



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

International Journal of Recent Scientific Research
Vol. 8, Issue, 9, pp. 19850-19855, September, 2017

**International Journal of
Recent Scientific
Research**

DOI: 10.24327/IJRSR

Research Article

EFFECT OF SUDARSHAN KRIYA ON INTELLIGENCE OF COLLEGE STUDENTS

Gaurav Pant*

Bharati Vidyapeeth Deemed University College of Physical Education

DOI: <http://dx.doi.org/10.24327/ijrsr.2017.0809.0773>

ARTICLE INFO

Article History:

Received 9th June, 2017

Received in revised form 14th

July, 2017

Accepted 08th August, 2017

Published online 28th September, 2017

Key Words:

Sudarshan Kriya, Yoga, Intelligence,
College Students

ABSTRACT

Today Yoga and meditation have become important. In this 21st Century only a successful person lives and survives a happily life because, it is a fast race of competitions. Everyone has tensions, worries and burden of work load and struggling whole life in achieving the success and does not have enough time to relax even at home due to certain mental tensions or heavy work load. Everyone wants to keep their body healthy, strong and mind sharp. This is very useful in improving the intelligence levels. It helps in increasing flow of oxygen in the whole body, breathing has an impact on the mind (for example, a deep, long breath relaxes the mind.) Through breathing in different patterns, one can influence emotions and gain control over one's mind and helps in improving the intelligence level. During Sudarshan Kriya it has seen that there is great impact on Social, Spiritual and Emotional Intelligences. So research scholar selected as effect of Sudarshan Kriya on Intelligence of college students. For this purpose 50 male college students (25 Control Group and 25 Experimental Group) of Sinhgad College of Engineering, (Vadgaon-Campus) students were selected randomly. The age groups of subjects were ranged in between 18 to 28 years. Through experimental study the data were collected by the researcher and was analysed through Mean, Standard Deviation, Mean Difference, and Dependent 't' test method. The level of significant was set at 0.05 level of confidence. The finding of this study showed significant effect on Social, Spiritual and Emotional Intelligence levels.

Copyright © Gaurav Pant, 2017, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

Kriyā (in Sanskrit "action, deed, effort") most commonly refers to a "completed action", technique or practice within a yoga discipline meant to achieve a specific result. Another meaning of Kriya is an outward physical manifestation of awakened kundalini, such as a spontaneous body movement related to Kundalini energy flow. O Kriya *Shakti* is "a power of thought" said to be greatly studied by yogis.

Kriyā is a Sanskrit term, derived from the Sanskrit root, kri, meaning "to do". Kriyā means "action, deed, effort". The word karma is also derived from the Sanskrit root कृ (kri) कृ, meaning "to do, make, perform, accomplish, cause, effect, prepare, undertake". Karma is related to verbal proto-Indo-European root *kwer- "to make, form".

Kriya Yoga is a simple, psychological method by which human blood is de-carbonated and recharged with oxygen. The atoms of this extra oxygen are transmuted into life current to rejuvenate the brain and spinal centres. By stopping the accumulation of venous blood, the yogi is able to lessen or

prevent the decay of tissues. The advanced yogi transmutes his cells into energy.

Sudarshan (less frequently spelt *sudharshan*) is Sanskrit. *Su* stands for "proper" and *darshan* means "vision." Kriya is a yogic practice that is meant to purify the body. Breathing is the first act of life. Within the breath is the unexplored secret of life. Sudarshan Kriya is a powerful yet simple rhythmic breathing technique that incorporates specific natural rhythms of the breath, harmonizing the body, mind and emotions. The technique eliminates stress, fatigue and negative emotions such as anger, frustration and depression, leaving the mind calm, focused and the body energized, completely relaxed.

Objectives of the Study

1. To find out the Spiritual Intelligence of College students.
2. To find out the Emotional Intelligence of College students.
3. To find out the Social Intelligence of College students.
4. To find the effect of Sudarshan Kriya on intelligence of college students.

*Corresponding author: **Gaurav Pant**

Bharati Vidyapeeth Deemed University College of Physical Education

Hypothesis

On the basis of evidence available in the literature and with personal experience as well as discussion with experts, It is hypothesized that

Ho- there would be a significant difference of Sudarshan Kriya on intelligence of college students.

