


## 10.0 APPENDICIES

### APPENDIX 1: DOCTORAL COMMITTEE CLEARANCE CERTIFICATE



**स्वामी विवेकानन्द योग अनुसंधान संस्थान**  
**Swami Vivekananda Yoga Anusandhāna Samsthāna**  
(Declared as Deemed-to-be University under Section 3 of the UGC Act, 1956)  
Ek Nath Bhavan, # 19, Gavipuram Circle, Kempegowda Nagar, Bangalore - 560 019  
Ph: 080 - 2661 2669, Telefax: 080 - 2660 8645  
E-mail: svyasa@svyasa.org Website: www.svyasa.org

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**DOCTORAL COMMITTEE CLEARANCE CERTIFICATE**


This is to certify that **Mr. Atul Sinha** (Registration No: PhD/Cat2/02/Jan14), a research scholar under the Division of Yoga & Management has successfully presented his research topic titled **“The impact of integrated class room yoga on well-being of school children-randomized control trial design.”** on 16<sup>th</sup> April 2019 at 12.00PM at S-VYASA, a Deemed-to-be University under the Research Supervisor **Dr. Sony Kumari** Professor, of Yoga & Management.

The study was approved by the doctoral committee.

The research scholar is allowed to continue his research work further under the research supervisor.

**Date:** April 23<sup>rd</sup>, 2019

  
**Dr. R Chandrasekhar**  
Dean of Academics,  
S-VYASA, Deemed-to-be University,  
Bengaluru.



## APPENDIX 2: IEC CLEARANCE CERTIFICATE



# स्वामी विवेकानन्द योग अनुसंधान संस्थान Swami Vivekananda Yoga Anusandhāna Samsthāna

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**RES/IEC-SVYASA/145/2019**

**07/Aug/2019**

To,  
Mr. Atul sinha,  
Research Scholar,  
S-VYASA Yoga University,  
Bengaluru.

Reference:

"The effect of integrated classroom yoga on Physical, cognitive, emotional and spiritual measures of school Children-randomized control trial design"

**Dear Mr. Atul sinha,**

We have received from you the following study related documents vide your letter dated 22 May 2019

- |   |                       |
|---|-----------------------|
| 1 | Project Proposal      |
| 2 | Informed consent form |

Ethics committee meeting was held on 25 May 2019 between 2:00 PM and 5:00 PM at Eknath Bhavan, Bengaluru. Above documents were examined and discussed in the meeting.



## स्वामी विवेकानन्द योग अनुसंधान संस्थान Swami Vivekananda Yoga Anusandhāna Samsthāna

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E-mail: svyasa@svyasa.org Website: www.svyasa.org

This is to confirm that neither Mr. Atul sinha nor any staff participating in this study were involved in the voting procedures and decision making.


The Institutional Review Board / Institutional Ethics Committee (IEC) are expected to be informed about the progress of the study / any changes in the protocol and patient information / informed consent. The investigators are also expected to submit a copy of the final report to IEC for records.

This approval is valid up to the completion of the study at the site.

Please submit to the IEC, the status report of the study as per the SOPs.

The IEC is organized & operates according to the requirements of ICH-GCP, Indian Council of Medical Research Guidelines & Schedule Y.

Best Wishes,

  
Dr. Sanjib Kumar Patra,  
Member Secretary,  
Institutional Ethics Committee,  
S-VYASA, Bengaluru.

**APPROVED**

INSTITUTIONAL ETHICS COMMITTEE  
SVYASA, BANGALORE

## APPENDIX 3: INFORMED CONSENT FROM SCHOOL

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### **School Consent**

#### **Information about the research**

##### **Introduction**

My name is Atul Sinha and I am a Ph.D. scholar at S-Vyasa University, Bangalore. I am doing a research on the benefits of practicing Yoga on students. I am going to give you the required information on this research and invite you to give your consent to have your students participate in it.

