

Comparative study of Emotional Intelligence between the students in college and Vedic School

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Abstract-

India is multilingual country with as many as 22 scheduled languages of which ,Sanskrit is one among them and it is the official language of state of Uttarakhand. The oldest known source of knowledge, Vedas, is written in Sanskrit, which contain nearly every knowledge system required by humans to live. The chanting of Vedic hymns is known as Samhita. The patterns of chanting like Jata, Mala, Shikha, Rekha etc . patterns are unique ways of recitation of Veda mantras through which this knowledge was passed orally generation after generation. This chanting lead to the development of brain which was very useful in Natural Language processing. The crucial encapsulation of all Vedas and Indian Literature is the lesson on Self-Supreme Self. Vedic Mantras lead to detached life and not to run after the objects of senses of worldly pleasures. This is known as Emotional Intelligence which refers to the ability to perceive, control and evaluate emotions. In this paper an attempt is made to explore the comparative study of emotional intelligence between the students of students in college and in Vedic schools.

Key words- emotional intelligence, vedic chanting, vedic schools.

Introduction-

Emotional Intelligence (EI) is the ability to recognize and understand emotions in ourselves and others, and to use that information to guide thinking and behavior (Salovey & Mayer, 1990). Goleman (1995) popularized the term EI and argued that EI may explain more of our personal effectiveness and well-being in life than measures of general intelligence. Although emotional Intelligence is frequently mentioned in the context of modern psychological theories, it is actually taught in traditional knowledge systems, especially in Indian culture. Ancient Indian education originated in the Vedic Tradition, and was holistic in nature, where cognitive training was accompanied by spiritual development, moral living and emotional integration (Radhakrishnan, 1953). The practice of Veda Pathan – the study and chanting of the Vedas is one of the oldest systems of education in the world. Apart from the memorization of the sacred texts, Veda Pathan requires one to be attentive, breathe rhythmically, be phonetically correct and concentrate deeply(Sharma, 2015). All these aspects are also components of emotional intelligence, such as self-regulation, mindfulness and interpersonal attunement. Thus, Vedic schools are preserving this unique tradition of recitation and are contributing in preserving the ancient culture of ancient Indian Education system.

Therefore, the present research paper presents a comparative study of the emotional intelligence of students in a Vedic school who recite Vedic mantras daily and students studying in college.

Research Methodology-

Survey method has been adopted for the present research work. For this, a Vedic school was selected and a questionnaire was prepared regarding the Establishment, Founder, Present committee, Disciple class, Alumni, current role of alumni in the development of Vedic schools, Scope for research in Vedic schools, Contribution or participation of Women in Vedic schools, funding agency etc. Along with the survey S. K. Mangal EI tool was used as a questionnaire was given to compare or to access the emotional intelligence of the students engaged in Vedic chanting and those who are not engaged in the same.

For the present research work, a visit was made to the Vedic Pathshala at Karanja [Lad] in Washim district. The detailed information of this Vedic Pathshala is as follows.

- **Full name of the pathshala-** Shri. Nrusinh Saraswati Swami Maharaj Veda Pathshala.
- **Address-** Shri, Kshetra Karanja, District Washim
- **Year of establishment- 1937**
- **Founder of Vedic pathashala-** Brahmanand Saraswati, who is the builder of the Datta Mandir here, established this Vedic Pathshala.
- **Objective -**Nrusinh Saraswati Swami Maharaj was very fond of Vedic mantras. Therefore, on this occasion, this Veda Pathshala was established with the intention of offering service at his feet. Vedamurti Dabholkar Shastri, who studied from Kashi, taught Veda recitation to many students of the village. After that, Gopi Guruji took over this role. After him, Shri Dinesh Joshi Guruji is teaching the Madhyandin branch of Shukla Yajurveda in the present Veda Pathshala.
- **Teaching method and residence-** In this pathashala, students are trained at two levels, namely service in the temple and study. The routine is to stay in the temple premises and provide service and study.
- **Financial assistance-** This Vedic school does not receive any financial assistance from the government. The expenses are met only through the donations given in the temple. It has been registered through the temple.
- **Number of students with age group-**There are a total of 15 students in this school, aged between 12 and 32.
- **Activities--**This school does not have any independent activities, but as per the requirement, they go to the village for chanting or priestly services.
- **Other education-**These students are given 12th standard education. Teachers from a reputed school come and teach these students subjects like Mathematics, Science, History, Geography.
- **Contribution of women** –Female teachers do visit the pathashala and teach various subjects to the students. Students do not attend the school daily but they appear for the exam. In this way, women do have a significant contribution in the development of the children in this school.
- **Contribution of Alumni-** Apart from this, students who have completed their studies from this school work as teachers in other schools. Apart from this, they come to this school and take the current students to various programs, providing them with employment.

