

Mind Sound Resonance Technique in School-Age Children: A Narrative Review of Effects on Psychological Health and Cognitive Well-Being

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ABSTRACT

Background: School-age children increasingly face academic pressure, psychosocial stress, and lifestyle factors that can weaken psychological well-being and disrupt attention, memory, and overall cognitive functioning. Mind Sound Resonance Technique (MSRT) is a structured, sound-based yoga relaxation practice that uses guided resonance and mental sound awareness to promote calmness and attentional stability. Because MSRT is brief, low-cost, and can be delivered in groups using standardized guidance, it has potential value for school-based mental health promotion and learning readiness.

Aim: To narratively review available evidence on the effects of MSRT on psychological health and cognitive well-being among school-age children and adolescents, and to summarize plausible mechanisms and implementation considerations for school settings.

Material and Methods: A narrative review approach was used to identify and synthesize published studies and relevant evidence on MSRT and sound-based yoga relaxation practices in school-age populations. Evidence was organized thematically to cover psychological outcomes (stress, anxiety, emotional regulation), cognitive outcomes (attention, working memory, executive functioning), and psychophysiological mechanisms (autonomic regulation and related physiological indicators). Findings from school-based MSRT studies were interpreted alongside closely related evidence from school yoga, mindfulness, and guided relaxation interventions to support contextual understanding of feasibility and outcome relevance in educational environments.

Results: Across reviewed studies, MSRT was associated with improvements in psychological indicators, including reduced stress and anxiety-related responses and better emotional balance in school-aged learners. Evidence also suggested positive changes in cognitive performance, particularly in attention-related outcomes and working memory measures, which are directly relevant to classroom learning and academic tasks. Mechanistically, sound resonance practices were linked to autonomic regulation patterns consistent with calmer physiological arousal, supporting improved self-regulation and reduced mental distraction. Feasibility findings indicated that MSRT can be delivered in brief formats and may be adaptable through guided scripts or audio-based sessions, supporting scalability in schools.

Conclusion: MSRT appears to be a promising school-friendly intervention with potential benefits for psychological well-being and cognitive functioning in children and adolescents. However, variability in study methods, measurement tools, and limited long-term follow-up warrant cautious interpretation. Future well-powered, controlled school trials with standardized MSRT protocols and objective cognitive assessments are required to confirm effectiveness and guide implementation.

Keywords: Mind Sound Resonance Technique; school children; psychological well-being; cognitive outcomes; autonomic regulation

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INTRODUCTION

School-age years are a critical developmental period in which emotional stability, self-regulation, and cognitive efficiency directly shape classroom engagement and academic achievement. Increasing academic competition, frequent testing, peer comparison, changing family routines, and extended screen exposure can elevate stress

and disturb sleep, which in turn may impair attention, memory, and executive control. Schools therefore require brief, low-cost, and scalable approaches that support both psychological health and learning-related cognitive skills without disrupting teaching time. Yoga-based and mindfulness-oriented programs have become popular in educational settings because they can be delivered in

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groups, need minimal equipment, and aim to strengthen calm attention and emotional balance—two foundations of successful learning and social behavior. Evidence syntheses focusing specifically on school-aged children indicate that structured yoga practices can improve multiple psychological indicators, including stress, anxiety, and mood-related outcomes, although results may vary depending on the program design, setting, and outcome tools used.[1]

Within the broader family of yoga-based interventions, sound-focused relaxation practices are gaining attention because they can rapidly organize attention in group settings and may produce a strong calming response. Mind Sound Resonance Technique (MSRT) is a guided relaxation practice that uses systematic sound resonance (often involving vocalized and mental sound awareness) to settle mental activity and induce a stable, relaxed alertness. This is relevant for schools because many children struggle with “over-arousal” (restlessness, irritability) or “under-arousal” (fatigue, disengagement), both of which reduce time-on-task and learning efficiency. A sound-based practice can serve as a structured attentional anchor for beginners, reducing confusion about “what to focus on,” while also promoting a quiet classroom atmosphere. Qualitative work exploring school-based yoga and mindfulness interventions further suggests that adolescents often value practices that help them “switch off” stress and regain a sense of control, but acceptability depends on how the practice is framed, delivered, and integrated into the curriculum.[2]