METHODOLOGY

Selection of Subjects

The subjects for the current study were 50 male college students (25 in experimental group and 25 in control group) aged 18 to 28 years from Sinhgad College of Engineering, Vadgaon Campus of Pune city (Maharashtra state).

Selection of Variables

- Eating Behavior
- Physical Activity Characteristics
- BMI.

Inclusion criteria

- Subjects that who were interested and gave written consent to participate in this study was included.
- The students, who commit to cooperate till the study is over, were included.

Sample

The stratified random sampling technique was applied for selection of the subjects for the study.

Tools used

As it is an Experimental study research was used a questionnaire as a tool for obtaining the response from the college students of Pune city in relation to social intelligence, emotional intelligence and spiritual intelligence.

The following tools were used for this study:

Social Intelligence - Questionnaire (Social Intelligence Scale: SIS)¹.

Spiritual Intelligence - Questionnaire (Spiritual Intelligence Scale: SIS-MK)².

Emotional Intelligence - Questionnaire (Mangal Emotional Intelligence

Inventory: EII-MM)³.

Methods of Measurement of the Variable

Social Intelligence Scale (SIS)

In order to measure and assess the Social Intelligence among college students of Maharashtra state, Social Intelligence Scale was to be used. It is a 66 (sixty six) questions survey to measure the social intelligence level in students. Social Intelligence Scale has been developed by Dr. N.K. Chadha (University of Delhi, DELHI) and Usha Ganesan. Social Intelligence Scale is meant for both male and female college

students for the measurement of their social intelligence (total as well as separately) in respect of 8 (eight) areas or aspects of social intelligence namely: Patience, Co-imperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour and Memory. The total number of items retained in the scale are 66 i.e. 8, 11, 8, 9, 3, 7, 8, and 12 respectively. Reliability of test are 0.857 (Test-Retest Reliability) and validity of this test are 0.912 (English-Hindi Correlation).

Spiritual Intelligence Scale (SIS-MK)

In order to measure and assess the Spiritual Intelligence among college students of Maharashtra state, Spiritual Intelligence Scale was to be used. It is a 42 (forty two) questions survey to measure the spiritual intelligence level in students. Spiritual Intelligence Scale has been developed by Dr. K. S. Misra (University of Allahabad, Allahabad (U.P.). Spiritual Intelligence Scale was administered on High School to P.G. class students both male and female for the measurement of their spiritual intelligence (total as well as separately). This scale consists of 42 items. Split half reliability coefficients for the Spiritual Intelligence Scale are 0.864 for the UG-PG sample (N=180) and 0.852 for the IX-XI sample (N=160). Validity of this test ranged from 0.184 to 0.610 (Correlation between score).

Mangal Emotional Intelligence Inventory (EII-MM):

In order to measure and assess the emotional intelligence among college students of Maharashtra state, Mangal Emotional Intelligence Inventory was to be used. It is a 100 (hundred) questions survey to measure the emotional intelligence level in students. Mangal Emotional Intelligence Inventory has been developed by Dr. S.K. Mangal (M.D. University, Rohtak) and Mrs. Shubhra Mangal (C.R.S. College of Education, NOIDA). Emotional intelligence inventory has been designed for the male and female for the measurement of their emotional intelligence (total as well as separately) in respect of four areas or aspects of emotional intelligence namely, Intra-Personal Awareness (knowing about one's own emotion) Inter-Personal Awareness (knowing about others emotion), Intra-Personal Management (managing one's own emotion) and Inter-Personal Management (managing others emotion). Each area/aspect has 25 items each and 100 in total. Reliability of test is 0.92 (Test Re-test method) and validity of this test are 0.71 from inter-validity formula

Pre-Training test

Pre-training test was conducted on both groups before starting the training programme.

Training Programme

The training programme was of six weeks with six days a week except Sunday. The subjects were divided into two groups i.e. Control group (N = 25) and Experimental group (N = 25) and training schedule was as shown in the given table:

¹N.K. Chadha & Usha Ganesan (2009), "Social Intelligence Scale – Questionnaire", National Psychological Corporation, Agra.

²K.S. Misra (2014), "Spiritual Intelligence Scale – Questionnaire", National Psychological Corporation, Agra.