##### **Purpose**

Yoga is proven to have beneficial effect on all facets of personality. At the physical level Yoga imparts strength, flexibility, endurance and good overall health. At the mental level Yoga improves memory and concentration. At the emotional level Yoga improves self-esteem and reduces stress and anxiety. At the spiritual level Yoga develops an inner sense of caring and responsibility. The purpose of this research is to have children practice Yoga for 12 minutes every morning and study its effect of physical, mental, emotional and spiritual measures.

##### **Participants**

All students in Classes 7, 8, 9, 10 are being invited to participate in this study. Your decision to permit participation of your students is entirely voluntary

##### **Experiment**

Children will practice a 12-minute Yoga module in the classroom every morning. The module will include Silence, Asanas, Breathing exercises (Pranayama) and Chanting. The experiment period is 60 days. At the beginning and end of the research, the children will be subjected to simple tests.

1. Simple physical activity to measure balance, strength, flexibility and endurance
2. A task that measures Memory
3. A questionnaire that measures Self-Esteem
4. A questionnaire that measures Gunas (Tamas, Rajas, Sattva)

##### **Confidentiality**

In all reports the child's name will not be mentioned. We are more concerned with composite results rather than individual results. The result of the study will be shared with the school

**Certificate of Consent**

Samsidh Mount Litera Zee School, Kanakapura has been invited to have its students participate in research of a yoga program designed for all round personality development. I have read the provided information and have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. On behalf of the school, I consent voluntarily for my students to participate in this study.

Name of School Authority: *Joice Lobo*

Designation of School Authority: *Principal*

Signature of School Authority: *J. Lobo*

Date (Day/month/year): *10-7-19.*

Mother Teresa International School

Principal

## APPENDIX 4: PHOTOGRAPHS









# APPENDIX 5: STROOP COLOR-WORD TASK

Page 1:

## STROOP COLOR AND WORD TEST ADULT VERSION

47

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR PROFESSIONAL USE ONLY**

	Raw Score	Age-Ed. Predicted*	Residual	T-Scores**
Word Score (W)				
Color Score (C)				
Color-Word Score (CW)				
CW - Predicted = Interference (Table V) _____ - _____ = _____				

\* This comes from Tables I - III.

\*\* This should come from Table IV or VI.

**DO NOT OPEN THE BOOKLET UNTIL YOU ARE INSTRUCTED TO DO SO**



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Page 2:

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## APPENDIX 6: ROSENBERG SELF-ESTEEM SCALE

### Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement. Tick the appropriate box. Remember that there are no right or wrong answers. Be honest and do not over think your answer.

Sl. No.	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	On the whole, I am satisfied with myself.				
2	At times I think I am no good at all.				
3	I feel that I have a number of good qualities.				
4	I am able to do things as well as most other people.				
5	I feel I do not have much to be proud of.				
6	I certainly feel useless at times.				
7	I feel that I'm a person of worth, at least on an equal plane with others.				
8	I wish I could have more respect for myself.				
9	All in all, I am inclined to feel that I am a failure.				
10	I take a positive attitude toward myself.				

### Scoring

Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

## APPENDIX 7: WHO (FIVE) WELL-BEING INDEX (1998 VERSION)

### Instructions

Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks. Notice that higher numbers mean better well-being.

Example: If you have felt cheerful and in good spirits more than half of the time during the last two weeks, put a tick in the box with the number 3 in the upper right corner.

Tick the appropriate box

	Over the last two weeks	All of the Time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time
1	I have felt cheerful and in good spirits						
2	I have felt calm and relaxed						
3	I have felt active and vigorous						
4	I woke up feeling fresh and rested						
5	My daily life has been filled with things that interest me						

### Scoring

The raw score is calculated by totalling the figures of the five answers. The raw score ranges from 0 to 25, 0 representing worst possible and 25 representing best possible quality of life.

To obtain a percentage score ranging from 0 to 100, the raw score is multiplied by 4. A percentage score of 0 represents worst possible, whereas a score of 100 represents best possible quality of life.

