Chapter – II

REVIEW OF LITERATURE

Many scientific studies have attested the fact that the practice of meditation improves overall performance of a person who practices it regularly. Scientific researches on different meditation techniques have demonstrated a wide range of physiological and psychological benefits. Some of the scientific studies conducted so far on Meditation in different field are considered here as referrer studies.

PHYSIOLOGICAL

Behanun (1937) evaluated that Yogic exercise are reputed to improve overall health of an individual. He further reported significant increases in O2 consumption during various physical yoga exercises. Bagchi and Wenger (1957) showed a lower breath rate, an increase in skin resistance, and no consistent changes in heart rate and blood pressure during various yogic practices.

Anand, Chinna and Singh (1961) found reduction in the reactions to the external stimulus and growth in alpha waves in the Yoga practitioners. Wegnar, Bagchee and Anand (1961) attested growth in GSR and reduction in respiration, heartbeats and blood pressure due to mental and physical yogic exercises; they also
observed a positive impact on pulse rate. Wegnar and Bagchi (1961) in their study found that one could control over the activities of Autonomous Nervous System (ANS) through meditation practices. Wenger, Bagchi and Anand (1961) found meditation processes have been control over certain “involuntary” physiological functions.

Ksamatsu and Hirai (1966) conducted research on Buddhist monks and they found reduction in respiration, consumption of oxygen and pulse rate while growth in GSR rate due to practice of Yogic exercises, they observed multiplicity in alpha waves in the brain of these monks. Vanselow (1968) found that T.M. has reported to have practical therapeutic value in relieving mental and physical tension.

Wallace (1969) found significant reduction in metabolic rate, changes in blood chemistry, increase in skin resistance and a consistent pattern of changes in electrical activity of the brain due to Transcendental Meditation (T.M.) practice. Allioson (1970) attested a positive reduction in respiration rate in the practitioners of Transcendental Meditation.

Wallace (1970) distinguishes the state produced by T.M. from commonly encountered states of consciousness and suggests that it may have practical applications. Benson (1972) Indicate a state characterized by quiescence of the sympathetic nervous system by T.M. Benson H. (1975) suggested with his
“relaxation response” technique (type of meditation), got very good result in most of the cases of hypertension he further suggested that all to control of mind can avoid various stressful states and also the disorders caused by them.

Udupa (1975) indicated that Yoga opens up the possibility of consciously alter physiological activity in human, by harmony and balance established in all he sheaths of human personality. Udupa (1978) observed effect of meditation on biochemical parameters and found that it lowered plasma cortisol, urinary nitrogen and corticoid levels depicting a less stressful state.

Lovell-Smith (1982) concluded improved general physical and mental health, relief from insomnia, decreased need for tranquilizers, and fewer headaches due to regular practice of Transcendental Meditation (T.M.). Badawi and Wallace (1984) mentioned electro-physiologic characteristics of respiratory suspension periods during the practice of T.M. program.

Joshi, Gaur and Mathur (1987) found that Preksha Meditation (P.M.) has enough potentiality for improving the personality and CNS & ANS functions of higher secondary school students. Benson (1985) observe in his study that the marked positive effect on heart and respiration rate, body heat, stress, anxiety, metabolic rate and electro-phalographic changes during practice of the meditation. Shrikrishna (1985) concluded that the yogic practices are more useful in the
treatment of Anxiety Neurosis, Mild to Moderate Hypertension, Mucus Colitis, Bronchial Asthma and Chronic Rhinitis. Alexander, Lazer, Devis and Sendlar (1987) observed in their study significant reduction in high blood pressure due to Transcendental Meditation (T.M.) practice.

Gaur (1994) concluded a significant marked reduction in CNS and ANS functions of prisoners who initiated to the T.M. practice regularly for two months.