Mindfulness-based school interventions offer an important comparison point because they often target similar outcomes—stress reduction, attention regulation, and emotional skills—through structured attentional training rather than physical exertion. Large systematic reviews of mindfulness-based school interventions show that benefits are commonly reported for stress-related and behavioral outcomes, yet results can be inconsistent across studies due to differences in program length, instructor training, and measurement methods. These patterns are important when considering MSRT because any school-based relaxation practice must demonstrate not only theoretical promise but also practical fit: short sessions, clear scripts, and outcomes meaningful to schools. Mindfulness-focused evidence also highlights the importance of pairing self-report outcomes with objective cognitive measures, since children may respond to questionnaires differently based on expectations, classroom culture, or social desirability.[3]

Recent meta-analytic work on mindfulness-based programs in educational contexts indicates that school adjustment outcomes (such as school engagement and behavior-related functioning) may improve beyond narrowly defined mental health outcomes, suggesting that attention training can influence broader school-relevant performance. This is important for MSRT because the technique aims to reduce mental noise and stabilize attention, which may translate into better classroom

readiness, improved task persistence, and fewer impulsive responses. Such outcomes are often valued by educators and parents even when symptom-level changes are modest. The broader implication is that MSRT should be reviewed not only through the lens of anxiety reduction but also through its potential to support school adjustment by strengthening attention control and emotional self-management in daily routines.[4]

Sound resonance practices also have a plausible physiological basis that supports their relevance for children’s stress and cognition. Studies examining OM-related practices and similar vocal sound meditations show measurable shifts in autonomic function, including patterns that reflect improved synchronization between respiration and cardiovascular rhythms. These physiological effects matter because autonomic balance is tightly linked to emotional reactivity and attentional stability; a calmer physiological baseline can support more consistent focus and better behavioral inhibition. For school-age learners, physiological regulation is not a separate outcome—it is a pathway through which classroom emotions, attention, and learning behaviors interact.[5]

In addition to immediate regulation, schools are increasingly interested in whether brief interventions can improve measurable cognitive performance—especially attention and executive functions that underpin academic tasks. Emerging work using neurophysiological indicators suggests that yoga practices for children can influence attention-related brain patterns (such as EEG indices), aligning with observed improvements in concentration and performance behaviors in applied settings. This supports the idea that school-friendly mind–body interventions may produce changes that are detectable not only through self-report but also through objective markers of attention and cognitive control. For MSRT, which is explicitly attention-anchored through sound, these findings strengthen the rationale for examining cognitive and psychophysiological outcomes together rather than treating them as separate domains.[6]

Finally, MSRT-specific evidence has expanded beyond single-setting studies, including work delivered in online formats and across diverse cultural contexts. Such findings are relevant for schools because they suggest the technique can be standardized and delivered consistently with guided audio support, potentially improving scalability in resource-limited environments. Short-duration online MSRT programs have been associated with changes in stress-related outcomes and mindfulness-related measures, supporting feasibility and accessibility, though school-based trials with rigorous controls remain essential to confirm effectiveness in real classroom conditions. With these points in mind, this narrative review synthesizes current evidence and practical implications regarding MSRT in school-age children, focusing on psychological health, cognitive well-being, plausible mechanisms, and implementation considerations.[7]