³S.K. Mangal & S. Mangal (2012), "Emotional Intelligence Inventory – Questionnaire", National Psychological Corporation, Agra.

Training schedule (six weeks)

Training Programme	Name of Technique	Duration of Technique	Total Duration
1 st phase (two weeks)	1. Warming Up.	1. 10 Minutes	60 Minutes
	2. Suryanamaskar.	2. 15 Minutes	
	3. 3 stage Pranayam in Vajarasan.	3. 15 Minutes	
	4. Short- Sudarshan Kriya.	4. 20 Minutes	
2 nd phase (two weeks)	1. Knowledge sessions through Videos.	1. 20 Minutes	75 Minutes.
	2. Suryanamaskar.	2. 10 Minutes	
	3. stage Pranayam in Ujjai Breath with Vajarasan position.	3. 15 Minutes	
	4. Short- Sudarshan Kriya.	4. 30 Minutes	
3 rd phase (two weeks)	1. Lecture on Sutra's of Life.	1. 30 Minutes.	2 hours
	2. Long Sudarshan along with meditation in Guruji's Voice.	2. 1 ½ hours	

Note: -Training timing of Sudarshan Starts from 3:30 and ends after relaxing from meditation.

Post-Training test

After six weeks of training the Post training tests were conducted on both groups.

Statistical Design

Following Statistical tool was applied for testing the hypothesis:

Dependent 't' test was applied to find out the significance effect of Sudarshan Kriya on intelligence of college students. The level of significance was set as 0.05 levels.

Analysis and Interpretation of Data

The purpose of the study was to find out the effect of six weeks (42 days) Sudarshan Kriya Training Programme on intelligence (Social, Spiritual and Emotional intelligence) levels of college students. The data collected qualitatively on Control group (N=25), and Experimental group (N = 25) were analysed by using dependent 't' test and Post-test and Pre-test means of both groups to find out the difference among the selected variables in students of Singhad College of Engineering (Vadgoan – Campus), Pune.

The analysis of the entire data was done to accomplish the objectives of the study. The analysis was done by manually as well as by using Statistical Package for Social Sciences Version 21(SPSS) to check the results of the data analysis.

Findings

The data collected on 50 subjects before and after six week training program on intelligence level of college students was analysed by comparing the means of Pre and Post Tests of Control group and Experimental group and was again statistically analysed by applying the Dependent "t" test to check the difference among selected variables. Therefore separate tables and graphs have been drawn for each item as follows:

Table No.1 Social Intelligence during Pre-Test of control group and Pre-Test of experimental group Age 18-28 Years

Descriptive Statistics

Group	N	Mean	S.E	SD	DF	MD	Cal.T.
Control	25	97.28	2.053	10.27	24	0.68	0.34
Experimental	25	96.56	1.057	5.28			

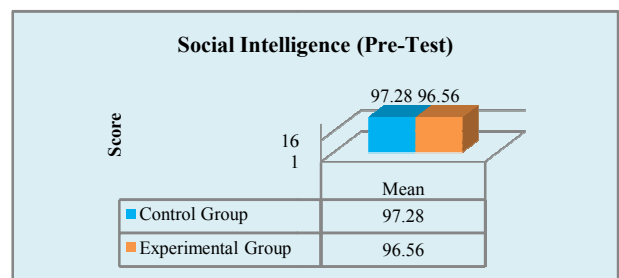
Level of Significance = 0.05
Tabulated 't' 0.05 (24) = 2.064

Section-1

This section deal with the descriptive statistical analysis and dependent 't' test applied on data collected from selected subjects during Pre-Test of social intelligence between experimental and control groups.

Table No.1 reveals that there is no significant difference between means of Pre-tests between control group and experimental group. Because mean of Pre-test of control group is 97.24 is slightly higher than mean of Pre test of experimental group 96.56 and then mean difference is 0.68. To check significant difference between means of pre-test between control group and experimental group the data was again analysed by applying dependent 't' test. Therefore after applying 't' test it was found that there was no significant difference between Pre-tests of Control group and experimental group because value of calculated 't' is 0.034 which is less than value of tabulated 't' is 2.064 at 0.05 level of confidence.