PSYCHOLOGICAL

Lazer, Farwell and Farrow (1972) found significant reduction in anxiety by Transcendental Meditation (T.M.) practice. Fehr et. al. (1972) found that subjects practicing the T.M. technique were found to be less nervous, less aggressive, less depressed, less irritable, more sociable, more self-confident, less domineering, less inhibited, more emotionally stable and more self-reliant. Schilling (1974) both investigated on Transcendental Meditation and found that it leads to decrease in aggression, irritability, threatening behavior and increased calmness in a frustrated situation.

Miskiman (1972) suggests practicing the T.M. technique displayed superior learning ability and improved ability to focus attention effectively. Further (1973), found the ability to organize thought a quality important to memory and abstract thinking was enhanced trough the T.M. program.

Ross (1972) observed positive effect of T.M. on students and found prominent reduction in anxiety. Tjoa (1972) found that subjects regularly practicing the T.M. technique showed increased intelligence and decreased neuroticism. Collier (1973) found highly significant improvement in grades in the first month after learning T.M. (p<.001) indicates that this technique is of great value in improved the academic performance and achievement of students.
Curtin, (1973) attested improved mental health, increased capacity for 'Adaptive Regression in the subjects who practiced T.M. regularly. Cunningham and Koch (1973) found decrease in anxiety and other improvements in mental health of T.M. practicing prisoners.

Dick and Ragland (1973) in a study of the T.M. program in the service of counselling reported increased self-actualization, time competence, self regard, self acceptance, inner-directedness in subjects practicing the T.M. program. Kocher (1973) observed significant reduction in anxiety, neuroticism, emotional imbalance and hostility in yoga practitioners. Nidich, Seeman and Dreskin (1973) found significant decrease in anxiety of T.M. practitioners and increased self-actualization in Transcendental Meditation (T.M.) practitioners.

Davis (1974) study found increase in self-actualization and self-concept formation capacities in the mediators. Dennis (1974) observed an increase in grade point average in student who practicing T.M. he further suggest TM may improve the achievements of students at all levels of education.

Fehr et. al. (1974) found changes in personality i.e., decreased psychosomatic disturbances, depression, & irritability and increased self-control, tolerance, sociability, spontaneity, emotional stability & self-reliance due to Transcendental Meditation (T.M.) practice. Hjelle (1974) found that subjects
practicing T.M. were more self-actualizing, more internally controlled and less anxious. Robert and Hufnagel (1974) found science of creative intelligence courses improved in academic performance and psychological health.

Howard (1975) found positive changes in creativity, intellectual performance, and other psychological variables occurred in high school students practicing the Tm technique.

Nidich (1975) revealed significantly higher level of moral maturity amongst the subject practicing T.M. technique, compared to non-practicing subjects. Tjoa (1975) found increased intelligence and reduced neuroticism through T.M. program. Berg, Vanden and Mulder (1976) found greater self-esteem, better self-image, greater ego-strength, satisfaction and self-actualization while less neuroticism, depression and less sensitivity to criticism in Transcendental Meditation (T.M.) practitioners.

Doner (1976) concluded improvement in mental and physical health in Transcendental Meditation (T.M.) practitioners. Fuson (1976) found better mental health in Transcendental Meditation (T.M.) practicing subjects. Kocher (1976a) suggests that the regular practice of yoga increases both memory and perception. He further suggests (1976b), that the yoga practicner delays mental fatigue. Bhardwaj, Upadhyaya and Gaur (1979) found significant and positive effect of
T.M. on anxiety and psycho-neurotic problems. They inferred T.M. as a treatment modality for neurotic problems.

Farinelli (1981) found multiple improvements in physical and mental health in Transcendental Meditation practicing subjects. Turnbull and Norris (1982) found stronger self-identity in the practitioners of T.M. Nidich and Nidich (1983) reported an increased moral maturity and high level of moral atmosphere amongst the student practitioners of the T.M. program. Gore, Abrams and Ellis (1984) observed reduction in hostility in T.M. practicing subjects and also found that the subjects were able to control their anger. Pasek and Daniel (1984) shows that stress can be managed through relaxation and concentration training of yoga.