Conceptual foundation of MSRT for school-age learners

MSRT can be understood as a structured relaxation-and-attention training method in which sound becomes a stable cue to gather attention, reduce internal distraction, and generate a calm, focused state. In school-age learners, this conceptual approach is meaningful because attention frequently fluctuates under academic stress, and children often lack explicit strategies for returning to task focus after distraction. MSRT provides a repeated “return-to-anchor” experience using sound resonance, which may be easier for beginners than purely silent attention practices. From a learning perspective, the technique may support cognitive well-being by reducing mental clutter, decreasing perseverative worry, and strengthening the capacity to sustain attention during tasks. Narrative syntheses of MSRT research across health and cognition emphasize that sound-based mindfulness/relaxation may influence both psychological state and cognitive functioning through changes in arousal and attentional stability, which fits well with school goals of improving readiness to learn. For practical school application, the most relevant conceptual features include: clear session structure; minimal physical demand; suitability for mixed-ability classrooms; and the potential for brief sessions to create a reset between academic blocks. The conceptual case is strongest when MSRT is framed in secular, skill-based language—such as “attention training,” “stress regulation,” and “mental quietening”—so that students, parents, and teachers can understand its purpose without confusion. In summary, MSRT’s conceptual match to school needs lies in its structured attentional anchor, its calming orientation, and its potential to support both emotional balance and cognitive efficiency during daily learning.[8]

Psychological health outcomes in adolescents: evidence from MSRT trials

Evidence directly relevant to school-age populations includes randomized controlled work evaluating MSRT in secondary school students on psycho-emotional outcomes. Such trials typically examine stress-related and behavior-linked variables that matter in adolescent functioning—such as emotional stability, self-control, aggression-related tendencies, and broader psycho-emotional well-being indicators. Reported findings from a randomized controlled design in secondary school settings indicate that MSRT practice can improve selected psycho-emotional parameters compared with control conditions, supporting the idea that sound-based relaxation may reduce emotional turbulence and promote healthier behavioral responses during adolescence. These outcomes are important in schools because emotional dysregulation often drives classroom disruption, peer conflict, and reduced academic persistence, even among students who do not meet clinical thresholds for mental health disorders. MSRT’s relevance here is not limited to symptom reduction; it potentially supports protective skills such as emotional awareness, calmer reactivity, and improved stress tolerance. In interpreting such evidence, it is also important to consider school-context factors: baseline stress levels, exam periods, classroom climate, and the credibility of the instructor can amplify or dampen effects. Nonetheless, MSRT trials in adolescent samples provide a school-proximal evidence base that aligns with educator priorities, supporting the inclusion of MSRT in the broader toolkit of school mental health promotion strategies—especially when delivered with consistent schedules, clear guidance, and supportive framing that promotes engagement rather than performance pressure.[9]



Figure 1: Psychological health outcomes in adolescents: evidence from MSRT trials

Short-format MSRT delivery and feasibility: lessons from brief programs

Scalability is a decisive issue for school interventions: even effective programs may fail if they require too much time, space, or specialized staffing. Brief MSRT programs delivered over short durations—particularly in standardized formats—offer a promising feasibility pathway. Evidence from short-duration MSRT implementations delivered online has reported improvements in stress-related outcomes and mindfulness-adjacent measures such as perceived calmness and sleep-related indicators, suggesting that MSRT can be delivered with structured guidance without requiring extensive infrastructure. For schools, this supports the possibility of flexible delivery models: in-person sessions led by trained facilitators, teacher-supported audio sessions, or hybrid formats for continuity during schedule disruptions. Feasibility also includes student acceptability, attention span, and classroom management: shorter sessions may reduce boredom and restlessness, particularly in younger students or in high-energy classrooms. However, feasibility should not be confused with proven effectiveness; brief delivery can demonstrate practicality, but school-based randomized trials with appropriate controls are needed to establish causal effects on psychological and cognitive outcomes. Implementation research also needs to consider equity: whether students with higher stress, neurodiversity, or learning difficulties can access and benefit from the program, and whether adaptations (language simplification, pacing changes, opt-in policies) improve inclusion. Overall, brief MSRT delivery evidence supports feasibility and scalability, which are essential prerequisites for school adoption, but effectiveness must still be confirmed through robust school-based designs.[7]