Graphical Representation of Social Intelligence during Pre-Test of control group and Pre-Test of experimental Group Age 18-28 Years



Graph 1

Section-2

This section deal with the descriptive statistical analysis and dependent 't' test applied on data collected from selected subjects during Pre-Test of spiritual intelligence between experimental and control groups.

Table No 2 Spiritual Intelligence during Pre-Test of control group and Pre-Test of experimental group Age 18-28 Years

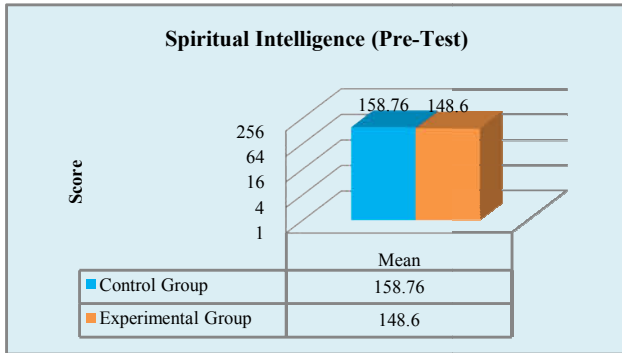
Descriptive Statistics

Group	N	Mean	S.E	SD	DF	MD	Cal.T.
Control	25	158.76	1.58	7.92	24	-5.72	-3.20
Experimental	25	148.60	2.73	13.64			

Level of Significance = 0.05
Tabulated 't' 0.05 (24) = 2.064.

Table No.2 shows that means of pre-test between control group and experimental group. Tests mean are 158.76 and 148.60 and mean difference is -5.72. The finding of this test shows that there is no significant difference between the mean of pre-test (control group and experimental group) as the calculated 't' value of 0.5 is less than the tabulated 't' value of 2.064 (24 degree of freedom at 0.5 level of significance).

Graphical Representation of Spiritual Intelligence during Pre-Test of control group and Pre-Test of experimental Group Age 18-28 Years.



Graph-2

Section-3

This section deal with the descriptive statistical analysis and dependent 't' test applied on data collected from selected subjects during Pre-Test of emotional intelligence between experimental and control groups.

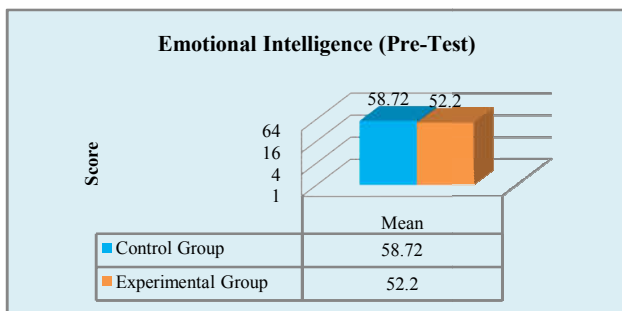
Table No. 3 Emotional Intelligence during Pre-Test of control group and Pre-Test of experimental group Age 18-28 Years

Descriptive Statistics

Group	N	Mean	S.E	SD	DF	MD	Cal.T.
Control	25	58.72	1.92	9.62	24	6.52	-3.20
Experimental	25	52.20	1.71	8.55			

Level of Significance = 0.05
Tabulated 't' 0.05 (24) = 2.064

Table No.3 reveals that there is no significant difference between means of Pre-tests between control group and experimental group. Because mean of Pre-test of control group is 58.72 is slightly higher than mean of Pre-test of experimental group 52.20 and then mean difference is 6.52. To check significant difference between means of pre-test between control group and experimental group the data was again analysed by applying dependent 't' test. Therefore after applying 't' test it was found that there was no significant difference between Pre-tests of Control group and experimental



Graph 3

group because value of calculated 't' is -3.20 which is less than tabulated 't' is 2.064 at 0.05 level of confidence.

Graphical Representation of Emotional Intelligence during Pre-Test of control group and Pre-Test of experimental Group Age 18-28 Years.

Section-4

This section deal with the descriptive statistical analysis and dependent 't' test applied on data collected from selected subjects during Post-Test of social intelligence between experimental and control groups.

Table No 4 Social Intelligence during Post-Test of control group and Post-Test of experimental group Age 18-28 Years.