Vinod (1984) concluded a considerable reduction in anxiety and improvement in overall personality after Yogic intervention (Shavasana meditation) and concluded that Shavasana meditation produces emotional stability and physical relaxation significantly. Pathak, Gaur and Rudola (1984) noticed a significant positive effect of T.M. on paired associated learning. Pathak, Gaur and Rudola (1984) further suggest that changes in personality traits of prisoners who practiced T.M.

found positive effect of Transcendental Meditation (T.M.) practice on mental health of prisoners. Davies et. al. (1986) observed positive effect of T.M. on stress, headache, anxiety and depressive behavior of people. Putia (1992) noted reduced mental and emotional stress on practicing Tai Chi, brick walking, meditation.


Chandiramani (1995) marked a positive effect on the person’s value oriented lifestyle and basic mental activities on practicing Vipassana meditation. Udupa (1996) found remarkably good results (58% clinically cured, 25.5% relieved) in cases of different stress disorders that underwent Yoga therapy with or without the help of bio-feedback. He also suggests that Yogic practice can play a great role in prevention of various stress diseases provided it is practiced with all sincerity and in a regular manner.

Singh, Vempati, Sharma, Yadav and Bijlani (2003) in their investigations indicated that a short intensive, integrated course of Yoga is effective in reducing both current anxiety levels and level of anxiety as a trait within a short period of 9 days. Harinath, Malhotra, Pal, Prasad, Kumar, Kain, Rai and Sawhney (2004), observed that yogic practices could be use as psychophysiology stimuli to increase endogenous secretion of melatonin, which, in turn, might be responsible for improved sense of well-being.

Annalaxmi (2004) confirmed Integral Yoga is very effective in alleviating psychological disturbance and in developing better adjustment and coping strongly in the Individual. Sony, Kumari, Nath and Nagendra (2005) studied the effect of SMET (Self Management of Excessive Tension) program on executives and
indicated a significant improvement in the experimental group in her study, signified that practices of Kriyayoga (Asanas, Mudra, Dhyana, Viveka, Vairagya, Shavasana) are effective in emotional maturity enhancement of Yoga sadhakas. Desai and Nagendra (2005) observed that Cyclic Meditation is effective in reducing stress and improved psychological well being and sleep quality in night shift workers. Verma and Rishi (2005) saw positive role of meditation (T.M. and Vipasyana) in coping with stress. Dani et. al. (2005) found good effect of yoga in treatment of psychosomatic disorders. Smith, Hancock, Blake-Mortimer and Eckert (2007), conclude that yoga appears to provide a comparable improvement in stress, anxiety and health status compared to relaxation. Chhajer (2006) noted Meditation has proven to reduce anxiety, stress and muscular tension.

health of young adult and this effect seems to be independent of age, sex and marital status.

Sw. Mangalteerham Saraswati (Dr. A. K. Ghosh) (2009) found Yoga Nidra increases memory and concentration in children. Bera (2009) concluded that yoga is complementary to physical education and is bridge between body, mind and spirit. Its practice can help to improve health and fitness and it can train human mind to develop personality to establish peace. Khodaskar (2009) suggest that the yoga helps to reduce the stress of the students and build-up their psycho-physical resistance and useful to develop emotional and pranic balance.

Gurbuxani (2009) found that yoga techniques prove to be an effective means for integration of personality because there is significant increase in, self awareness, self actualization and decrease in anxiety and aggressiveness of students after yoga practice. Sao (2009) shows the significant effect of practicing pragya yoga on emotional stability of students.