## APPENDIX 8: SUSHRUTA CHILD PERSONALITY INVENTORY

### Instructions

Below is a list of statements dealing with your general behavior. Please answer yes or no for each statement. Tick the appropriate box. Remember that there are no right or wrong answers. Be honest and do not over think your answer.

Group A	Statement	Yes	No
1	I usually believe my friends' words		
2	If sometimes I can't keep my promise, I feel it is not ok		
3	When scolded by my teacher or parent I keep silent (tick Yes) I answer back (tick No)		
4	After a quarrel with a friend <ul style="list-style-type: none"> <li>• I am the first to make up (tick Yes)</li> <li>• I want him/her to make up first (Tick No)</li> </ul>		
5	I feel very happy, when there are more guests at home		
6	When I get upset, I get over it easily		
7	I can handle pain reasonably well		
8	The proverb "Where there is a will, there is a way" appeals to me		
9	I have a habit of sharing my food with others		
10	I am not usually affected by family issues		
11	If a friend is gossiping or complaining about another friend <ul style="list-style-type: none"> <li>• I usually ask him/her to stop gossiping/complaining (Tick Yes)</li> <li>• I like listening to the friend (Tick No)</li> </ul>		
12	I have lots of friends		
13	I like ice cream very much		
14	The color of my eyes is creamish		
15	The color of my hair is brownish		
16	I can express whatever I feel in the presence of elders easily		
17	When two of my friends quarrel, I try to help them make up		

18	If someone asks for my help <ul style="list-style-type: none"> <li>• I am happy to help (Tick Yes)</li> <li>• I feel it is ok not to help (Tick No)</li> </ul>		
19	I feel my brothers/sisters are liked much more than I am		
20	When I get angry, my anger subsides in less than 5 minutes		

<b>Group B</b>	<b>Statement</b>	<b>Yes</b>	<b>No</b>
1	Most often my friends listen to me		
2	If a friend is rude to me <ul style="list-style-type: none"> <li>• I give it back to the friend immediately (Tick Yes)</li> <li>• I remain silent (Tick No)</li> </ul>		
3	If my brothers/sisters are praised <ul style="list-style-type: none"> <li>• I get angry (Tick Yes)</li> <li>• It does not affect me (Tick No)</li> </ul>		
4	I like to share everything I have with my friends		
5	If a friend strikes or pushes me <ul style="list-style-type: none"> <li>• I too strike or push the friend (Tick Yes)</li> <li>• I complain to the teacher/parent (Tick No)</li> </ul>		
6	I like to eat a lot for lunch		
7	I like non-vegetarian food very much		
8	I usually sleep for 9 hours or more		
9	When I am tired, I want to take rest		
10	I am scared of closed places		
11	When scolded by an aunt or uncle <ul style="list-style-type: none"> <li>• I react (Tick Yes)</li> <li>• I do not react (Tick No)</li> </ul>		
12	I often ask my parents to get me new clothes		
13	I usually eat my food fast		
14	I like to spend time on grooming and dressing to look good		
15	I think my friend is liked much more by my teacher than I am		
16	Usually my mouth becomes dry easily		



17	I like to eat by myself rather than with others		
18	When I observe others quarrel <ul style="list-style-type: none"> <li>• I feel it is ok to quarrel (Tick Yes)</li> <li>• I feel it is not ok to quarrel (Tick No)</li> </ul>		

Group C	Statement	Yes	No
1	If I commit a mistake, I usually do not admit to having committed it		
2	I usually get average to below average grades in class		
3	I forget things very often		
4	Amongst my friends I am less liked than most others		
5	I have a fear of animals and insects		
6	I like to sleep during the day		
7	I usually like to eat 'junk food' for dinner		
8	If my parents do not get me what I want, I get angry		
9	My likings change quickly		
10	I usually do not feel like doing my home work		
11	I usually take 15 minutes or more to brush my teeth in the morning		
12	If the teacher scolds me, I usually remember it for a long time		
13	I drink more water than most others		
14	I don't like to move around much		
15	My parents often complain that I do not keep my room neat		
16	I cannot withstand very cold or very hot weather		

Key: Group A describes *sattvā* traits; Group B describes *rajas* traits; Group C describes *tamas* traits.

