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School of Computer Science & Engineering

IILM University Greater Noida

Presents

1st National Conference

on

Technologies for Sustainable Development Goals 2025 (TECH4SDG-2025)

3rd March 2025

Technically Co-Sponsored by IEEE UP SECTION (INDIA)

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Dear Author / Researcher,

On behalf of the *International Journal of Research in Modern Engineering & Emerging Technology (IJRMEET)*, I extend my heartfelt gratitude to all the authors and research scholars for choosing our platform to publish their valuable research contributions.

IJRMEET, a Refereed, Peer Reviewed, Indexed, and Monthly Journal in Electronic format, has been consistently dedicated since April 2013 to advancing scholarly work in the domains of Modern Engineering and Emerging Technologies. Your innovative and quality research is at the core of our mission to promote academic excellence and practical solutions in the ever-evolving field of engineering and technology.

We believe that publication should be based purely on the merit, originality, and relevance of the research, not on financial considerations. We ensure that every manuscript undergoes a thorough review process to maintain the integrity, reliability, and scholarly value of each published work.

Our journal aims not only to disseminate high-quality research globally but also to highlight critical engineering problems and their practical resolutions. I encourage researchers, academicians, faculty members, and industry professionals to continue contributing to IJRMEET and to inspire their peers and students to join us in this academic pursuit.

We sincerely thank our respected Editors, Reviewers, Technical Advisors, Authors, Web Developers, Subscribers, Supporters, and the extended academic community whose efforts and encouragement make each issue of IJRMEET a successful endeavor.

With warm regards,

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डॉ. मोहम्मद रिहान / Dr. Mohammad Rihan
महानिदेशक / Director General



MESSAGE

I am happy to know about Tech4SDG-2025, a distinguished national conference that aims to explore and highlight the transformative power of technology in achieving the United Nations Sustainable Development Goals (SDGs). This event serves as a critical platform for fostering collaboration among experts, innovators, and leaders who are dedicated to creating solutions that drive sustainable change.

As we face global challenges ranging from environmental sustainability to social equity, it is clear that technological advancements will play a pivotal role in shaping our collective future. Tech4SDG-2025 presents a unique opportunity to examine how cutting-edge technologies can contribute to solving the most pressing issues of our time, from climate change to poverty alleviation.

I look forward to the engaging discussions and innovative ideas that will emerge from this conference. I believe that by working together, we can harness the potential of technology to drive meaningful progress towards a sustainable and equitable world.

I extend my best wishes to all the participants and organizers of Tech4SDG-2025.

27.02.25

(Dr. Mohammad Rihan)

Dated: 27th February, 2025
Place: Gurugram

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Influence of Abhyas and Meditation on Attention, Emotional Regulation, and Lifestyle Behaviour among Students

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Abstract : Students must manage competing academic demands, emotional challenges, and daily routines that influence learning and well-being. Abhyas, understood here as regular and sustained practice, provides a useful framework for examining whether consistent meditation relates to attention, emotional regulation, and lifestyle behaviour. This paper presents a focused narrative review of verified intervention studies, systematic reviews, and psychological measurement literature. Published findings indicate that meditation can benefit selected attentional and stress-related outcomes, although effects vary with population, programme content, and comparison condition. A meta-analysis of home practice reported a modest association between practice and outcomes, while university research generally found stronger benefits against passive than active comparisons. A large school trial did not demonstrate superior mental-health outcomes from universal mindfulness training. Evidence for changes in sleep, physical activity, eating, and digital habits remains uneven. The findings support carefully evaluated, voluntary meditation programmes while emphasizing that sustained participation, emotional improvement, and lifestyle change are distinct outcomes requiring separate measurement.

Keywords

Abhyas; meditation; student attention; emotional regulation; lifestyle behaviour; sustained practice

Introduction

Student life requires sustained attention, management of emotional responses, and coordination of everyday activities. Academic reading, classroom participation, examinations, and independent study compete with digital communication, social responsibilities, and personal concerns. Difficulties in any one area may affect the others. Poor sleep can interfere with concentration, while emotional distress may disrupt study routines.