Agarwal (2009) found significant improvement in attitude of college going students after yoga training. Tripathi (2009) showed quite significant improvement in anxiety-state and trait along with neurotic depression, showed the betterment of mental health by yoga practices in rural school children.
Anju and Seema (2009) found significant decrease in anxiety and depression level in college students after yogic practice. Charu Mehandiratta (2009) found Pranayama may improve mental health of children especially in the areas of emotional stability, overall adjustment, autonomy, security-insecurity, self concept and intelligence in children. Adhikari, Sharma and Kumari (2009) concluded after one month of yoga practice that, yoga could be incorporate to inculcate and enhance various emotional competences and efficiencies among students along with the present educational setup. Khalsa, Shorter, Cope, Wyshak and Sklar (2009) suggest that yoga and meditation techniques can reduce performance anxiety and mood disturbance in young professional musician. Yang, Su, and Huang (2009) conclude that the meditation can help students to adapt to life stressors. Samani chaitya prajna (2009) observed positive effect of yoga exercise on mental ability of schoolchildren.

RESEARCH ON P.M.

More than thirty five experimental and scientific research studies on Preksha Meditation have been conducted so far and out of them eleven research studies are related to Ph.D. work. Besides these Ph.D. almost all other research studies were also supervised or conducted by Dr. B. P.Gaur who is the supervisor of present study also. The thrust areas of the research investigations are as follows-
1. Education
2. Criminal Rehabilitation
3. Drug-abuse and Rehabilitation
4. Health
5. Sports.

The variables on which the effect of Preksha Meditation was evaluated are:

1. Personality (with 16 variables)
2. Intelligence (with two variables)
3. Creativity (with four variables)
4. Mental Health (with eleven variables)
5. Psycho-somatic Health (with six variables)
6. Adjustment (with five variables)
7. Emotional States (with eight variables)
8. Neurotic Problems (with five variables)
9. Stress (with twelve variables)
10. Insecurity Feeling (with two variables)
11. C.N.S. and A.N.S. Functions (with four variables)
Education:

The major part of scientific study on P.M. was conducted in the field of education about 15 studies has been conducted so far. In this field the potentiality of P.M. for improving the psychological, physiological and emotional health of students was evaluated. The influence of P.M. on personality variables i.e. Intelligence, Creativity, Ego-and Super-ego strength, Self-concept formation, Emotional stability and Ergic-tension of students was evaluated critically. Further the effect of P.M. on some more psychological and physiological functions of students viz, Fear, Insecurity feelings, Stress in various areas, Adjustment, CNS and ANS functions was also studied. The investigation was carried out on the students of different educational levels, i.e., primary, upper primary, secondary, graduation and post graduation level.

Professor M. C. Joshi and B. P. Gaur carried out the first investigation, on P.M. in 1984-85 on Higher Secondary School Students. In this investigation, they evaluated the efficacy of P.M. on personality and C.N.S. & A.N.S. functions. The results obtained in this investigation were enthusiastic and revealed that P.M. has enough potentiality for improving the personality and CNS & ANS functions of P.M. practicing students. Again Gaur found a significant and positive effect of P.M. in development of children’s personality. He noticed that a four month P.M. intervention increases the ego, super-ego strength, intelligence, emotional stability,
self-concept formation, creativity and decreases ergic-tension in school going children. After this pioneer study a series of studies conducted by Gaur and brief of these studies are referred here.

Gaur (1998) found a significant and positive effect of P.M. on children’s personality. He noticed that P.M. intervention increases the ego, super-ego strength, intelligence, emotional stability, self-concept formation, creativity and decreases ergic-tension in school going children. The children who practiced Preksha Meditation have improved significantly on seven of the fourteen factors of personality at significant level of p< .0005, after four months regular P.M. practice.

Gaur and Betal (1999) concluded that there is a significant improvement in the adjustment of the drug abused student practicing P.M. as compared to the drug abused student subjects doing normal activity. The significant level in the four areas of adjustments viz. Home, Health, Social and Emotional is p < 0.005. Gaur (2000) observed significant positive changes in neurotic problems, state- and trait-anxiety, reaction to frustration and fear tendencies of post-graduate students who practiced P.M. for at least six months.