Autonomic and cardiovascular regulation: why sound resonance may reduce arousal

A key proposed pathway for MSRT's effects is autonomic regulation—shifting physiological arousal toward a calmer, more regulated state. Physiological studies of OM-based chanting practices demonstrate that sound-linked breathing/phonation can influence cardiovascular oscillations and synchronization patterns between respiration, heart period, and blood pressure rhythms. These findings matter for MSRT because similar sound-resonance elements and slow, structured attention may produce comparable calming effects, supporting reduced sympathetic activation and enhanced regulation. In classrooms, autonomic over-arousal can present as restlessness, irritability, impulsive reactions, and difficulty staying seated or attentive; under-arousal can present as fatigue, disengagement, and slow cognitive tempo. A technique that stabilizes autonomic rhythms may help shift students into an optimal arousal zone for learning—calm but alert—thereby supporting both behavioral and cognitive functioning. For program evaluation, autonomic markers also offer an objective complement to questionnaires, which is useful because children's self-reports may be influenced by expectations or peer norms. While physiological studies often involve adults, the mechanism is relevant across ages because autonomic regulation is a fundamental component of stress response. Translating this into school use suggests that consistent timing, quiet environment, and predictable guidance may maximize autonomic settling, and that brief sessions could be strategically placed before demanding cognitive tasks or after emotionally stimulating periods such as recess.[10]

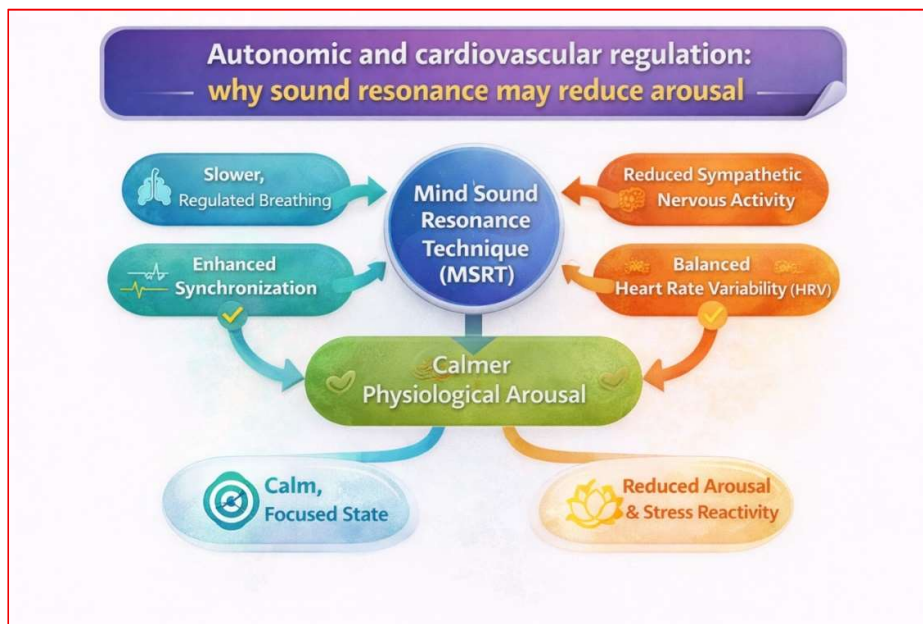


Figure 2: Autonomic and cardiovascular regulation: why sound resonance may reduce arousal

HRV-focused evidence and sound listening: relevance to stress modulation pathways

