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Sachin Kumar Srivastava, Khushboo Agnihotri, Omdeep Gupta

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Management of class-room stress with the help of Vedic teaching philosophy

Sachin Kumar Srivastava*

Sharda School of Business,
Sharda University,
Greater Noida, India
Email: contact2sachinsrivastava@gmail.com
*Corresponding author

Khushboo Agnihotri

Amity Business School,
Amity University,
Uttar Pradesh, Lucknow,
UP, India
Email: kagnihotri@lko.amity.ac.edu

Omdeep Gupta

School of Management,
Graphic Era Hill University,
Dehradun, Uttarakhand, India
Email: ogupta@gehu.ac.in

Abstract: Changing business environment and competitive conditions in the market has led to increase in stress level among people which is a major cause of concern for all classes. Uncertainty and unpredictable conditions in the environment and pressure of being the best has led to unrest in the society. The research paper discusses different kinds of pressure like work pressure, family pressure, societal pressure, etc. At times, stress reasons are uncontrollable due to which people get indulged into wrong habits. Business organisations also contribute in the mentioned mental issue by separating the employees with immediate action due to their poor performance. This leads to rise in unemployment rate in the economy. The current research paper focuses on the requirement of maintaining a healthy and stress-free environment within an organisation. This paper will discuss the techniques suggested by ancient Hindu literature to guide people and management how to face pressure in organisation.

Keywords: stress; stress management; human gunas; college students; study pressure.

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Biographical notes: Sachin Kumar Srivastava is an accomplished professional and professor in the field of marketing and sales. He received his BE and MTech in Mechanical Engineering and MBA degree with major in Marketing and PhD in Public Administration. He started his career in 2005 with Bharti Tele venture Services. Later, he moved to academics as a lecturer. In 18+ years of his career, he worked as a Lecturer, Senior Lecturer, an Associate Professor, Professor and the Dean of Management. Currently, he is working as a Professor at Sharda School of Business, Sharda University, Greater Noida, India. He has authored 24 research articles, ten conferences paper and four books. Two times, he has been awarded as best faculty award by well-known associations.

Khushboo Agnihotri is an accomplished professional and Senior Assistant Professor in the field of Economics and Marketing. She received her BCom, MCom and PhD in Applied Economics. She started her career in academics in 2006. In 16 years of her career, she worked as a Lecturer, Senior Lecturer, Assistant Professor, and Senior Assistant Professor. Currently, she is working as a Senior Assistant Professor of Economics, Amity Business School, Amity University Uttar Pradesh Lucknow Campus.

Omdeep Gupta is working as an Assistant Professor with Graphic Era Hill University, Dehradun India. His area of specialisation is marketing, analytics and operations management. He has more than 18 years of experience in academics.

1 Introduction

Today's professional worlds are very competitive, Individuals are involved to achieve their ultimate goals in very short span of time and for that they are ready to follow any path whether the path is right or wrong. In today's education system starting from primary education to higher secondary education, no oldest philosophies were taught to our students. But we can except our teachers starting from pre-primary to higher education that they should incorporate some teaching pedagogy to improve the gunas of their students and they follow the sattvic path to achieve their ultimate goals rather than rajasic or tamasic gunas (Goldberger and Breznitz, 1993). Today's pressure of work will compel new interns of corporate world to opt shorts cuts to achieve their ultimate goals but if teachers inculcate sattvic gunas in their teaching philosophy and groom their students accordingly so that they only follow sattvic path to achieve their ultimate goals (Srivastava and Agnihotri, 2022).

If students will start practicing the sattvic gunas in their student's life and they will in tune with that system, they will defiantly follow the satvvc gunas in their entire life in family, jobs and relationships too (Craig, 1993), once the students will be in tuned with the sattvic gunas they will behave according to sattvic gunas and when they become the leaders the same approach they will pass on to their successors (Taylor, 1999).

When researchers start their research, they found that almost all students were suffering from stress and the reasons were excessive teaching loads and teaching hours. Students also feel lot of stress when they are trying to balance between study, family and other fun time. So, this is the most demanding study nowadays to manage stress during work because this stress will lead humans to kill himself or herself or hurt somebody else (Agnihotri and Srivastava, 2017).