Gaur and Walokar (2002) observed positive effect of P.M. on the level on fear in children. They found significant reductions in eight areas of fear due to regular P.M. practice. These areas are, fear of physical injury or disease (p< .001),
fear of animals (p< .001), fear of bad persons (p< .05), fear of interpersonal relationship (p< .001), fear of loneliness (p< .001), fear of death (p< .001), fear of supernatural powers (p< .001) and fear of personal problems (p< .05).

Gaur, Shah, Jain and Ashar (2004) conduct a study to see the effect of P.M. on stress of teenaged students. The subjects underwent P.M. practice for 16 days, three times a day. The results obtained reveal that due to the practice of P.M. for 16 days, the subjects experienced a reduction in stress in the areas of academy, family and achievement. They became more self-assured and confident. In the area of academy there was a reduction in their frustration level (p< .05), conflict (p< .05), and pressure experienced (p< .02). Further, there was a reduction in the level of family frustration (p< .01) and family anxiety (p< .01). Their achievement on frustration and anxiety were also reduced (p< .05 and .01 level of confidence) as well the existential pressure (p< .01), due to P.M. practice.

Gaur and Dharini (2006) attested significant improvement in the mental health of the college going married women is who practiced Preksha Meditation. They also found the significant reduction in their anxiety level. Gaur and Malli prajna (2007) attested significant effect of Preksha Meditation on eight mental modes and personality variables of college going girls. They found that due to four months of Preksha Meditation, a significant improvement has occurred in the personality variables of the practitioners viz, ego-strength (p< .0005), super-ego
strength (p< .0005), self-concept formation capacity (p< .005), while reduction in ergic-tension (p< .0005) of the practitioners. They also noticed a significant reduction in anxiety (p< .0005), stress (p< .0005), depression (p< .0005), regression (p< .0005), fatigue (p< .0005), guilt (p< .0005), feeling (p< .0005), Extroversion (p< .0005), and Arousal (p< .0005), amongst the college going girls.

**Criminal Rehabilitation:**

Gaur and Sharma (2001) observed better psychological health, in the prisoners after the practice of P.M. They also observed that the prisoners who practiced P.M., increased their ego, super-ego strength and spontaneity, while they decreased their ergic-tension and because more tranquil, calm, relaxed and un-frustrated. They also became more self-reliant, realistic and free of jealous. Gaur and Saini (2001) found reduction in anxiety and hassles of prisoners who practiced P.M. Gaur, Saini and Shrivastava (2002) found significant effect of P.M. in mental stress of prisoners. As compared to their pre-experimental stage their anxiety, psycho compulsiveness, depressive activities, neurotic weakness, social introvert; psychosomatic problems were decreased (p< .001) at post-experimental stage.

Gaur and Srivastava (2005) stated a positive effect on mental health in the areas viz. anxiety (p < 0.005), restlessness (p < 0.005), nervousness (p < 0.005), loneliness (p < 0.025), despair (p < 0.005), anger (p < 0.0005), headache (p <
0.025), fatigue (p < 0.005), sleep disorder (p < 0.0005), indigestion (p < 0.0005), acidity (p < 0.0005), of female prisoners practicing P.M. for four months.

Gaur and Shah (2007) found a significant positive impact of P.M. on CNS and ANS functions of Juvenile delinquents. Further, the subjects of experimental demonstrated a positive effect of four months Preksha Meditation practice. Their adjustment (in emotional, social & educational areas), ego-strength, super-ego strength and self-concept formation capacity increased significantly (p<. 0005) while their EEG (occipital & frontal), Heart Beat rate, Respiration rate, aggression, insecurity feeling and ergic - tension decreased significantly (p<. 0005).

**Drug abuse and Rehabilitation**

Gaur and Bhargava (2005) observed a significantly greater positive change in the adjustment in all the four areas viz. Home, Health, Social and Emotional in the subjects (drug abused students) of the experimental group practicing Preksha meditation (P.M.).