Beyond chanting behaviors, evidence also indicates that listening to OM-related sound patterns can modulate autonomic function as measured by heart rate variability (HRV), alongside changes in blood pressure and subjective well-being outcomes. Such findings extend the mechanistic plausibility for MSRT because the practice combines sound resonance and attentive listening/awareness, which may engage similar regulatory pathways even when vocalization intensity varies across students. For schools, listening-based elements are particularly practical: they reduce performance anxiety about vocal chanting, support uniform pacing, and can be implemented quietly in shared spaces. HRV-related findings reinforce the idea that sound-focused practices may produce measurable physiological shifts toward parasympathetic dominance, supporting calm attention and emotional stability. This matters for cognitive well-being because attention control is highly sensitive to stress physiology; children who remain physiologically “activated” may show increased distractibility and weaker working memory under pressure. A school-based MSRT approach could therefore be framed as a physiological regulation skill that supports learning readiness rather than as a purely emotional coping tool. In future research, integrating simple physiological measures (where feasible and ethical) could help clarify whether psychological improvements are mediated by autonomic changes. In practice, the implication is that MSRT may benefit from consistent sound quality, stable session routines, and adequate quiet time after practice to allow physiological settling to translate into calmer behavior and improved task engagement.[11]

Cognitive outcomes through the lens of school yoga trials: executive functions and anxiety

Although MSRT is a specific sound-based relaxation practice, it sits within a broader evidence base showing that yoga-related interventions can improve cognitive functions and reduce anxiety in school-aged populations. Randomized trials comparing yoga with active comparators have reported improvements in cognitive domains such as attention and working memory, along with reductions in anxiety among students with academic challenges. This broader evidence is relevant for MSRT because it supports the general proposition that structured mind-body practices can influence both psychological health and cognition in youth. It also highlights an important interpretation principle: cognitive benefits often appear when the program meaningfully changes attentional stability and stress load, rather than when it is delivered as an occasional wellness activity without continuity. For MSRT, which is explicitly designed to reduce internal distraction and stabilize attention through sound resonance, cognitive outcomes such as processing speed, sustained attention, and working memory are particularly plausible targets. At the same time, yoga trial evidence shows that effects can be moderated by baseline status: students with higher anxiety or lower academic functioning may show larger gains, while lower-stress groups may show smaller changes. This suggests MSRT research and implementation should consider targeted application during high-stress periods (exams) or for students with attention/anxiety vulnerabilities, while ensuring inclusive delivery that does not stigmatize participation.[12]

Neurophysiological indicators of attention: implications for objective measurement

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A growing strength in school-based mind–body research is the inclusion of neurophysiological indicators to complement behavioral tests and self-report. Studies examining children’s yoga practices have reported changes in attention-related neurophysiological markers—such as EEG theta/beta patterns—alongside improvements in observed attention and concentration behaviors. This is relevant to MSRT because sound resonance practice is designed to reduce mind-wandering and strengthen attentional anchoring, which should, in principle, influence neurophysiological indicators of attention regulation. For a narrative review focused on cognitive well-being, this evidence supports two key points. First, improvements in attention may be captured through objective markers, which is especially valuable in children where self-report accuracy can vary by age and classroom norms. Second, neurophysiological outcomes can help clarify mechanism: whether cognitive gains reflect genuine attentional stabilization rather than only reduced anxiety or improved motivation. In future MSRT trials, incorporating feasible objective measures—computerized attention tasks, reaction time variability, trail-making or cancellation tasks, and where possible, non-invasive physiological indicators—would strengthen evidence quality. For schools, objective outcomes can also increase stakeholder confidence, providing a more concrete rationale for program continuation. Overall, neurophysiological attention evidence from youth yoga research provides a methodological direction for MSRT research: pair simple, scalable practice delivery with outcomes that capture both subjective calmness and objective attentional efficiency.[6]