Scoring: Every Yes is scored one point; every No is scored 0 points. Add up scores for each group.

## **APPENDIX 9: QUALITATIVE RESEARCH BRIEF**

### **QUALITATIVE RESEARCH BRIEF - STUDY OF YOGA INTERVENTION IN SCHOOL**

From: Atul Sinha

To: Meghna Sengupta

#### **Background**

Many research papers have shown evidence that the practice of Yoga (Asanas, Pranayama, Meditation) that yoga has beneficial effects on children's fitness, health, emotional well-being and cognitive measures. Most schools are aware of the benefits of Yoga. Yet it is not incorporated as a daily practice in school curriculums. Most schools, however, have hobby classes in Yoga once a week. While exposing children to the practice of Yoga, this frequency is grossly under optimal. The reasons given are packed schedules, lack of infrastructure and need for hiring yoga instructors.

Inspired by a book that talked of the benefits of classroom Yoga, I developed a 12-minute Integrated Yoga Module that could be practiced in the classroom at the beginning of the day. Using a randomized control research design I implemented the program in a school for children from grades 7-10 with a control and experimental sample groups. I took a pre reading against physical, emotional and cognitive measures and a post reading after 2 months of practice. I now want to conduct a qualitative research to understand softer aspects

#### **Yoga Module**

The module comprised:

- 1 minute of silent meditation (mauna)
- 4 minutes of standing asanas (4 asanas)
- 4 minutes of pranayama (3 practices)
- 1 minute of OM chanting
- Repeating an affirmation

There were two Sets - Set 1 & 2

The children mastered one set over two Out of a total of around 150 children 50 were randomly selected for physical measures while the entire sample of 150 participated in the measurement

of emotional and cognitive aspects. As stated, one measure was taken at the beginning before the yoga module was implemented and another two months of practice later.

weeks and moved to the second set for two weeks. Thereafter they alternated between sets on alternate days. The teachers received training over 5 days so that they could train the students. There was also a video for reference.

## Measures

The measures were:

Physical	(From Eurofit Battery) Flamingo Balance Test Sit & Reach Flexibility test Sit ups Strength Test 10 X 5 meters Shuttle Run Agility Test	The balance test requires children to balance on a narrow plank on one leg for 60 seconds. Number of falls are counted  The sit and reach test requires children to stretch while sitting on the ground and stretch distance recorded  Sit ups test records the number of sit ups in 30 seconds  Agility test records the time of running a distance of 10 meters 5 times
Emotional	Rosenberg Self Esteem Scale  WHO 5 Emotional well-being scale  Sushruta Guna inventory measures the gunas of Sattva, Rajas and Tamas. The objective is to increase Sattva and reduce Rajas and Tamas. The gunas are considered the source of personality. Sattva is characterized by knowledge and sattva governed actions are done for the good of others. Rajas is characterized by activity and Rajas governed actions are ego led. Tamas is inactivity and Tamasic action is characterized by lethargy, procrastination, heedlessness	This is a 5-question test using a likert scale This is a 5-question scale using a 6 point scale  Binomial scale
Cognitive	Stroop Color-word Test	This tests the executive function and mental agility

The test results have been positive, though as yet statistical analysis has not yet been done.

Physical	Balance improved by 37% Flexibility improved by 16% Strength improved by 20% Agility improved by 4%
Emotional	Self Esteem remained unchanged Emotional well-being improved by 3% Rajas came down by 8% Tamas came down by 7% Sattva remained the same
Cognitive	The measure improved by 23%

## **Objective of Qualitative Research**

### **Overall**

1. Did the teachers & students enjoy the practice
2. Did they find enough value to continue the practice
3. What changes did they observe