**Health**

Mishra and Gupta (2006) inferred Preksha Yoga to be an effective and successful healing device to manage the non-insulin dependent Diabetes Mellitus.
Gusain and Gaur (2009) concluded a significant improvement in psychosomatic health of organizational officials after one month of Preksha meditation (PM) practice.

Sharma Mudita (2009) found significant reduction in anxiety level and hassles of housewives in five areas i.e. health, family, social, occupation etc.. Sharma A., and Gaur (2009) found highly significant improvement in all the 16 factors of the personality of the prisoners after four month of Preksha meditation (PM) practice.

Gaur and Bhardwaj (2009 a) concluded a significantly reduction in anxiety level of metro city adolescents after two months of Preksha meditation (PM) practice. Gaur and Bhardwaj (2009 b) found significant reduction in the adjustment problems viz. Home, Social and Emotional in adolescents’ girls after the two months practice of Preksha Meditation technique. Gaur and Bhardwaj (2009 c) found significant reduction in social and financial stress of adolescents’ boys after a six months practice of Preksha Meditation technique.

After reviewing the referred research studies in various field of physiological, psychological and rehabilitation, found that the yoga and meditation give significantly uniform beneficial effect to the practitioners. Yoga and meditation reduces mental pressure as well as establish a neuropsychological state
of tranquil, peaceful and serenity along with mental alertness by inducing synchronization and stability of cerebral and autonomic function.

Mishra and Shekhawat (2009) found in their investigation that Swas Preksha helps in quality improvement of cholesterol, decrease the risk of cardiac disorder and reduces the fat accumulation in the body.

**Sports**

Gaur and Dayama (2008) concluded a positive effect of P.M. on frustration of sportspersons that subjected to P.M. as their level of reactions to frustration decreased in all the four areas viz. aggression (p < 0.05), resignation (p < 0.05), fixation (p < 0.01), and regression (p < 0.01). They also found significantly better personality structure and lower anxiety in the sportsmen due to the practice of P.M.

As all the above mention studies demonstrate significant positive impact lying on the various parameters of human and no study has found to yield negative impact, thus there is no hesitation to conduct research, if we constitute well-designed experimental study. There is no much study have been found so far on impact of PM on adolescent problems. Therefore, to evaluate the efficacy of PM technique for rectify the adolescent problems, these investigations were taken in hand.
PROBLEM

Influence of P.M. technique on Stress, Inferiority and Insecurity feeling in Adolescents of Metro City Schools. More specific, what is influence of Preksha meditation technique practice on stress, inferiority and insecurity feeling in school going adolescents of metro city, Delhi.

Clarification of the Problem –

(a) Stress :

In this investigation the stress of adolescents is taken in terms of five scales of Bisht Battery (1987) i.e., (i) Scale of achievement stress (S AchS), (ii) Scale of academic stress (SAS), (iii) Scale of physical stress (SPS), (iv) Scale of institutional stress (SIS), and (v) Scale of family stress (SFS). Each scale is having four components of stresses i.e. frustration, conflict, pressure and anxiety.

(b) Insecurity feelings :

Here insecurity feelings are taken as measured by Pati Insecurity feeling Questionnaire feelings of unsafe, shame, faulty, refusal, isolation, tension, strain, feeling of insecure, lack of self confidence etc. leading to actions like putting up grievance, looking pathetic begging, pleading, weeping and accepting favours
unhesitatingly, etc. to name but a few may serve as indicative signs of the presence of insecurity feelings (Maslow). Undergoing insecure feeling is the sign of indefinite conditions of feeling unsafe, threat, stressed etc. It is designated by withdrawal reactions, unresponsiveness, friendlessness and lack of self-confidence.