- The leading Vedic idol of the school – Vedamurti Sagar Sharma is the leading Vedic idol of school presently serving in Trimbakeshwar.
- The following is a comparative study of the emotional intelligence of students from the Vedapatshala and college students in the city.

Emotional Intelligence Inventory for Vedic Pathshala Students						
Name of Student	Intrapersonal Awareness	Interpersonal Awareness	Intrapersonal Management	Interpersonal Management	Total Inventory	Level of Emotional Intelligence
RudraThakre	30	33	25	31	119	Below Average
RishikeshRaghuvir Sharma	29	31	39	28	127	Average
Ajay VijaykumarPujari	37	38	33	39	147	Average
Jeevan Suresh Deshpande	32	34	34	30	130	Average
VinayakVijaykumarPujari	35	35	29	33	132	Average
NayanRajendra Joshi	28	26	37	30	121	Below Average
Atharva Mishra	40	41	40	32	153	Above Average
VipulPandharkar	33	34	33	30	130	Average
Sidheshwar Joshi	34	35	28	34	131	Average
Karan joshi	28	26	24	31	109	Below Average
SwarupBhakre	31	34	33	34	132	Average
Mean	32.4545455	33.36364	32.27273	32	130.0909	
Standard Deviation	3.83049961	4.47823	5.312079	2.966479	12.16104	

Emotional Intelligence Inventory for College Students						
Name of Student	Intrapersonal Awareness	Interpersonal Awareness	Intrapersonal Management	Interpersonal Management	Total Inventory	Level of Emotional Intelligence
MayurLanje	26	21	31	26	104	Low
Vikas Ganesh yadav	22	19	30	25	96	Low
Aasthasingh	24	24	26	25	99	Low
SnigddhaManwatkar	29	25	25	25	104	Low
Tusharpurushottamsarode	25	28	24	23	100	Low
SakshipurushottamSarode	29	25	34	20	108	Below Average
Poornesh Kumar Mishra	31	32	24	27	114	Below Average
PurwajaGawande	28	25	27	23	103	Low
SALONIMADHUKARKAYARKAR	36	32	33	23	124	Average
TanishqChauragade	25	26	21	20	92	Low
SudhirChougule	28	31	34	24	117	Below Average
Mean	27.5454545	26.18182	28.09091	23.72727	105.5455	
Standard Deviation	3.83049961	4.261882	4.526689	2.24013	9.532719	

- After computing mean and standard deviation we applied independent samples t-Test
- An independent-samples t-test was conducted to compare scores between the two groups.
- Group 1 students of Vedic pathshala(M = 130, SD = 12.16, n = 11)
- Group 2 students of college(M = 105, SD = 9.50, n = 11)
- The results showed that the difference in means was statistically significant, with a 95% confidence interval for the mean difference ranging from 15.26 to 34.74.

- The effect size was very large (Cohen's $d = 2.29$), indicating that Group 1 i.e. students of Vedic pathshala scored substantially higher than Group 2 students of college.

Epilogue-

- The emotional intelligence of students who recite Vedic mantras is higher than that of students who do not recite Vedic mantras.
- Vedic schools are aware that studying other subjects along with Vedic studies is also very important.
- Vedic schools are trying to provide employment opportunities to students who recite Vedic mantras.
- There is a wide scope for research in the Vedic field.

In this way, the emotional intelligence of students who recite Vedic mantras was found to be stronger. There is no doubt that Vedic schools are contributing to the competent emotional intelligence of today's generation.

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