Performance of Transcendental Meditation in Pakistan and Suggestions in light of Worldwide Consciousness Based Education (CBE) Learning

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Abstract

The main aim of this paper is to investigate the previous progress and present potential to learn the Transcendental Meditation™ and specific objectives are to investigate: the number of interested learning prospects and their potential; the potential for school education and demand for conscious – based education; present position of school education in the country; the preference of government for school education. Presently round about 600 persons are practicing TM regularly from every background. Struggle of Katy, mother divine, is unforgettable, who taught TM more than 2500 people. After the induction of a young TM teacher Dr. Ashok Kumar and Female Teacher Mrs. Bhuri Ashok, Madam Katy had got potential to promote TM. With the help of new these two teachers number of practitioners has increased tremendously and within four years they initiated 500 people and they are actively practicing TM. For the collection of data informal interviews were conducted from teachers and 30 practitioners. Case Studies on the basis of their life story were collected and results of TM practice were noted and suggestions for further promotions were asked, and induction of first conscious based school were discussed. This Study reveals that there is further need to promote it with the intervention of international head quarter. More teachers be trained from every background to motivate every person from their own references. Inside the country program of Sidhi be promoted with suggestion of International Centre waving the fees to train a group of teachers at least for first group.

Keywords: Transcendental Meditation, Consciousness, Education, Sidhis

JEL: I21; I32; J24; L25; M15; O31; O32; P47; Z12; Z13

1. Introduction

Transcendental Meditation (TM) is a technique introduced by Maharishi Mahesh yogi in the year 1955 with the name of “Effect of Maharishi”. After two years it took the name of TM. The Maharishi started the Transcendental Meditation Movement in 1957. After that it was introduced it to the United States in the year 1959. TM is technique as a trademark and is based on closing of one’s eyes for 15-20 minutes twice a day silently, comfortlessly repeating a mantra (word of wisdom, which is meaningless word) to gain deep relaxation, get rid of anxiety, support good health and achieve clear thoughtful and inner fulfillment. Maharishi Mahesh Prasad Varma was born near the central Indian town of Jabalpur, on 12 January 1917 (Pettinger, 2006) into a Kshatriya Caste family Called Mahesh, he Studied physics At Allahabad University and for the next 13 years became a Student and secretary to a holy man, Swami Brahmananda Sarasvati, who the young disciple Mahesh called Guru Dev. After the years as TM technique became well liked, at the same time several scientists have found physical and mental benefits from mediation in general and Transcendental Meditation in particular in reducing stress- related illnesses (www.nytimes). Since the technique’s foundation in 1955 it has been used for training more than 40,000 teachers. These more than five million teachers, opened thousands of teaching centers and established hundreds of schools, colleges, as well as universities worldwide. In the same way first person divine mother,
Katy from Pakistan also took interest in the same field and got initiation of TM and Sidhi program. After getting this opportunity mother started to initiate many people in the country. She initiated more than 2500 people. In masses so many people are presently interested in learning of TM technique. With the induction of Dr. Ashok Kumar and Mrs. Bhuri speed of initiation has increased and within four years of their induction 500 people have been initiated and mostly from remote areas. It is also observed that initiation has motivated people and old practitioners are interested in TM - Sidhi program. Some people are also interested in learning TM teacher training. Some groups in Sindh are ready to help for conscious – based schools (GBS) to admit their children in it. In Hyderabad area they are belonging to poor labor class and few of them are highly educated and government offers. They are ready to help in school opening. For the running of school building and man power are available but to run it funding is required. Majority of these people are TM practitioner.

Keeping these problems in mind this study has been conducted: to investigate the previous progress and present potential to learn the TM and specific objectives are to investigate: the number of interested learning prospects and their potential; the potential for school education and demand for conscious – based education; present position of school education in the country; the performance of government for school education and suggest measures for better promotion of TM and CBE in the country to create peace and harmony among practitioners and in the country, which will ultimately create piece in country. Systematic literature review was collected for the historical background. Informal interview of TM teachers and 30 practitioners were conducted. Case studies on the basis of their life story were collected and results of TM practice were noted; suggestions for further promotions were asked and induction of first conscious based school was discussed. Structure of reminder is as below: section two details the literature review: section three details the interview; section four gives concluding remarks and section five gives recommendations.

2. Literature Review
Consciousness- Based Education
Consciousness- based education is a methodology, which cultivates the pleasure and inner creative intelligence of all students. It directly develops talents such as confidence, learning ability, self-esteem, creativity, and honest reasoning and ropes the principle of “unity in diversity”, promising the personality growth of students of all walks along with growing of ideal social behavior, like: respecting and tolerating others. Moreover it encourages progress in the way of innovative states of consciousness; the ability of thinking and acting suddenly in harmony with natural law.