If humans are tuned to manage stress starting from their student life with the help of Vedic philosophy and human gunas, they will be able to manage their stress and work pressure in due course of life (Davis, 2000).

2 Vedic/Samakhya philosophy and stress management

Darshan (system) is the base of ancient Indian philosophy. Six types of system are available in Vedic philosophy, and they also known as Upaang or Shat Darshan. The Upaang or Shat Darshan are written down (Bhaktivedanta, 1996):

- 1 the human body (Adi)
- 2 Mann/Sole (Devik)
- 3 spirituality, self-realisation about oneself or the Atma (Aadhatmik).

And the six different darshans (visualisation) are also available in Indian ancient philosophy. Rishi Kapil has written Samkhya Shastra, Rishi Veda Vyaas/Baadaraayana has written Uttar Mimaansa/Vedaant Shashtra, Rishi Patanjali has written Yoga Shashtra, Rishi Jaimini has written Purva Mimaansa/Mimaansa Shashtra, Rishi Kannaad has written Vaisheshika Shashtra and Rishi Gautam has written Nyaaya Shashtra (Srivastava et al., 2011).

The above darshans are actually highlighting Principles of Jev (soul), Brahm (almighty) and Maya (materialistic things). Brahm defines the self-knowledge and due to lack of self-knowledge, jeev (human soul) is not able to know about Brahm and because of Maya (materialism) jeev is not able to know about self-knowledge. Brahm (self-knowledge), is the only way to achieve moksha (salvation), so, if one can achieve Brahm (self-knowledge), can easily achieve moksha (salvation). This above philosophy is very well defined in Hindu methodology 'Ramayan', sikha methodology 'Gurmukhi' and 'Upanishads'. In current scenario, given two ancient theories are closer to the real-world of ourselves and their philosophies are broadly regarded as acceptable everywhere. The first philosophy is 'Yoga Shashtra' by Maharishi Patanjali and second philosophy is 'Samkhya Shashtra' by Maharishi Kapil (Ramdev, 2007).

The Samkhya concept, which means 'everything'. This philosophy is about the all-mighty. This defines the origin of the universe and provides real knowledge about its origin. Prakriti (matter), Purusha (consciousness), Buddhi or Mahat (human intelligence), and Ahamkara are all concepts taught by Samkhya philosophy (human I-am-ness). The Samkhya also defines the three gunas of the human namely 'Sattva', 'Rajas' and the 'Tamas' (elements of stability, activity, and lightness). It talks about the mind (manas of man). The philosophy also discussed the cognitive and active senses (six identified indriyas), and this also gives a deep insight into the universe being created from five subtle and gross elements (earth, water, fire, air, and space) (Ramdev, 2007).

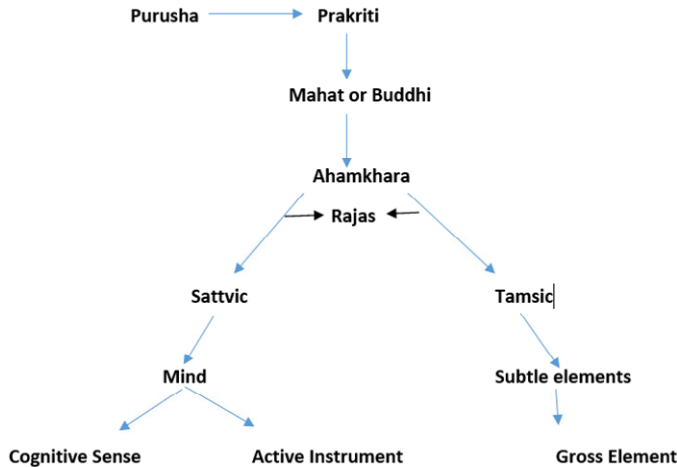
If we talks about gunas, there are three gunas: Sattva means, the human being who follows sattvic behaviour, will call them sattvic person. These persons will live a very disciplined life and follow all rules and regulation derived by their Society and religion. This sattvic activities will give themselves calm and peace full life (Satchidananda, 2012).