(c) **Inferiority feeling:**

The inferiority feeling is taken as in terms of Pati Inferiority Questionnaire. An inferiority feeling is feeling that one is inferior, substandard, mediocre, lower grade etc. to others in some way. Such emotions can occur from an imagined or actual inferiority in the afflicted person. Inferiority feeling exhilarates to an experience of being unable to reach final goal of subjective security and success to compensate for the inferiority feelings.

(d) **Preksha Meditation:**

Preksha Meditation (PM) is a technique of meditation which unveiled by Acharya Shri Mahaprajna. This includes Kayotsarga (Relaxation), Svasa-preksa (Preception of Breathing) and Jyoti Kendra Preksha (Perception of centre of Illumination). The capsule practice of Kayorsarga – 20 minutes + Swas Preksha – 10 minutes and Jyoti Kendra Preksha (Perception of centre of Illumination) for 10 minutes were taken for this study.
VARIABLES:

In this study Preksha Meditation (P.M.) is used as an Independent Variable (I.V.), while stress, insecurity and inferiority feeling were considered as dependent variables (D.V.).

OBJECTIVES:

The main objectives of this study were:

I. To explore the influence of Preksha Meditation (P.M.) technique on psychological stresses (achievement stress, Institutional stress, academic stress, physical stress, family stress) of adolescents studying in schools of metro city Delhi.

II. To test the efficacy of Preksha Meditation (P.M.) technique on insecurity feeling and inferiority complex of adolescent’s studying in the schools of metro city Delhi.

III. To explore the influence in a scientific and statistical manner.

IV. To collect the data in scientific manner and in quantitative form.
HYPOTHESES:

Any scientific problem has experimental solution i.e. to say that there should be empirical evidence for refusal or for support. As proposed by McGuigan (1962 a) the problem has to be testable under the probability theory of truth. To get the experiential solution of problems, a scientific research or investigation has to be streamlined and crystallized, for planning an appropriate design. This planning of a scientific investigation is termed as formulation of “hypotheses”.

A problem becomes suitable for scientific investigation while tentative relationship between the variables of interest is stated. According to Kerlinger, (1983) a hypothesis is a declarative and directional statement presenting tentative relations between the independent and dependent variables. It is the hypothesis that enables an investigator to conduct the experiment in the direction spelt out by the hypothesis. According to George A. G. (1989) ‘the research hypothesis at the experimental level of constraint is a tentative statement about the effect of one variable on another and is subject to verification by experimental testing. The research hypothesis, like the statement of the problem, tells us a good deal about the study: it identifies the independent and dependent variables, states a relationship between them, and clearly allows for the possibility of imperially testing the hypothesis.’
Young (1975) stated that “the use of a hypothesis prevents a blind search and indiscriminate gathering of masses of data which may later prove irrelevant to the problem under study.” That is why a scientifically formulated hypothesis not only provides clues in drawing of conclusion. Goode and Hatt (1982) have rightly remarked that without hypothesis the research is unfocussed, a random empirical wandering and results cannot be discussed clearly. Thus, formulation of hypothesis is the basic stage in planning of scientific research.

The basic statement of 'null hypothesis' is to analysis an experimental hypothesis which tested by the obtained data. This gives strength to the confirmation of report that the testing of the experimental hypothesis is accepted. This leads to its acceptance and thereby rejection of the 'null' hypothesis or conversely its rejection and acceptance of the 'null' hypothesis. Thus unless the problem is converted into a hypothesis it can be explain at ≤ 0.05 level of confidence.

Keeping in mind the various precautions and criteria necessary for formulating a hypothesis as proposed by Kerlinger (1983) and McGuigan (1962) the following hypothesis are formulated. All these hypotheses are in the form of synthetic statements. It is only under such a format of a statement formation that makes it possible to obtain practical evidence in its support or for its falsification in
balanced manner. It is logically independent and refers to external criterion based on empirical facts obtained as -

H1) Since the subjects of both groups (control and experimental group) belong to the government schools (similar population) of metro city, hence it is hypothesized that the subjects of both the groups will be homogeneous in all respects of their Stress (viz. Achievement, academic, physical, institutional and family stress), insecurity feeling and inferiority feeling at pre-experimental stage.