### **Students**

1. Did you enjoy the practice of Yoga. What they liked, did not like. Would they like to continue with the practice.
2. What benefits have they observed in themselves.
  - Probe for awareness of physical fitness & increased energy
  - Probe for emotional benefits- calmness, reduced negative emotions like anger, lack of confidence etc, lower stress levels, feeling of friendliness and helpfulness
  - Probe for greater ability to concentrate, improved memory, better grasp of lessons
3. Has their academic performance improved.
4. Did the atmosphere in the classroom change as a result of the practice.
5. Deep dive into various practices - Mauna, Asanas, Pranayama, OM chanting, Affirmation. What they liked and not like about each. What they think how each was useful or not

### **Teachers**

1. Did the teachers participate in the practice or left it to the students?
2. Did they enjoy the practice. Why, what did they like, what didn't they like. Would they like to continue with the practice.
3. What benefits/changes have they observed in the students. Probe behavior, improvements in learning, mental ability.
4. Has the students; academic performance improved.
5. Did the atmosphere in the classroom change as a result of the practice.
6. Deep dive into various practices - Mauna, Asanas, Pranayama, OM chanting, Affirmation. What they liked and not like about each. What they think how each was useful or not.

7. Did they feel the practice intruded into their study time (disregard the intrusion for the 8 days when we did pre and post measurement)?

### **Sample & Method**

1. 14 students, equal mix of boys and girls, 2 from each class from 7-10 grades
2. 7 class teachers, 1 physical education teacher
3. Limit GD time to about 45 minutes

## APPENDIX 10: DISCUSSION GUIDE FOR STUDENTS

Hello, thank you all for coming and agreeing to speak with me. Before we begin, I would like to remind you that there are no right or wrong answers here today, the purpose of this meeting is, for me to understand you and your thoughts on yoga better.

For the purpose of my research I would be recording our conversation so that I do not miss out on anything that has been discussed here today.

1. Could you all please introduce yourself one by one starting with your name, how old are you... which class do you currently study in... what are your hobbies... what do you want to do when you grow up
2. Are you aware that we conducted daily yoga practice in the classroom every morning... did you all participate... what did you think about it... did you enjoy the yoga sessions... why...
  - a. When did these sessions happen... weekday/weekend... how long of a session was it... if given a choice would you like it to be a permanent feature in your school day... yes/no... why **Probe in detail**
3. Imagine you had to tell your friend or your cousin about these sessions... what all would you say... how would you explain the session to him/her... if you had to tell him/her what all you liked about the session what would you say... what all did you not like about the session... why **Probe in detail**
4. If your friend or cousin were to ask you the benefits of attending this session... what would you say... Can you narrate specific examples to your friend?... **Probe in detail**
  - a. Has your physical fitness and stamina improved... do you find yourself more energetic do things or be mischievous?
  - b. How about your behavior in class if I were to speak to your teachers and ask them how you have been behaving in class what would they say... **Probe on calmness, reduced negative emotions like anger, lack of confidence,**

**friendlier disposition and attitude, improvement in behavior towards peers... etc.**

- c. If I were to speak to your parents and ask them about how your concentration and focus is towards studies after attending the yoga program... retention power, class performance... etc. What would they say... **Probe in detail**
  
5. Have you all noticed any changes in your academic performance... do you notice an improvements in your test scores, marks... ability to retain subjects better **Please probe in detail**
  
6. On a scale of 1-10... 1 being the lowest and 10 the highest... how would you rate the impact of this session on the overall atmosphere and mood of the class ... **Probe in detail**
  - a. What all changes have you observed in yourself and fellow students
  - b. Could you narrate specific examples...
  
7. Ok now we will spend some time talking about the various things that were taught in these yoga session... **Probe each point in detail**
  - a. **Mauna** was something that was taught in class... do you recall it... can you show it to me... ok tell me what all you liked about Mauna specifically... what did you dislike... what according to you are the benefits of Mauna.
  - b. **Asanas** was something that was taught in class... do you recall it... can you show it to me... ok tell me what all you liked about Asanas specifically... what did you dislike... what according to you are the benefits of Asanas.
  - c. **Pranayama** was something that was taught in class... do you recall it... can you show it to me... ok tell me what all you liked about Pranayama specifically... what did you dislike... what according to you are the benefits of practicing this.
  - d. **OM Chanting** was something that was taught in class... do you recall it... can you show it to me... ok tell me what all you liked about this specifically... what did you dislike... what according to you are the benefits of OM Chanting.