Yoga Nidra as a close comparator: relaxation-based school interventions

Yoga Nidra is a guided relaxation practice often delivered in schools, and it provides a close comparator to MSRT because both emphasize deep relaxation, reduced arousal, and improved mental clarity. Randomized and school-based studies of Yoga Nidra have reported reductions in psychosocial stress among adolescents and have been discussed as feasible additions to school curricula. This comparator is useful because it helps distinguish what might be unique to MSRT (sound resonance anchoring) versus what might be shared across guided relaxation methods (rest, reduced stimulation, paced attention). If both Yoga Nidra and MSRT improve stress outcomes, it suggests that relaxation-based interventions may be broadly beneficial; MSRT’s potential added value may then lie in its sound-based attentional structure, which could offer stronger effects on mind-wandering and attention control for some students. Comparator evidence also helps with practical decisions: schools may choose between guided relaxation options based on cultural fit, student preference, and instructor expertise. Importantly, Yoga Nidra studies underscore that consistent practice over weeks can be sufficient to reduce stress, indicating that meaningful benefits do not require lengthy programs. For MSRT, this supports designing school-appropriate schedules (short daily or several-times-weekly sessions)

and measuring outcomes at both immediate and post-program time points to capture regulation changes as they consolidate into habit.[13]

Evidence synthesis in mindfulness and school adjustment: interpreting outcomes beyond symptoms

Because MSRT is often positioned as a mindfulness-adjacent relaxation technique, evidence from broad school mindfulness syntheses helps interpret what outcomes are most realistic and relevant. Meta-analytic work on mindfulness-based programs in educational contexts shows that benefits may be observed not only in emotional symptoms but also in school adjustment indicators, reflecting improvements in how students function within the school environment. This is important for MSRT because the most meaningful school outcomes may include improved readiness to learn, fewer disruptive behaviors, better engagement, and enhanced persistence—changes that teachers observe daily but are not always captured by clinical symptom scales. When MSRT is evaluated, outcome selection should therefore reflect school priorities as well as mental health constructs, and measurement should include time-on-task, attention performance, or teacher-rated classroom behavior where possible. Such a school-adjustment lens also supports equitable implementation: even if anxiety scores do not change dramatically for all students, improvements in daily functioning can still justify program use. Overall, mindfulness synthesis evidence encourages MSRT researchers and implementers to adopt a broad, school-relevant outcome framework, integrating psychological well-being with practical indicators of cognitive and behavioral functioning that align with educational goals. [4]

Methodological considerations and future directions for MSRT in schools

For MSRT to be confidently recommended as a school-based intervention, evidence must address common methodological limitations in school well-being research. Reviews of school-based interventions targeting resilience and mental health emphasize variability in trial quality, differences in control conditions, and heterogeneity in measures—factors that can inflate or obscure apparent effects. MSRT research should therefore prioritize well-powered cluster randomized trials (to reduce contamination across students), active control conditions matched for time and attention, standardized session scripts, and fidelity monitoring to ensure the technique is delivered consistently. Outcomes should combine psychological measures (stress, anxiety, emotion regulation) with objective cognitive metrics (attention control, executive functioning), and follow-up assessments should determine whether benefits persist beyond the intervention window. Implementation outcomes—acceptability, attendance, teacher burden, and cultural fit—are also essential, since school adoption depends on feasibility as much as efficacy. Finally, transparent reporting of any discomfort or negative responses is important to maintain safety and trust, especially when

sound-based practices are introduced in diverse school communities. In summary, MSRT is promising as a structured, scalable relaxation-and-attention tool, but stronger school-focused evidence with rigorous designs and meaningful educational outcomes is required to clarify effectiveness, optimal dosage, and the student groups most likely to benefit.[14]

CONCLUSION

Mind Sound Resonance Technique shows promising potential as a brief, low-cost school-based practice that may enhance psychological health by reducing stress and improving emotional regulation in school-age children. Available findings also indicate possible benefits for cognitive well-being, particularly attention stability and selected executive functions, through improved physiological and autonomic balance. However, differences in study designs, outcome measures, and limited long-term follow-up reduce the certainty of conclusions. More well-powered school-based trials with standardized protocols, objective cognitive assessments, and sustained follow-up are needed before recommending routine large-scale implementation.

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