H2) As compare to the subjects of control group (Normal activity) the subjects of experimental group (P.M. practiser) will have significantly reduction in all the four components (frustration, conflict, pressure and anxiety) of achievement stress at post - experimental stage - I. This reduction will further be carried over significantly higher at the end of post experimental stage - II.

H3) The P.M. practitioners will show significant reduction in all the four components (frustration, conflict, pressure and anxiety) of academic stress in comparison to the subjects of control group (normal activity) at the end of two months. This reduction will be increased further after six months.

H4) The subjects subjected to P.M. practice (experimental group) will show lesser physical stress on all the four components (frustration, conflict, pressure and anxiety) significantly at the end of two months (post - experimental – stage -I)
as compared with the control group. This will be carried over at the end of six months Preksha meditation Practice (post - experimental – stage -II).

H5) In comparison to the subjects of control group (normal activity) the subjects of experimental group will significantly decrease their institutional stress in all the four components (frustration, conflict, pressure and anxiety). This will be decreased further at higher level of significance at the end of six months (post-experimental – sage – II) of P.M. practice.

H6) The subjects of experimental group will be found with significantly lesser with family stress in all four components viz. frustration, conflict, pressure and anxiety as compared to those of control group at post – experimental – stage – I (two months). This improvement will be continued more significantly at post – experimental - stage - II (six months practice).

H7) As compared to their pre-experimental stage the subjects of the experimental group (Preksha Meditation) will decreased their achievement stress significantly in all the four components (frustration, conflict, pressure and anxiety) at end of post experiment stage - I (after two months) and this reduction will further be strengthened significantly at the end of post experimental stage - II (after six months).

H8) In comparison to their pre - experimental – stage the subjects of experimental group will be found with significantly lesser academic stress on all the four
components i.e. frustration, conflict, pressure and anxiety at the end of post-experimental – stage – I. These changes will be increased further at the end of six months (post – experimental- stage – II) practice of P.M.

H9) In the subjects of experimental group the physical stress of all the four components viz. frustration, conflict, pressure and anxiety) will be reduce significantly after two months practice of Preksha Meditation (post-experimental stage I). This reduction will be further enhance significant at the end of six months Preksha Meditation practice (post-experimental stage II).

H10) The institutional stress of the subjects of the experimental group will be found significantly lower after two months of Preksha Meditation practice (post-experimental stage I) as compared to their pre-experimental stage. This will be enhanced further at the end of six months Preksha Meditation practice (post-experimental stage II).

H11) The subjects of experimental group will have significantly lesser family stress after two months of Preksha Meditation practice in comparison to their pre-experimental stage. This reduction will be further enhanced at the end of six months Preksha Meditation practice (post-experimental – stage – II).

H12) As compared to the subjects of control group the subjects of experimental group will reduce the feelings of insecurity significantly at post - experimental stage - I of the experiment. This reduction will further be carried
over significantly at the end of post - experimental stage - II by the subjects of experiment group.

H13) As compared to their pre-experimental stage a significant decrease in the level of *insecurity feeling* in subjects of experimental group (P.M. practiser) will be found at the end of post - experimental stage - I. This decrement will be carried over at the end of post - experimental stage – II.

H14) As compared with the subjects of control group (normal activity) the subjects of experimental group will significantly reduce the *feeling of inferiority* at post - experimental stage - I of the experiment. This reduction will further be carried over significantly at the end of post - experimental stage - II (after six months) in the subjects of experiment group.

H15) A significant reduction *in inferiority feeling* will be observed in subjects of experimental group at the end of post - experimental stage - I (after two month of P.M. practice) as compared to the pre-experimental stage. This reduction will be further carried over at the end of post - experimental stage - II (after six month of P.M. practice).