Table 1 Sattvic activities

<i>Sattva</i>	<i>Rajas</i>	<i>Tamas</i>
Virtue	Passion	Dullness
Beautiful, good, wise	Active, fierce	Dark, stupid, ugly
Intelligence of a human and self-consciousness	Energy	Sloth

Source: Samkhya philosophy; based on Worthington (1982)

Figure 1 Vedic system (see online version for colours)



Source: Swami Jnaneshvara Bharati in <http://www.swami.com/> (accessed 23 July 2022)

Rajas has a direct relationship with the five sense organs (Jnanendriyas), which are hearing, feeling, seeing, tasting, and smelling. Speaking, handling, bowels and excretion, genitals and sexual activity, and movement of the body are also action organs (Karmendriyas). Rajas explained how the concepts of energy, human activities, life ambition, and passion for power can either help or hinder the fruition of the soul (Sharma and Upadhyaya, 2018).

Bad approaches towards life means inertia, darkness and insensitivity will call Tamsik pravrit and Tamsik gunas will super impose on that human being. Tamas usually leads to the following five subtle elements (Tanmatras):

- 1 energy of vibration or sound or ‘Sabda’
- 2 energy of impact or touch or ‘Sparsha’
- 3 energy of light or ‘Rupa’
- 4 energy of viscous attraction or taste or ‘Rasha’
- 5 energy of cohesive attraction or smell or ‘Gandha’.

The five major elements (Bhutas), human souls that are more tamasic in nature tend to gravitate toward darkness and focus solely on themselves. Their path to emancipation has always been the longest.

At this point in time, human life is entirely involved in the management and control of the aforementioned gunas. If a person is able to exercise control over and develop their mental faculties (Jnanendriyas), they will be able to maintain a healthy stress level. It is without a doubt that the management procedure that has been outlined above will be of assistance in bringing about a closer relationship between the individual and the almighty (Robbins, 2016). According to Vedic philosophy, the role of Ahankar, also known as the ego, in preventing human actions from moving in the right direction is clearly defined, whereas Swabhiman, also known as self-respect, guides a person to follow the right path. Swabhiman, which means 'self-respect', is very different from Ahankar, which means 'ego', and it will never steer a person in the wrong direction. A positive aspect of humanity is referred to as Swabhiman, while a negative aspect is referred to as Ahankar (Satpathy and Samanta, 2020).

3 Responsible factors for stress

Every person has to face stress in his or her life due to stressors. Stressor is the name given to the factors cause stress, the reasons may be many which a person relates with stress and find it difficult to cope up with it. Normally, it is a common notion that stress is caused due to external factors but it is not true in all cases. A stressor may be internal as well as external. The foundation of stress lies on the situation and the root cause of those situations itself. Many situations have been identified which may cause stress are: Individuals, the environment in which they live, their financial condition, their social network, employment opportunities and the family problems. These factors are a combination of internal and external factors. Internal factors may include personal beliefs, thoughts, their perceived ideas, their esteem level, expectations, elucidations and their opinions are a part of internal factors whereas external factors include the environment in which the individual lives. Both these factors together causes stress (Muse et al., 2003).

Most of the times, stress is caused due to the interaction of the individual with other workers and their working conditions. It is quite often observed that the importance of workers depends on different working conditions. This may lead to stress. As per one of the schools of thought, due to personality differences and abilities while working that may lead to stress. It must be kept into mind that stress is entirely to bear in mind that stress is a personal and subjective experience; one person can find a particular situation to be stressful but others may not. Past experience reveals that particular conditions definitely causes stress, however we cannot ignore exceptional individual cases. Various stressors have been identified that leads to stress, they are as follows (Managing Stress, 1998):

- 1 *Organisation:* These may include difference in salaries, stringent policies, lack of effective communication, conflicts among employees, peer pressure achievements, centralised structure of the organisation, ineffective promotional policies, less participation of employees in policy decision-making and heavy pressure imposed by the managers on their employees.
- 2 *Individual factors:* Each person is faced with various expectations from their peer group: they may be their family members, subordinators and seniors too. If the

person fails to meet their expectations, there are many chances of conflict among them which may again lead to stress. Another reason for stress may be individual personality and attributes. Other individual factors causing stress among employees are inherent personality traits such as patience level, aggressiveness, accustomed to change, working under pressure to name a few. Likewise, family problems, lack of finance, change in career; this may cause stress.