Meditation has been investigated as a possible means of strengthening attentional control and reducing psychological distress. However, participation in a meditation programme does not guarantee improved learning or healthier behaviour. Outcomes depend on the practice taught, the surrounding environment, participant engagement, and the quality of the comparison against which improvement is judged.

The term Abhyas is used in this paper to describe repeated and sustained engagement with an identified practice. It is not treated as a separate standardized intervention or a validated psychological scale. Its research relevance lies in examining practice frequency, duration, continuity, and engagement.

This distinction is necessary because the effects of being offered a programme differ from the associations observed among students who practice regularly. Students who complete more practice may also have greater motivation, fewer competing demands, or better initial self-regulation. Practice–outcome relationships therefore require cautious interpretation.

Attention, emotional regulation, and lifestyle behaviour also need separate definitions. Attention includes maintaining focus, selecting relevant information, and controlling interference. Emotional regulation concerns how individuals respond to and manage emotions. Lifestyle behaviour includes observable routines such as sleep timing, physical activity, eating patterns, and digital-media use.

The central question is whether meditation and sustained practice support these outcomes, and how confidently existing findings can be applied to students. The present paper addresses this question through an evidence-based narrative synthesis rather than reporting a new participant experiment.

Objectives

The primary objective is to evaluate research relevant to meditation and sustained practice among students, with attention to cognitive, emotional, and behavioural outcomes.

Additional objectives are to distinguish intervention effects from practice associations, examine differences between school and university populations, and identify appropriate methods for assessing lifestyle change. The review also considers whether existing evidence supports a common

pathway linking attention, emotional regulation, and daily routines.

Materials and Methods

Review Design

A focused narrative review was conducted using targeted scholarly searches and verification of publications through journal websites, PubMed records, and university repositories. Search concepts included student meditation, mindfulness training, attention, emotional regulation, home practice, sleep, and university well-being.

Eleven publications were selected to provide coverage of controlled student research, evidence syntheses, sustained-practice associations, and emotional-regulation measurement. This was not an exhaustive systematic review, and no complete database screening count is claimed.

Evidence Selection

Priority was given to randomized studies and systematic reviews involving students. Broader adult research was included only where it informed practice exposure or lifestyle-related outcomes. Such findings were identified as indirect evidence rather than assumed to apply automatically to students.

Research on different meditation approaches was retained with attention to programme differences. Integrative body–mind training, mindfulness courses, and clinical mindfulness programmes were not treated as identical interventions.



Conceptual relationships under investigation

Data Interpretation

Published sample sizes, effect estimates, confidence intervals, and significance levels were retained in their original context. No new participant scores or statistical tests were introduced.

Results were organized around attention, emotional regulation, sustained practice, and lifestyle behaviour. Differences in populations, outcome measures, and comparison conditions prevented calculation of a defensible new pooled effect.

Literature Review

Meditation and Attention

Tang et al. (2007) investigated short-term integrative body–mind training among undergraduates. Five days of training, with 20 minutes of practice daily, produced benefits in attentional conflict and several stress-related measures relative to relaxation training. The study supports the possibility of measurable short-term change, but its particular intervention should not be generalized to every meditation technique.

Mrazek et al. (2013) examined a two-week mindfulness intervention and reported improvements in working-memory capacity and reading-comprehension performance alongside reduced mind-wandering. These findings suggest that managing task-unrelated thought may support performance under specific testing conditions. They do not demonstrate a general increase in intelligence or guaranteed academic improvement. PubMed

Dunning et al. (2019) synthesized randomized research involving children and adolescents. Their review identified promising cognitive and mental-health findings while highlighting methodological weaknesses. Their subsequent updated analysis expanded the evidence base and reinforced the need to consider control-group quality and uncertainty rather than relying only on positive individual studies. PubMed

Emotional Regulation and Student Well-Being

Emotional regulation is broader than feeling calm immediately after practice. Gross and John (2003) distinguished cognitive reappraisal from expressive suppression, demonstrating the importance of identifying specific regulatory strategies. Reduced visible expression should not automatically be interpreted as successful emotional management.