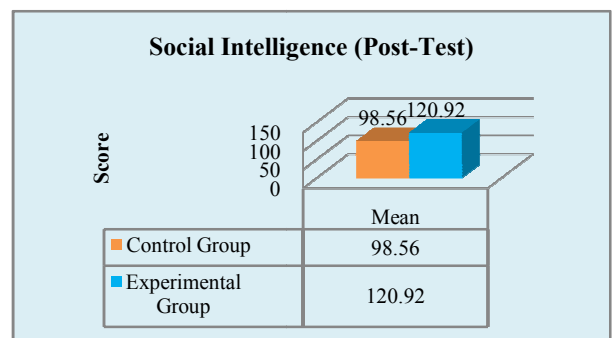
Descriptive Statistics

Group	N	Mean	S.E	SD	DF	MD	Cal.T.
Control	25	98.56	1.097	5.49		-	
Experimental	25	120.92	1.14	5.69	24	22.36	17.12*

* Level of Significance = 0.05
Tabulated 't' 0.05 (24) = 2.064

Table No. 4 reveals that there is a significant difference between means of Post-tests between control group and experimental group. Because mean of Post-test of control group is 98.56 is lower than mean of Post-test of experimental group 120.92 and then mean difference is -22.36. To check significant difference between means of post-test between control group and experimental group the data was again analysed by applying 't' test. Therefore after applying 't' test it was found that there was significant difference between Post-tests of Control group and experimental group because value of calculated 't' is 17.12 which is higher than tabulated 't' is 2.064 at 0.05 level of confidence, which shows that there is significant difference on Experimental group of six weeks training programme of Sudarshan Kriya.

Graphical Representation of Social Intelligence during Post-Test of control group and Post-Test of experimental group Age 18-28 Years



Graph 4

Section-5

This section deal with the descriptive statistical analysis and dependent 't' test applied on data collected from selected subjects during Post-Test of spiritual intelligence between experimental and control groups.

Table No 5 Spiritual Intelligence during Post-Test of control group and Post-Test of experimental group Age 18-28 Years

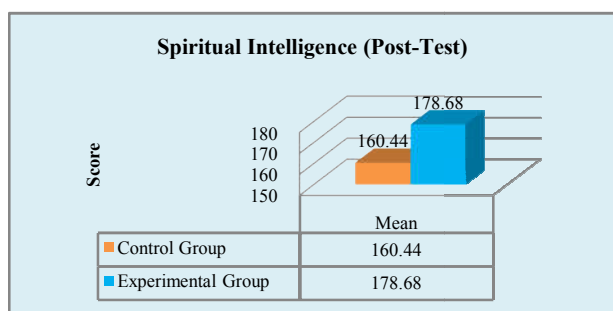
Descriptive Statistics

Group	N	Mean	S.E	SD	DF	MD	Cal.T.
Control	25	160.44	1.45	7.23	24	-18.24	9.47*
Experimental	25	178.68	1.48	7.40			

*Level of Significance = 0.05
Tabulated 't' 0.05(24) = 2.064.

Table No. 5 reveals that there is a significant difference between means of Post-tests between control group and experimental group. Because mean of Post-test of control group is 160.44 is lower than mean of Post-test of experimental group 178.68 and then mean difference is -18.24. To check significant difference between means of post-test between control group and experimental group the data was again analysed by applying 't' test. Therefore after applying 't' test it was found that was significant difference between Post-tests of Control group and experimental group because value of calculated 't' is 9.47 which is higher than tabulated 't' is 2.064 at 0.05 level of confidence, which shows that there is a significant difference on Experimental group of six weeks training programme.

Graphical Representation of Spiritual Intelligence during Post-Test of control group and Post-Test of experimental Group Age 18-28 Years.



Graph 5

Section-6

This section deal with the descriptive statistical analysis and dependent 't' test applied on data collected from selected subjects during Post-Test of emotional intelligence between experimental and control groups.

Table No. 6 Emotional Intelligence during Post-Test of control group and Post-Test of experimental group Age 18-28 Years.