- 3 *Work environment:* Monotony in job, hazardous working condition, less of privacy. Other stressor in job may be cold war, ambiguous work, excess of load or may be under load, challenges faced while completing tasks, promotion policies for the employees' and security of their jobs. Insecurity in job may lead to unemployment to employees due to which their families will also face tremendous pressure and stress.
- 4 *External factors:* There are some factors which are beyond the control of the organisation and they act as stressors. They may be change in technology, inflationary pressure, externalities, social welfare schemes and other societal changes (Sharma and Srivastava, 2022).
- 5 *Stress and performance:* It is found that sometimes stress or pressure may play a positive role in the performance of the employees. Under pressure, they may work expeditiously, more motivated to meet the deadlines. One of the examples may be of sportsmen. Stress may work as booster for them to perform better.

However, this is very rare. Most of the time, work-related stress will always hamper the employees' performance. The employees' should always be stress free while working in the organisation. Our inter-personal relations may be damaged due to aggressiveness, while even our inactive responses to stressors may cause failure while asserting for our rights (Srivastava et al., 2022).

Even managers are exposed to stress in the way that they do not have the right to enjoy their own space for deeper concentration level since they are exposed to ever changing decision-making, information dissemination and all other miscellaneous jobs around them. They hardly get time which is without distraction and alone which is a managerial stressor (Opricovic, 1998).

Finally to submit, we can do better if we learn to manage stress and maintain a constant work flow.

4 Role of teaching pedagogy in the development of gunas

In present study researches has tries to relate the human gunas with their effectiveness and also tries to define how a teacher and his or her teaching pedagogy will help to develop a great combination of positive gunas (Griffiths, 2021).

In Figure 2, the four best fit teaching pedagogies are taken for analysis (Skrzypińska, 2021):

- 1 constructivist
- 2 inquiry-based
- 3 integrative
- 4 reflective.

Figure 2 Relationship between Gunas & teaching pedagogy (see online version for colours)

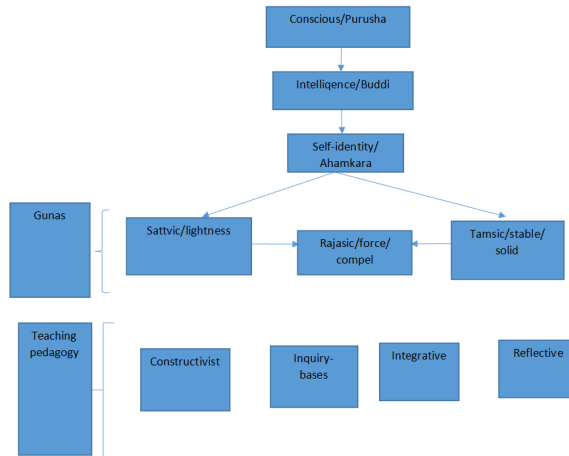


Table 2 Alternatives

<i>Alternative</i>	<i>Teaching pedagogy</i>	<i>Brief description</i>
alternative1	Constructivist	Learners take an active role in the learning process, constructing their own meaning out of the content and expanding their knowledge of it.
alternative2	Inquiry-based	Students tackle real-world problems, such as those presented in project-based learning, by conducting more research and asking questions.
alternative3	Integrative	Students engage with content that is drawn from a variety of academic areas using a language that is understood by all of them.
alternative4	Reflective	Everybody in the classroom, including the instructors, reflect on previous lectures, projects, and tests to think about how they may be improved in the future.

5 Mathematical analysis with the help of VIKOR

Opricovic (1998) was the one who first presented the VIKOR method, with the intention of resolving issues associated with multi-criteria decision making (MCDM) and locating the optimal answer for compromise. The primary focuses of this approach are the processes of ranking the available options and making a choice from among the competing criteria's. VIKOR technique's main objective is to an alternative that comes as close as possible to the ideal level for each criterion. This is accomplished by basing the alternatives on a certain metric that determines how 'close' they are to the 'ideal' answer (Opricovic, 1998).

In this investigation, there are three criteria, and four possible solutions, and they are ranked using the VIKOR approach. Table 3 displays, for each criterion, the sort of criterion it is as well as the weight that has been allocated to it.

Table 3 Weight and criteria allocation table

<i>Criteria</i>	<i>Type</i>	<i>Weight</i>
criterion1	+	0.8
criterion2	+	0.6
criterion3	-	0.4

Table 4 shows the decision matrix.