Galante et al. (2018) evaluated an eight-week mindfulness course adapted for university students. The study provided evidence of reduced distress during the examination period compared with support as usual. However, distress reduction and improved emotional-regulation skill are related but separate claims; the former does not independently establish the latter. pubmed.ncbi.nlm.nih.gov

Bamber and Morpeth (2019) synthesized college-student anxiety research and reported an overall beneficial summary effect. Their findings support consideration of meditation within student support, while variation between studies limits identification of a universally effective programme.

Dawson et al. (2020) reviewed 51 randomized university trials. Benefits were generally broader against passive

comparisons. Against active comparisons, evidence supported improvement in distress and state anxiety but did not establish improvement across several other outcomes, including emotional regulation. This difference is central to interpreting programme-specific benefits. Springer Nature Link

Sustained Practice and Abhyas

Parsons et al. (2017) reviewed home practice within mindfulness-based cognitive therapy and mindfulness-based stress reduction. Across 28 studies involving 898 participants, self-reported practice showed a modest positive association with outcomes.

This association is relevant to Abhyas but does not prove that additional practice causes additional benefit. Participants who improve may become more willing to practice, while motivation and available time may influence both. Moreover, these programmes and populations were not restricted to students. The findings support measuring practice carefully rather than prescribing a universal minimum dose. University of Bristol

Lifestyle Behaviour and Boundary Conditions

Sleep provides one measurable lifestyle-related outcome. Rusch et al. (2019) found that conclusions depended on the comparison condition: meditation performed more favorably against nonspecific active comparisons than against specific active interventions. Their evidence included clinical populations and cannot establish equivalent sleep benefits among students.

Large-scale school research also challenges assumptions of universal benefit. Kuyken et al. (2022) found no superiority of school-based mindfulness over usual provision on the principal one-year mental-health outcomes in the MYRIAD trial. This indicates that promising smaller studies do not ensure success when programmes are delivered universally. PubMed

Results

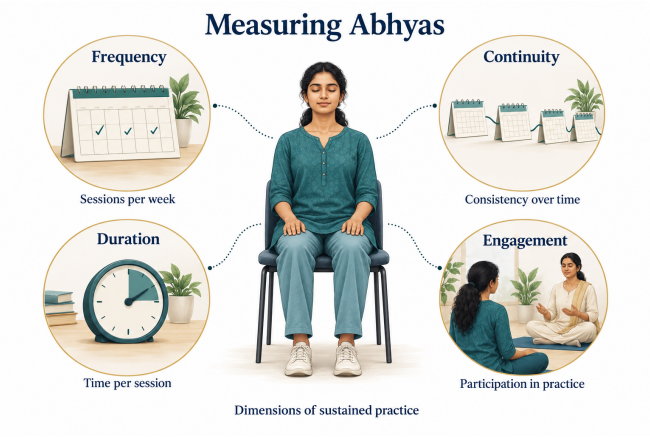
Published Quantitative Findings

The selected evidence includes findings from individual trials and pooled research. These values concern different outcomes and cannot be combined into a single student-benefit estimate.

Table 1. Selected verified quantitative findings

Source	Evidence base	Published result	Interpretation
Parsons et al., 2017	28 studies; 898 participants	Practice–outcome correlation r = .26; 95% CI .19–.34	Modest association; causation unresolved
Bamber and Morpeth, 2019	25 studies; 1,492 participants	Overall anxiety summary effect = .56; p < .001	Pooled college-student anxiety finding
Dunning et al., 2022	66 randomized trials; 20,138 participants	Anxiety/stress effect against active controls: d = .11	Small additional effect
Rusch et al., 2019	18 trials; 1,654 participants overall	Sleep effect against nonspecific active controls: .33; 95% CI .17–.48	Benefit depended on comparator
Kuyken et al., 2022	Analysis involving 84 schools and 8,376 students	Well-being standardized difference = .02; 95% CI −.03–.07	No demonstrated superiority at one year

The populations overlap conceptually but are not interchangeable. Review samples may also contain studies appearing in other reviews, so their participant totals should not be added. University of Bristol



Attention Outcomes

Individual student trials provide evidence that attentional performance can change following training. Nevertheless, task-specific improvements should remain tied to the assessment used. Better conflict resolution, reduced mind-wandering, and increased working-memory performance represent different outcomes.

