

REVIEWER'S REPORT

Manuscript No.: IJAR-53205

Date: 11-08-2025

Title: Enhancing Higher Education: Exploring the Profound Benefits of Yoga and Meditation in Student Life

Recommendation:

Accept as it isYES.....

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality			✓	
Clarity		✓		
Significance		✓		

Reviewer Name: Dr Aamina

Reviewer's Comment for Publication.

The manuscript titled "*Enhancing Higher Education: Exploring the Profound Benefits of Yoga and Meditation in Student Life*" provides a comprehensive examination of the role of yoga and meditation in promoting student well-being and academic success. The work is well-framed within the contemporary challenges of higher education, where stress, mental health issues, and performance pressures are prevalent among students.

The abstract clearly outlines the scope, objectives, and methodology of the study, effectively situating yoga and meditation as transformative tools in the educational context. The emphasis on physiological, psychological, and academic dimensions offers a holistic view of the subject matter. The inclusion of both literature review and empirical findings from a survey among higher education students in Lucknow district of Uttar Pradesh adds depth and practical relevance to the research. The mention of crosstabulation to analyze the relationship between the habit of yoga and meditation with demographic variables indicates a structured quantitative approach.

The introduction provides a well-developed background, tracing the origins of yoga and meditation, their integration of physical and mental practices, and their scientific validation. It captures the multidimensional benefits—physical, mental, and emotional—supported by references to their role in managing chronic health conditions and improving academic performance. The text balances historical context with contemporary research insights, strengthening the argument for incorporating these practices into student life.

The manuscript stands out for its clear articulation of the connection between mindfulness-based practices and measurable improvements in resilience, focus, creativity, and stress management. It successfully links traditional wisdom with modern educational needs, presenting yoga and meditation as adaptable and evidence-based strategies for enhancing quality of life.

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Overall, the paper is coherent, informative, and grounded in both theoretical and empirical perspectives. It offers valuable scholarly and practical contributions to discussions on holistic education, student wellness, and the integration of ancient practices into modern institutional frameworks.