Table 4 Decision matrix

	<i>criterion1</i>	<i>criterion2</i>	<i>criterion3</i>
alternative1	9	5.33	2.33
alternative2	7.66	6	3.33
alternative3	8.33	5.66	1.66
alternative4	8.66	6.66	2.33

Following steps were performed for VIKOR analysis.

Step 1 Normalisation

Normalisation of the data was performed using following formula and values are indicated in table.

$$f_{ij}(x) = \frac{x_{ij}}{\sqrt{\sum_{i=1}^m x_{ij}^2}} \quad i = 1, \dots, m; j = 1, \dots, n$$

Table 5 Normalised decision matrix

	<i>criterion1</i>	<i>criterion2</i>	<i>criterion3</i>
alternative1	0.534	0.449	0.469
alternative2	0.455	0.505	0.67
alternative3	0.494	0.477	0.335
alternative4	0.514	0.561	0.469

In the event that the requirement is met.

Step 2 Calculation of f_i^* (best) and f_i^- (worst) benefits of each criterion

The equation used to determine which benefits are the best and which are the worse:

For a positive criterion (f^+), we use:

$$f_j^* = \text{Max}_i f_{ij}, f_j^- = \text{Min}_i f_{ij}; j = 1, 2, \dots, n$$

For a negative criterion (f^-), we use:

$$f_j^* = \text{Min}_i f_{ij}, f_j^- = \text{Max}_i f_{ij}; j = 1, 2, \dots, n$$

The ideal solutions are as follows:

$$f^* = \{f_1^*, f_2^*, f_3^*, \dots, f_n^*\}$$

$$f^- = \{f_1^-, f_2^-, f_3^-, \dots, f_n^-\}$$

Step 3 Determining group utility (S_i) and individual regret (R_i)

The following formulas are used to determine the values S_i and R_i , w_j is the criteria weight.

$$S_i = \sum_{j=1}^n w_j \frac{(f_j^* - f_{ij})}{(f_j^* - f_j^-)}$$

$$R_i = \text{Max}_j \left[w_j \frac{(f_j^* - f_{ij})}{(f_j^* - f_j^-)} \right]$$

Table 6 results the values S_i and R_i .

Table 6 The values S and R

	R	S
alternative1	0.6	0.76
alternative2	0.8	1.5
alternative3	0.45	0.85
alternative4	0.2	0.36

Step 4 Determining VIKOR index (Q_i)

VIKOR index for each alternative is determined using following formula:

$$Q_i = \gamma \frac{(S_i - S^*)}{(S^- - S^*)} + (1 - \gamma) \frac{(R_i - R^*)}{(R^- - R^*)}$$

where

$$S^* = \text{Min}_i \{S_i\}; S^- = \text{Max}_i \{S_i\}; R^* = \text{Min}_i \{R_i\}; R^- = \text{Max}_i \{R_i\}$$

Value of γ (maximum group utility) is taken to be 0.5.

Table 7 The values Q

	Q
alternative1	0.509
alternative2	1
alternative3	0.423
alternative4	0

Step 5 Sorting alternatives based on S , R and Q values

Descending ranking, i.e., alternative with lowest VIKOR value is rank highest, of alternatives on the bases of S , R and Q , values is performed. The end product is three different ranked lists.

The values of S , R and Q are presented in Table 8, which provides a ranking list for the various options.

Table 8 The ranking list for the alternatives

	R value	Rank in R	S value	Rank in S	Q value	Rank in Q
alternative1	0.6	3	0.76	2	0.509	3
alternative2	0.8	4	1.5	4	1	4
alternative3	0.45	2	0.85	3	0.423	2
alternative4	0.2	1	0.36	1	0	1

Step 6 Conditions for proposed solution

- *Condition 1:* An advantage that can be considered acceptable: $Q(A^{(2)}) - Q(A^{(1)}) \geq 1/(m - 1)$ where $A^{(1)}$ is the alternative with first position and $A^{(2)}$ is the alternative with second position, ranked list by Q and m is the total number of options.
- *An advantage that can be considered acceptable:* In the ranking list based on Q , where the alternative with the first position is and the alternative with the second position is, where m is the total number of options.
- *Condition 2:* For the decision-making process to be considered stable, the alternative $A^{(1)}$ in question must also have the highest ranking according to both S and R .