Evidence does not establish that all attentional abilities improve together or that gains persist without continued practice. Transfer to classroom learning requires direct assessment through educational outcomes rather than inference from laboratory tasks alone.

Emotional Outcomes

The evidence is more consistent for selected distress and anxiety outcomes than for broad emotional-regulation improvement. Comparator quality substantially affects conclusions.

The updated youth meta-analysis reported small advantages against active controls for anxiety/stress and mindfulness, while cautioning that the overall evidence remained limited. A claim that meditation improves every aspect of emotional functioning would therefore exceed the findings. PubMed

Lifestyle Outcomes

The reviewed sources do not establish a common lifestyle effect across sleep, eating, exercise, and digital habits. These behaviours require independent measurement.



Table 2. Conclusions supported by the reviewed evidence

Domain	Supportable conclusion	Remaining uncertainty
Attention	Selected tasks can improve following some programmes	Durability and educational transfer
Emotional outcomes	Some programmes reduce distress or anxiety	Specific regulatory mechanisms
Sustained practice	Practice is modestly associated with outcomes	Direction of influence and optimal dose
Sleep	Findings depend on population and comparator	Student-specific effectiveness
Other routines	Plausible targets for investigation	Direct behavioural evidence

Discussion

Abhyas as Consistent Engagement

Abhyas provides a useful organizing idea when translated into measurable exposure. Frequency, duration, continuity, and quality of engagement should be recorded separately. A weekly total alone cannot distinguish daily short sessions from one prolonged session, and attendance does not establish active engagement.

Regularity may also depend on practical conditions. Students with employment, caregiving duties, shared accommodation, or irregular timetables may struggle to maintain practice. Low adherence should not automatically be interpreted as poor motivation.

Research should therefore document barriers alongside minutes practiced. This would help distinguish an ineffective intervention from a programme that participants could not realistically follow.

Possible Connections Between the Outcomes

A plausible hypothesis is that noticing distraction helps students redirect attention, recognize emotional reactions, and interrupt automatic behaviour. For example, awareness of an urge to check a phone might allow a deliberate decision about whether to continue studying.

However, this sequence remains a hypothesis. Increased awareness does not necessarily lead to changed behaviour when environmental incentives remain strong. Notifications, academic deadlines, social expectations, and limited sleep opportunities may override personal intentions.

The relationships may also operate in reverse. Better sleep may support meditation engagement and attentional performance. Reduced examination pressure may improve both emotional well-being and daily routines. Studies must account for these alternatives before attributing change to meditation.

Attention and Academic Performance

Academic performance depends on prior knowledge, teaching quality, assessment design, study opportunity, and motivation. Meditation targets only part of this system.

An attention task can provide a precise cognitive measure, but it should not replace educational assessment. Future studies could combine computerized testing with planned study sessions, attendance records, or consented academic outcomes.

Repeated testing also introduces practice effects. Equivalent testing schedules and suitable comparison groups are needed to determine whether improvement exceeds familiarity with the assessment.

Emotional Regulation Requires Specific Measurement

Students may use different strategies in different situations. Reappraisal may help reinterpret a disappointing result, while accepting an emotion may be useful when circumstances cannot be changed immediately.

A programme should not assume that every reduction in suppression is desirable or every increase in reappraisal is beneficial. Context and flexibility matter. Measurement should therefore identify the strategy, situation, and functional consequence.

Combining questionnaires with brief daily reports would help distinguish general self-perception from responses during actual stressful events. Interviews could further clarify whether students experience greater choice, avoidance, or pressure to appear calm.

Lifestyle Change Requires More Than Intention

Lifestyle behaviour is shaped by available resources. Meditation cannot independently provide affordable food, safe exercise space, manageable timetables, or quiet accommodation.

Consequently, meditation may be best evaluated as one component of student support. Sleep education, access to counselling, supportive teaching, and opportunities for physical activity may be necessary alongside personal practice.

Digital behaviour illustrates the measurement challenge. Reduced overall screen time may not be beneficial if students use devices for coursework. More meaningful outcomes include unplanned checking during study, bedtime use, or interference with intended tasks.