Descriptive Statistics

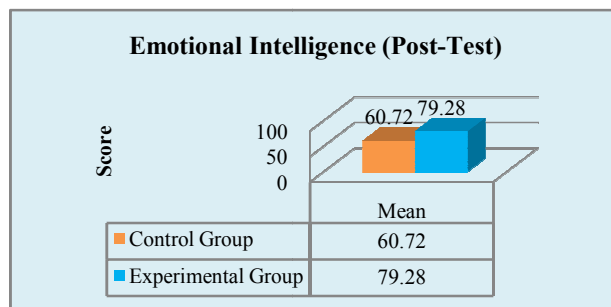
Group	N	Mean	S.E	SD	DF	MD	Cal.T.
Control	25	60.72	1.83	9.17	24	-	9.28*
Experimental	25	79.28	0.89	4.47		18.56	

*Level of Significance = 0.05
Tabulated 't' 0.05(24) = 2.064.

Table No.6 reveals that there is a significant difference between means of Post-tests between control group and experimental group. Because mean of Post-test of control group is 60.72 is lower than mean of Post-test of experimental group 79.28 and then mean difference is -18.56. To check significant difference between means of post-test between control group and experimental group the data was again analysed by applying 't'

test. Therefore after applying 't' test it was found that was significant difference between Post-tests of Control group and experimental group because value of calculated 't' is 9.28 which is higher than tabulated 't' is 2.064 at 0.05 level of confidence, which shows that there is a significant difference on Experimental group of six weeks training programme.

Graphical Representation of Emotional Intelligence during Post-Test of control group and Post-Test of experimental Group Age 18-28 Years.



Graph 6

Level of Significance

The level of significance to test the hypothesis was set at 0.05 level of confidence which was considered adequate and reliable for the purpose of the study.

Discussion of Findings

It has been observed from the analysis of data.

Social Intelligence

The result showed that there is more significant difference of Sudarshan Kriya on Social Intelligence as compared to Spiritual Intelligence and Emotional Intelligence after six weeks training programme on Experimental group.

Spiritual Intelligence

The result showed that there is a significant difference of Sudarshan Kriya on Spiritual Intelligence after six weeks training programme on Experimental group.

Emotional Intelligence

The result showed that there is a significant difference of Sudarshan Kriya on Emotional Intelligence after six weeks training programme on Experimental group.

Discussion of Hypotheses

In beginning of the study it was hypothesised that there is a significant difference of Sudarshan Kriya on intelligence of college students. Hence the hypothesis is accepted.

CONCLUSION

Within the limitation of the study and from statistical analysis the following conclusion was drawn. There was significant effect of Sudarshan Kriya on Social, Spiritual and Emotional Intelligence levels.

Recommendations

In the light of results obtained and conclusion drawn the following recommendation were made for further investigation and for practical application.

1. The same study may be constructed with longer duration of training programme.
2. In this study only three components were taken, but this can be done on more components.
3. The study may be done in both sex groups.
4. The study may be repeated on large number of subjects.
5. The similar study may be repeated on the other age groups.

References

Helena Petrona Blavatsky (1893-97), "The Secret Doctrine", London Theosophical Pub. House, pp. 300-301.

Mulla and Krishnan (2009), "Do Karma-Yogis Make Better Leaders? Exploring the Relationship between the Leader's Karma-Yoga and Transformational Leadership", *Journal of Human Values*, Vol.15, Issue. 2, pp. 167-183.

John Algeo and Thomas Pyles (2010), "The Origins and Development of the English Language", 6th Edition. pp. 54-55.

Y. Paramahansa (1997), "Autobiography of a Yogi. Self-Realization Fellowship", The Science of Kriya Yoga. p. 273.

Introduction to SudarshanKriya "SudarshanKriya", retrieved on 08 September, 2014 from online website <http://www.motleygreen.com/beta/article-details-introduction-to-sudarshan-kriya-73> (time3:47p.m 23/08/2014)

N.K. Chadha & Usha Ganesan (2009), "Social Intelligence Scale-Questionnaire", National Psychological Corporation, Agra.

K.S. Misra (2014), "Spiritual Intelligence Scale-Questionnaire", National Psychological Corporation, Agra.

S.K. Mangal & S. Mangal (2012), "Emotional Intelligence Inventory-Questionnaire", National Psychological Corporation, Agra.

How to cite this article:

Gaurav Pant.2017, Effect of Sudarshan Kriya on Intelligence of College Students. *Int J Recent Sci Res.* 8(9), pp. 19850-19855. DOI: <http://dx.doi.org/10.24327/ijrsr.2017.0809.0773>