- e. **Affirmation** was something that was taught in class... do you recall it... can you show it to me... ok tell me what all you liked about Affirmation specifically... what did you dislike... what according to you are the benefits of this



## APPENDIX 11: DISCUSSION GUIDE FOR TEACHERS

Hello, thank you all for coming and agreeing to speak with me. Before we start our discussion, I would request you all to please switch off your mobile phones so that we do not get interrupted. Before we begin, I would also like to remind you that there are no right and wrong answers here today, the purpose of this meeting is for me to understand you and your thoughts on yoga better.

For the purpose of my research I would be recording our conversation so that I do not miss out on anything that has been discussed here today.

1. Could you all please introduce yourself one by one starting with your name, what class do you teach and what subjects do you teach them... How long have you been associated with this school?
2. Are you aware that we conducted a yoga program with the children in the school... what did you think about the program... do you think the students enjoyed participating...
3. Did you teachers also participate in the sessions or was it only for the benefit of the students... **if no then why**
4. Did you enjoy the practice/session... what the various things about the session you really liked... what could have been improved or made better according to you... why... what aspects did you definitely not like... why... if given a choice would you like to continue with the practice.
5. Have you all noticed any changes in your students who attended the session... what type of changes... could you please elaborate... have you noticed any changes in their behavior in class... attitude towards other students... concentration ability... mindset... mood... **Please probe in detail**
6. On a scale of 1-10... 1 being the lowest and 10 the highest... how would you rate the impact of this session on the student's academic performance... **Probe in detail**

- a. What all changes have you observed in your students with regard to their academic or class performance
  - b. Could you narrate specific examples... how was the student before enrolling himself for the session... how was it after... why
7. What about the atmosphere in the class... have you noticed any changes or difference in the behavior of these students... what changes have you noticed... **Probe in detail**
8. Ok now we will spend some time talking about the various things that were taught in these yoga session... **Probe each point in detail**
- c. **Mauna** was something that was taught in class... do you recall it... .can you show it to me... ok tell me what all you liked about Mauna specifically... what did you dislike... what according to you are the benefits of Mauna
  - d. **Asanas** was something that was taught in class... do you recall it... can you show it to me... ok tell me what all you liked about Asanas specifically... what did you dislike... what according to you are the benefits of Asanas.
  - e. **Pranayama** was something that was taught in class... do you recall it... can you show it to me... ok tell me what all you liked about Pranayama specifically... what did you dislike... what according to you are the benefits of practicing this.
  - f. **OM Chanting** was something that was taught in class... do you recall it... can you show it to me... ok tell me what all you liked about this specifically... what did you dislike... what according to you are the benefits of OM Chanting.
  - g. **Affirmation** was something that was taught in class... do you recall it... can you show it to me... ok tell me what all you liked about Affirmation specifically... what did you dislike... what according to you are the benefits of this
9. While these yoga sessions were being taught to the children at this school did you feel that the practice or session was coming in the way of the student's study time... **probe in detail**

**10.** What according to you can be done... to make more and more students and teachers enroll into a session like this... if you had to convince a principle of another school to conduct these sessions in another school... what all will you say to him/her to convince them to do something like this... how long should sessions be... how frequently should it be conducted in a week... what are the benefits... what are the drawbacks...