In the event that one of the prerequisites is not met, a set of compromise solutions will be suggested, which includes the following items:

- *Solution 1:* Alternatives $A^{(1)}, A^{(2)}, \dots, A^{(M)}$ if acceptable condition is not met; alternative $A^{(M)}$ is determined by $Q(A^{(M)}) - Q(A^{(1)}) < 1/(m - 1)$ for maximum M .
- *Solution 2:* Alternatives $A^{(1)}$ and $A^{(2)}$ if only stable condition is not met.
- *Solution 3:* If both conditions are satisfied, the alternative having lowest possible Q value will be considered as the best alternative.

The findings of the research about the conditions are shown in Table 9.

Table 9 Result of the conditions applicability

Acceptance	Condition 1
Acceptance	Condition 2
Solution 3	Selected solution

Therefore, alternative4 is selected as the final alternative.

6 Result discussion

As a result, there are three gunas: Sattva, Rajas, and Tamas, and four types of pedagogy: constructivist, inquiry-based, integrative, and reflective.

Researchers have prepared a decision matrix, and the result of the matrix shows that the combination of constructivist and Sattva Guna will be the most appropriate teaching pedagogy in classroom. While the combination of integrative and Tamas guna will be the least important pedagogy in classroom teaching. During the decision matrix, researchers have not ignored any external factors and have judged all external elements.

After judging the decision matrix combination, researchers normalised the decision matrix combination (focused group analysis) and found that the result was the same. It means the combination of constructivist and Sattva Guna will give the most appropriate and positive results for classroom teaching.

After using VIKOR, researchers have taken the two extreme positions S and R (where S is extreme positivity and R is extreme negativity) and evaluated the roles of teaching pedagogy and gunas. Also, alternative4 (reflective) has the highest S and R values. The final collective value is also the same.

It means the most appropriate teaching strategy is alternative4 (reflective teaching strategy). With the combination of criteria1 (Sattva Guna), regardless of whether a student is good at studies or not, whether he or she has a positive attitude toward studies or not. Alternative4 (reflective) teaching pedagogy combined with criteria1 (Sattva Guna) will produce the best classroom teaching results.

After the combination1, i.e., alternative4 and criteria1, the second most positive combination is alternative1 (constructivist) and criteria1 (Sattva Guna), which means if an instructor uses the combination of constructivist and Sattva Guna, the result will be again positive, and after normalisation of the matrix, the result is again the same. As a result, application occurs in all types of students, regardless of interest or orientation toward studies.

In the same study, researchers also found that the combination value of alternative3 (integrative) with criteria3 (Tamas Guna) will be the least value. This means that when an individual student integrates themselves with the negativity of Tamas Guna, he or she will not be able to accept the knowledge and will accept very little information because of their negative attitude towards teaching and the teaching pedagogy will also not work at that time.

7 Conclusions

Irrespective of the cause of stress, it has been proved that it cannot be handled beyond a bearable point. It will negatively affect the person if the stress condition persists for a long duration. Our work lifestyle in the current business environment is an open room to stressful conditions. These conditions may be beyond the control of the people and may recur at frequent intervals. Therefore, it is indispensable for people at large to take up strategies to deal with stress-related circumstances.

It is observed that workers placed at the middle level are more prone to stressful situations. Reasons may be achievements of targets at the end of each quarter. Meeting targets may be challenging in different phases, further leading to mental and physical pressure.

The study has tried to prove that if a person is in best of his health and tension-free, his productivity is high which will help organisations to earn profits. Considering this fact, businesses have changed their working environment in which the employees feel

comfortable and enjoy the work. On the other hand, it is the responsibility of the workers to adjust themselves reasonably with the changing environment. Organisations would not be accepting non-performers in such an uncertain and competitive environment.

In the given study, the key to maintain peace of mind and stress-free life for individuals is given. Different yoga practices like Pranayama, Dyaan, meditative techniques can be adopted for reducing their stress level and providing relief to physical and mental issues. The recommendations given by the researcher of this piece of work is to adopt scientific methods of yoga which help the individuals to bring positivity in their working life and free them from stress and pressure. This will help the individual to avoid negative thinking and illegal acts.

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