Equal variances not assumed			11.603	177.922	.001	6.92	0.596	5.743	8.097
ryfd6pr	Equal variances assumed	28.907	0	4.307	178	.001	2.938	0.682	1.592	4.283

	Equal variances not assumed			4.579	158.149	.001	2.938	0.641	1.67	4.205
ryfd6po	Equal variances assumed	15.021	0	10.764	178	.001	6.18	0.574	5.047	7.313
	Equal variances not assumed			11.153	176.162	.001	6.18	0.554	5.086	7.274

Table 5- Independent sample test – ASICS

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
asicsd1pr	Equal variances assumed	0.018	0.893	-1.782	168	.077	-0.585	0.328	-1.234	0.063
	Equal variances not assumed			-1.772	152.093	.078	-0.585	0.33	-1.238	0.067
asicsd1po	Equal variances assumed	11.297	0.001	19.397	168	.001	8.009	0.413	7.194	8.825
	Equal variances not assumed			20.436	166.457	.001	8.009	0.392	7.236	8.783
asicsd2pr	Equal variances assumed	21.22	0	-2.906	168	.004	-1.249	0.43	-2.098	-0.401
	Equal variances not assumed			-2.723	111.541	.008	-1.249	0.459	-2.159	-0.34
asicsd2po	Equal variances assumed	0.777	0.379	18.791	168	.001	11.259	0.599	10.077	12.442
	Equal variances not assumed			19.523	167.982	.001	11.259	0.577	10.121	12.398
asicsd3pr	Equal variances assumed	8.009	0.005	1.312	168	.191	0.426	0.325	-0.215	1.068
	Equal variances not assumed			1.247	121.009	.215	0.426	0.342	-0.25	1.103
asicsd3po	Equal variances assumed	0.159	0.691	25.67	168	.001	9.877	0.385	9.117	10.636

	Equal variances not assumed			25.486	150.878	.001	9.877	0.388	9.111	10.642
asicsd4pr	Equal variances assumed	2.023	0.157	4.388	168	.001	4.022	0.917	2.213	5.831
	Equal variances not assumed			4.43	160.271	.001	4.022	0.908	2.229	5.815
asicsd4po	Equal variances assumed	0.04	0.842	42.711	168	.001	39.201	0.918	37.389	41.013
	Equal variances not assumed			41.47	135.845	.001	39.201	0.945	37.331	41.07
asicsd5pr	Equal variances assumed	45.567	0	-9.069	168	.001	-7.629	0.841	-9.29	-5.968
	Equal variances not assumed			-8.356	101.118	.001	-7.629	0.913	-9.44	-5.818
asicsd5po	Equal variances assumed	13.764	0	18.979	168	.001	18.832	0.992	16.873	20.79
	Equal variances not assumed			17.781	111.34	.001	18.832	1.059	16.733	20.93
asicsd6pr	Equal variances assumed	8.121	0.005	-4.629	168	.001	-2.074	0.448	-2.958	-1.189
	Equal variances not assumed			-4.456	129.701	.001	-2.074	0.465	-2.994	-1.153
asicsd6po	Equal variances assumed	0.197	0.658	18.43	168	.001	10.548	0.572	9.418	11.678
	Equal variances not assumed			18.84	165.205	.001	10.548	0.56	9.443	11.653
asicsd7pr	Equal variances assumed	18.218	0	-9.397	168	.001	-4.554	0.485	-5.51	-3.597
	Equal variances not assumed			-8.935	121.237	.001	-4.554	0.51	-5.563	-3.545
asicsd7po	Equal variances assumed	0.036	0.85	14.411	168	.001	8.553	0.593	7.381	9.724

	Equal variances not assumed			14.526	159.476	.001	8.553	0.589	7.39	9.716
asicsd8pr	Equal variances assumed	4.068	0.045	-2.954	168	.004	-1.938	0.656	-3.234	-0.643
	Equal variances not assumed			-2.838	128.502	.005	-1.938	0.683	-3.289	-0.587
asicsd8po	Equal variances assumed	4.214	0.042	19.607	168	.001	12.644	0.645	11.371	13.917
	Equal variances not assumed			18.997	134.342	.001	12.644	0.666	11.327	13.96
asicsd9pr	Equal variances assumed	0.079	0.779	-1.816	168	.071	-0.905	0.499	-1.889	0.079
	Equal variances not assumed			-1.823	157.459	.07	-0.905	0.497	-1.886	0.076
asicsd9po	Equal variances assumed	0.166	0.684	22.429	168	.001	10.488	0.468	9.565	11.411
	Equal variances not assumed			22.318	152.289	.001	10.488	0.47	9.56	11.416
asicsd10pr	Equal variances assumed	0.048	0.827	-1.197	168	.233	-0.566	0.473	-1.5	0.368
	Equal variances not assumed			-1.192	152.75	.235	-0.566	0.475	-1.505	0.372
asicsd10po	Equal variances assumed	0.59	0.443	18.062	168	.001	8.05	0.446	7.17	8.93
	Equal variances not assumed			17.626	139.384	.001	8.05	0.457	7.147	8.953

Gender result

Environmental mastery was more significant in female students than male in psychological wellbeing. Female students were more talented to balance their self with the present situation than boys. This result showed that female students were having better psychological wellbeing than boys. In fact, college tenure was nothing but balancing with present circumstances. Those students who were better to balance with existing environment would have been winner of the life since college success only was the marker for future growth.