## APPENDIX 12: C.V. OF QUALITATIVE RESEARCHER

### MEGHNA SENGUPTA

#### **Personal Statement**

A Marketer with Consumer Insight, Shopper Marketing, Digital media/communication strategy and Brand Innovation expertise with 9+ years of Industry experience in agency and Client side of the business. Possess a strong passion for Qualitative Consumer Research and digital strategy. Ability to multitask. My life's mantra - 'Can do, will do'

#### **Skills Summary:**

- Understanding of *consumer motivations* and behavior across a spectrum of categories ranging from Foods, Personal Care, Jewelry, alcoholic beverages and Services.
- Capability to work with cross functional teams with Sales, Brand Management, Customer development, Media Planners, Digital planners, and buyers to deliver business results on volume, Market share and strategic integrated media plans (TV + Digital)
- In-depth knowledge of Digital Media and Research tools such as TGI, LivePanel, Digifaces, Facebook Audience Insight, Resolve and Bridge, Talk Walker, Unmetric, Locobuzz..etc
- Strong communication skills.

#### **Work Experience**

##### **2016 December – Till Date – WAVEMAKER India Group M**

Recruited as Business Group Head for their North Office to lead the Media Strategy and Consumer Insights vertical in the company. The role was to build and foster client relationships by taking charge of the client's media and consumer communication strategy requirements- carving out tangible and actionable insights to help clients achieve their business and media/communication objectives. Since, December 18 have been seconded to Tata Global Beverages to set up the company's Digital Performance Measurement and Digital Consumer Insights division. Got promoted to Associate Business Director in May 2019.

#### **Key Achievements**

- **TATA Global Beverages:**
  - Setting up the entire Digital Command Center practice for TATA Global Beverages
  - Lead Social Listening and digital strategy
  - Lead and set up the ORM eco-system for all TATA Global Beverage brands
  - Help brand teams and Innovation marketing team to understand their consumer sect both offline and online better
  - Drive Digital Performance measurement mandate across portfolio.

- Make strategic recommendations to clients when it comes to prioritizing their media (offline + Online) and communication budgets to get optimum ROI
- Give strategic inputs to clients and their creative agency to come up with impactful advertisements and communication that ultimately lead to increase in sales and market share
- Drive the Digital media mandate for the company.
- **British Airways:**
  - Single handedly drove the consumer segmentation mandate for British Airways basis consumer need states and attitude towards international travel and airlines in India
  - Make strategic media optimization and communication recommendations to client basis actionable Insights
  - In-depth understanding of a consumer's path to purchase journey with regard to international flight bookings and travel and identify crucial touchpoints within the journey for client to leverage in order to further their business objective in India and UK
  - Cascade India specific consumer learnings to global teams within British Airways
- **Hero MotoCorp (Offline + Online) – AutOMotive Industry**
  - Single handedly drove BRIDGE (mix reach measurement tool for Integrated Media campaigns) conversations and delivered 2 successful Bridge studies for the Scooter Segment in India.
  - Executed a marketing & media dashboard for Hero MotoCorp's entire two wheeler portfolio - A single interface wherein the client can access their brand data such as Sales, Brand Track, spends data, market share vis-à-vis key competition identified by both us and client.
  - Designed and successfully delivered Audience Insight findings using client's Sales and digital website traffic data using **Facebook and Google Analytics**. The endeavor was to help crystalize and fine tune client's media plan across different two wheeler categories and consumer profiles. This led to fine-tuning of all media (Offline + Online) plans going forward and re-defining the client's digital audience vis-à-vis traditional media audience.
- **Pernod Ricard India – Alcoholic Beverages**
  - Designed and delivered RepucOM Analysis in collaboration with Nielsen for Royal Stag and Imperial Blue. RepucOM is measurement study we conduct for Pernod. The objective is to measure and evaluate brand exposure in video content sponsored by the client.

- Lead Volumetric Estimation for Royal Stag and Royal Stag Barrel Select which was used as an input for the client's internal Game Plan (Yearly Business Review)
- **Others**
  - Helped Nokia measure and evaluate media equivalency of their video content on Digital
  - Successfully conducted a ROI measurement matrix for Nokia to evaluate their sponsorship of KKR in IPL 2018
  - Managed Google Sales Partnership and created client delight given the size of the team post departures of key personnel.
  - Provided key inputs into the Consumer, Communication, and Route to Market Strategy sections for 6 pitches Perfetti, L'Oreal, Akzo Nobel, ITC, Wipro, Tata Sky, Microsoft, and Eureka Forbes, by conducting Qualitative research and meeting with consumers directly and Group M proprietary tools.