A Stronger Research Design

A future trial could examine meditation and adherence support separately through a factorial design. One factor would compare meditation instruction with a credible active programme; the other would compare structured practice support with equivalent neutral contact.

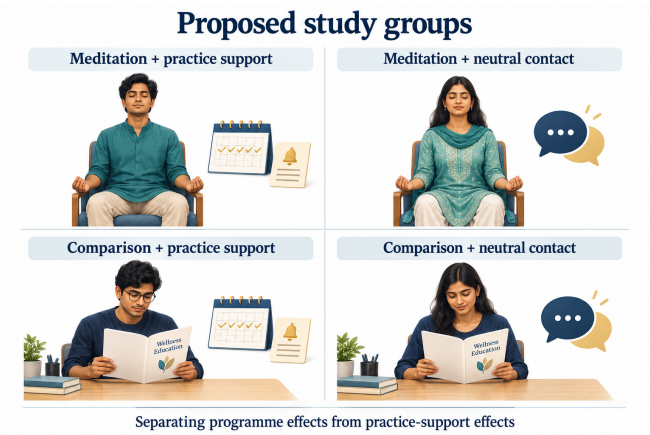
This would help test whether support for Abhyas adds value and whether that value differs by programme. Participants' completed practice would remain a secondary observational exposure.

Table 3. Recommended measurement framework

Construct	**Measurement approach**	**Main safeguard**
Attention	Prespecified computerized task	Assess accuracy alongside speed
Emotional regulation	Validated strategy-specific questionnaire and daily reports	Avoid equating calmness with regulation
Practice exposure	Attendance, diaries, and engagement reports	Separate prescribed and completed practice
Sleep	Sleep diary and, where feasible, actigraphy	Record examination timing
Physical activity	Activity monitoring or validated assessment	Account for access and baseline activity
Digital habits	Consented device summaries linked to specific behaviours	Protect privacy
Eating routines	Repeated meal-timing or dietary records	Avoid unsupported global health scores

A primary outcome and meaningful effect threshold should be specified before recruitment. Sample size must reflect the design, expected attrition, and any clustering by class or institution.

Analyses should emphasize between-group estimates and confidence intervals. Testing whether attention mediates lifestyle change requires repeated measurements establishing temporal order; a single post-intervention correlation is insufficient.



Practical Implications

Institutions may offer meditation as a voluntary, evaluated support option. Brief practices integrated into realistic schedules may be more feasible than demanding routines,

although feasibility should be measured rather than presumed.

Programme descriptions should acknowledge different cultural preferences and avoid presenting one practice as suitable for everyone. Students who find inward attention uncomfortable should have alternatives.

Evaluation should include participation, acceptability, functional outcomes, and reported difficulties. Successful delivery is not demonstrated merely by attendance or positive satisfaction ratings.

Limitations

This review was selective and did not conduct exhaustive screening, independent duplicate assessment, or a new meta-analysis. Conclusions are limited to the verified publications examined.

The evidence includes different ages, techniques, and settings. Some lifestyle evidence comes from broader clinical populations, limiting direct applicability to students.

Practice is often self-reported and may be affected by recall or social desirability. Programme content, instructor experience, and participant expectations also vary.

Finally, Abhyas was operationalized as sustained practice for this discussion. The reviewed literature does not establish it as an independently tested intervention with a single standardized effect.

Ethical Considerations

Student participation should be voluntary and independent of grades or disciplinary decisions. Consent procedures should explain data collection, confidentiality, withdrawal, and available support.

Digital and academic records require particular privacy safeguards. Research should also monitor adverse experiences and avoid implying that difficulty practicing reflects personal failure. No new human-participant study was conducted for this review.

Conclusion

Meditation may support selected attentional and emotional outcomes among students, while sustained practice shows a modest association with benefit. Evidence does not establish uniform improvement in emotional regulation or lifestyle behaviour. Differences between active and passive comparisons, school and university settings, and short- and long-term outcomes are consequential. Future research should measure practice accurately, assess behaviours directly, and test alternative explanations. Abhyas is most useful scientifically when treated as measurable engagement rather than assumed evidence of effectiveness.

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