Female students in academic performance were more significant in personal adjustment, lack of anxiety, carrier decidedness and external motivation/current. Personal adjustment was more significant in girls than boys. This was the trick to deal with individual problem. One's own matter should not affect the academic performance. Everyone had done the progress with the better adjustment of the individual issues. Lack of anxiety was more significant in female students than boys. Females were less nervous during examination even if subject was hard because of well-planned study. Carrier decidedness was determination towards the walk of the life. Each student would have a ruling about what after graduation with proper consultation of guardian. External motivation/ current were the burning impulse which affects present ongoing latest aspect such as good grades.

Above result indicates that only better psychological wellbeing leads higher quality academic performance. This study confirms about gender difference of college students in psychological wellbeing and academic performance.

6.4 PEARSON CORRELATION TEST

Table 6-Correlation result within group and between group (RPWB and ASICS)

Correlations

		ryfd1pr	ryfd2pr	ryfd3pr	ryfd4pr	ryfd5pr	ryfd6pr	asicsd 1pr	asics d2pr	asicsd 3pr	asicsd 4pr	asicsd5 pr	asicsd 6pr	asicsd 7pr	asicsd 8pr	asicsd9 pr	asicsd1 0pr
ryfd1pr	Pearson Correlation	1	.303**	0.088	0.048	0.048	.385**	-.203*	0.116	0.078	0.042	-0.118	0.043	-0.088	-0.097	0.049	-0.042
	Sig. (2-tailed)		0.002	0.384	0.636	0.634	0	0.047	0.259	0.449	0.683	0.25	0.675	0.394	0.344	0.633	0.68
	N	100	100	100	100	100	100	97	97	97	97	97	97	97	97	97	97
ryfd2pr	Pearson Correlation	.303**	1	.394**	.446**	.415**	.401**	-0.038	- 0.034	0.073	0.072	-0.173	0.069	-0.171	-0.145	.203*	0.083
	Sig. (2-tailed)	0.002		0	0	0	0	0.712	0.738	0.475	0.485	0.09	0.504	0.094	0.156	0.046	0.421
	N	100	100	100	100	100	100	97	97	97	97	97	97	97	97	97	97
ryfd3pr	Pearson Correlation	0.088	.394**	1	.356**	.489**	.339**	-0.021	0.033	-0.01	0.037	0.065	-0.044	0.018	-0.079	0.161	0.049
	Sig. (2-tailed)	0.384	0		0	0	0.001	0.838	0.751	0.923	0.717	0.529	0.671	0.86	0.44	0.114	0.637
	N	100	100	100	100	100	100	97	97	97	97	97	97	97	97	97	97
ryfd4pr	Pearson Correlation	0.048	.446**	.356**	1	.379**	.356**	-0.158	0.006	0.036	0.054	-0.037	-0.001	-0.096	0.13	0.102	0.072
	Sig. (2-tailed)	0.636	0	0		0	0	0.123	0.95	0.727	0.603	0.72	0.991	0.352	0.206	0.32	0.482
	N	100	100	100	100	100	100	97	97	97	97	97	97	97	97	97	97
ryfd5pr	Pearson Correlation	0.048	.415**	.489**	.379**	1	.372**	-0.046	0.042	-0.146	0.008	-0.082	0.045	-0.082	0.147	0.007	0.001
	Sig. (2-tailed)	0.634	0	0	0		0	0.655	0.683	0.153	0.936	0.425	0.658	0.426	0.152	0.947	0.995
	N	100	100	100	100	100	100	97	97	97	97	97	97	97	97	97	97