#### **2014 December – 2016 December – DIAGEO USL Ltd**

- Recruited through campus interview at UK for the Indian operation of Diageo as Shopper Insight Manager to establish and set up the vertical for their India practice. The role was to drive Diageo's global learnings on Shoppers to the Indian context.

#### **Key Achievements**

- Occasion based outlet segmentation to focus on key outlets taking into consideration the festive/ social calendar of the Indian diversity. Development of shopper communication and programs along with the Brand, Sales, and the Innovation Team.
- Instituting a major Shoppers study "Path to Purchase" for the Prestige Whisky segment across channels to understand the key touch points in store that Diageo can leverage at every stage of the purchase journey to influence shopper choice.
- Validation of instore growth drivers to drive penetration and grow market share from a shopper perspective.
- Innovation Planning and consumer research lead for India's first honey flavored whisky launched in 2016 in Karnataka under the McDowell's No 1 portfolio.
  - Helped the brand fine tune its brand positioning and be differentiated in the eyes of consumers vis-à-vis parent brand McDowell's No 1 Whisky.
  - Lead volume estimation and helped the brand team fine tune their marketing plan
- Was a part of the Task force to drive the company's premiumization mandate in 2016.
  - Worked along with Innovation and Brand Manager to build in premium packaging cues by launching limited addition gift packs for Diageo for brands like Black & White, Black Dog and Black Label.
  - Designed the entire route to market and consumer strategy for newly launched brands such as Black & White, Vay 69 and Smirnoff Black

- Lead Volumetric and gross margin calculation for the launch of Haig's club in India (Diageo's Premium range of Whisky in Europe and USA) to determine the price range within which it would be launched in India

### **2009 August – 2012 September Quantum Consumer Solutions Bangalore**

- Joined as a Trainee Researcher in the Bangalore August 2009. Confirmed as a Research executive in Sept- 2010.
- Promoted as a Senior Research executive on January 2011. Youngest employee to become a Senior Research Executive within one year of joining as a Research Trainee.
- Chosen by Hindustan Unilever Ltd (Food and Beverages business) to be the researcher of choice in March 2011. Since April 2011 was made the key account manager for the Unilever account. (The Unilever business contributes to 50% of the Bangalore office revenue.)

### **Key Achievements**

- Repositioning the Jam category for Unilever. I provided them with an insight to make Jam/ Preserves more relevant for adult consumption if they had to broaden the category usage from the present consumer base of children. (Similar to Cadbury's strategic move to get adult consumers) – **This was a key personal contribution to HUL's Foods business.**
- Made account lead for Tanishq (India's leading jewelry brand). Designed and executed Tanishq route to market and consumer strategy in a market dominated by the unorganized sector.

### **Educational Background**

- Masters in Strategic Marketing from the School of Management -Cranfield University UK– graduated with distinction (among top ten in the class) in Aug 2014 ( Cranfield University Business School is within the top 5 B School in UK)
- Pre Masters in Business and Law from Sheffield International College University of Sheffield UK in Sept 2013.Graduated with Merit.
- BA (Honors) Political Science - Delhi University India– 2009.
- Schooling – Modern School Vasant Vihar New Delhi – 2006.

## **APPENDIX 13: LIST OF PUBLICATIONS**

Sinha, A. & Kumari, S. (2021). Integrating yoga with education in the modern schooling system: A theoretical model based on ancient knowledge and modern research. *Yoga Mimamsa*, 53(1), 46.

Sinha, A., Kumari, S. & Ganguly, M. (2021). Development, validation, and feasibility of a school-based short duration integrated classroom yoga module: A pilot study design. *Journal of Education and Health Promotion*, 10(1), 148.

Sinha, A., Kumari, S. (2021). Effect of short duration integrated classroom yoga module on physical, cognitive, emotional, and personality measures of school children. *Yoga Mimamsa*, 53:100-8.



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