ryfd6pr	Pearson Correlation	.385**	.401**	.339**	.356**	.372**	1	-0.051	0.127	0.016	0.099	-0.139	0.061	-0.111	0.092	0.051	-0.02
	Sig. (2-tailed)	0	0	0.001	0	0		0.621	0.217	0.875	0.335	0.175	0.556	0.277	0.368	0.619	0.847
	N	100	100	100	100	100	100	97	97	97	97	97	97	97	97	97	97
asicsd1pr	Pearson Correlation	-.203*	-0.038	-0.021	-0.158	-0.046	-0.051	1	0.099	.273**	-0.077	.277**	-0.099	0.092	-0.089	0.132	0.079
	Sig. (2-tailed)	0.047	0.712	0.838	0.123	0.655	0.621		0.333	0.007	0.456	0.006	0.332	0.369	0.387	0.197	0.439
	N	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97
asicsd2pr	Pearson Correlation	0.116	-0.034	0.033	0.006	0.042	0.127	0.099	1	-0.132	0.145	0.111	-0.07	0.068	0.126	0.166	-0.044
	Sig. (2-tailed)	0.259	0.738	0.751	0.95	0.683	0.217	0.333		0.196	0.156	0.279	0.493	0.507	0.22	0.104	0.67
	N	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97
asicsd3pr	Pearson Correlation	0.078	0.073	-0.01	0.036	-0.146	0.016	.273**	-	1	0.187	-0.076	-.263**	-0.053	-0.171	0.168	0.021
	Sig. (2-tailed)	0.449	0.475	0.923	0.727	0.153	0.875	0.007	0.196		0.067	0.457	0.009	0.603	0.094	0.099	0.841
	N	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97
asicsd4pr	Pearson Correlation	0.042	0.072	0.037	0.054	0.008	0.099	-0.077	0.145	0.187	1	0.044	0.029	0.021	0.07	0.032	-0.163
	Sig. (2-tailed)	0.683	0.485	0.717	0.603	0.936	0.335	0.456	0.156	0.067		0.667	0.776	0.84	0.497	0.759	0.11
	N	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97
asicsd5pr	Pearson Correlation	-0.118	-0.173	0.065	-0.037	-0.082	-0.139	.277**	0.111	-0.076	0.044	1	-0.197	0.083	-0.096	0.097	0.066
	Sig. (2-tailed)	0.25	0.09	0.529	0.72	0.425	0.175	0.006	0.279	0.457	0.667		0.053	0.418	0.35	0.344	0.521
	N	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97
asicsd6pr	Pearson Correlation	0.043	0.069	-0.044	-0.001	0.045	0.061	-0.099	-0.07	-.263**	0.029	-0.197	1	0.16	0.2	-0.149	0.065
	Sig. (2-tailed)	0.675	0.504	0.671	0.991	0.658	0.556	0.332	0.493	0.009	0.776	0.053		0.118	0.05	0.144	0.526
	N	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97

asicsd7pr	Pearson Correlation	-0.088	-0.171	0.018	-0.096	-0.082	-0.111	0.092	0.068	-0.053	0.021	0.083	0.16	1	0.138	0.027	-0.036
	Sig. (2-tailed)	0.394	0.094	0.86	0.352	0.426	0.277	0.369	0.507	0.603	0.84	0.418	0.118		0.177	0.794	0.723
	N	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97
asicsd8pr	Pearson Correlation	-0.097	-0.145	-0.079	0.13	0.147	0.092	-0.089	0.126	-0.171	0.07	-0.096	0.2	0.138	1	-0.128	-0.038
	Sig. (2-tailed)	0.344	0.156	0.44	0.206	0.152	0.368	0.387	0.22	0.094	0.497	0.35	0.05	0.177		0.212	0.712
	N	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97
asicsd9pr	Pearson Correlation	0.049	.203*	0.161	0.102	0.007	0.051	0.132	0.166	0.168	0.032	0.097	-0.149	0.027	-0.128	1	-0.012
	Sig. (2-tailed)	0.633	0.046	0.114	0.32	0.947	0.619	0.197	0.104	0.099	0.759	0.344	0.144	0.794	0.212		0.909
	N	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97
asicsd10pr	Pearson Correlation	-0.042	0.083	0.049	0.072	0.001	-0.02	0.079	-0.044	0.021	-0.163	0.066	0.065	-0.036	-0.038	-0.012	1
	Sig. (2-tailed)	0.68	0.421	0.637	0.482	0.995	0.847	0.439	0.67	0.841	0.11	0.521	0.526	0.723	0.712	0.909	
	N	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Result showed that autonomy (d1), environment mastery (d2) and self-acceptance (d6) were highly correlated. Environment mastery was highly correlated with other 5 domains. Personal growth (d3) was highly correlated with all except autonomy. Positive relation (d4) was highly correlated with all four except autonomy (d1). Purpose in life (d5) was highly correlated with all except autonomy (d1). Self-acceptance (d6) was highly correlated with all.

Personal adjustment (asics d1) was highly correlated with lack of anxiety (asics d3) and internal motivation / confidence (asics d5). Concentration (asics d2) had no correlation with any domain. Lack of anxiety (asics d3) highly correlated with external motivation/ future (asics d6) only. General academic skill (asics d4) had no correlation with any other dimensions. Internal motivation / confidence (asics d5) was highly correlated with only personal adjustment (asics d1). External motivation/future (asics d6) was highly correlated with lack of anxiety (asics d3). Socializing (asics d7), instructor efficacy (asics d8), carrier decidedness (asics d9) and external motivation/current (asics d10) were not having correlation with any other dimensions.

Autonomy (Ryff d1) and personal adjustment (asics d1) were correlated at 0.05 levels while environmental mastery (Ryff d2) and carrier decidedness (asics d9) were correlated at 0.05 levels.

Above result revealed that psychological wellbeing is correlated with academic performance of college students. Thus, we can come to an end that Yoga enhances the psychological wellbeing and it is positively affecting the academic performance as well.

6.5 STUDENTS FEEDBACK

- *Yoga* is best medicine for body, mind and life.
- I felt enhancement of memory power.
- *Yoga* is best preventive medicine.
- This practice changed my feeling and life.

- It is good for physical fitness.
- *Yoga* is medicine for good thought, concentration and to increase mind power.
- Now I started to feel whole day mentally fresh and peaceful.
- I am lucky to participate in this research study by helping nation building.