Consciousness-based education identifies that the education procedure is based on a three-fold structure; (I) the knower (the student), (II) the process of knowing (it connects the knower with the known) and (III) the known (the curriculum that the student study). Consciousness-based education wholly cultivates all three characteristics of education and life is lived in fulfillment when knowledge is complete. Conventionally, education is concentrating primarily on what the students are studying – the objective aspects of knowledge, the known. Less consideration is being paid to develop the teaching and learning capabilities of the teacher and student. Education is lacking an efficient technique of increasing the full significance of the student and the procedures of knowing, and makes impossible to gain full awareness. The level of students’ awareness is essential to effective educational output. Actual fruitful education cannot lie merely in what the knowers have learnt or in what they are taught. The degree of achievement
of education finally lies in entirely unfolding the each student’s latent potential. Students from every background, abilities gender and attitudes improve openly intelligence, respectively, creativity and neurophysiologic integration with the help of Consciousness-based education. It shows the central perception of consciousness-based education is structured in consciousness. This is the central motive of this education philosophy, which develops full potential of student’s educational success. It was long felt by agents, educators and students that somewhat was mislaid in education. Consciousness-based education fills this gap by providing the component lost from education. Development of the student - development from within – is vital, to a certain degree than the conservative attitude of seeing the knower as a container of knowledge, to be filled with an always – increasing list of information. For education to be complete, it must include development of consciousness and the achievement of advanced states of consciousness. This was missing in education for many centuries past. Consciousness – based education is now available to make available the whole development of the knower. Maharishi schools offering Consciousness – based education are also available to students in England and America. Many schools all over the world offer the “Quiet time (www.david) program to their students through introducing Transcendental Meditation into the existing curriculum. In skelmersdale, England Maharishi School was founded in 1986 as an independent, and fee-based school with 14 pupils (Teasdale, 2010). This school in 2011 was granted “Fee school” status, and allowed them to be given full government funding for all of their students. It is all due to their continuously high achievements since the opening of this school 25 years ago (www.maharishi).

In 2011, it was one of 24 schools that applied for and received government funding as a flagship free school (Byrne 2011, Lyons, 2011) at that time the school’s tuition fee was GBP 7,620 for its secondary school students. According to the school’s Head teacher, Derek Cassells, free school status allows the school the potential to double its attendance while retaining its character. On September 2011, 135 students were enrolled (Barrett, 2011).

**Development of consciousness**

TM is effortless mental practice, which can be easily learnt to develop consciousness and promote ideal education. Daily practice of TM has developed full potential of teachers and students, it was assurance of schools of Maharishi. More than 500 (five hundreds) scientific researches by researchers been carried out by more than two hundred universities throughout world and revealed that TM has given benefits at physiological and cognitive level.

**Ideal teaching principles of Maharishi**

There are five fundamental principles of teaching as an integral part of CBE: Receptivity – intelligence – knowledge –Experience – expression

With fully enlivening these fundamentals, learning becomes joyful, effortless, successful and fulfilling. When these fundamentals are fully enlivened through ideal teaching, learning is effortless, joyful, successful and fulfilling. The learning atmosphere is organized to support and nourish all students irrespective of learning style, background, abilities or gender. In teaching weight is being given to offer comprehensive experience for all age’s groups and it allows students to revolve around the cycle of: Knowledge – Action – Achievement – Fulfillment

Students increase knowledge and actively work with it and spread it with others in different ways. Lively, ideal values of teaching in school atmosphere improve the thrust for knowledge;
self-referral experience, enthusiasm of learning and appreciation for teacher (Maharishi). The global country of world peace is put in to practice CBE in universities and schools all the way through the world to thoroughly widen the full creative intelligence of all personality and crown every nation with invincibility for all generations to come (institutions).

3. TM and TM-Sidhi programs in schools and universities worldwide
TM programs are being taught in schools and universities students since more than 50 years. University academic courses along with TM started to be offered in 1972. The first CB school and university, where all students, teachers, and administrators practice TM, were founded in 1972. The TM Sidhi program with yogic flying was first offered as part of an academic curriculum in 1977. Worldwide more than 5 million people learned TM along with hundreds of thousands of students and teachers. At this time this program is in more than 750 educational institutions in 48 countries, with over 235,000 students who have learned and practice (institutions).

Countries where all students and teachers practice the TM or TM-Sidhi program and the disciplines are inspired by the science of consciousness.
“Australia, India, south Africa (higher education), Thailand (higher education), The Netherland, United Kingdom and united States (schools and university). In India there are 148 schools in the consciousness-based system, with over 100,000 students in 16 states; two consciousness-based universities with over 250 associate institutions, 30,000 students; 4 branches of Maharishi institute of management with 1000 students; 5,000 students in schools for traditional knowledge ;40,000 students practicing yogic flying (Facts).”

Countries where schools or higher education institutions offer the TM or TM-Sidhi Program as part of their academic curriculum
“Angola, Argentina Australia, Bolivia, Bosnia and Herzegovina, Brazil, Canada (7 schools), Cape Verde, Chile, Colombia, costa Rice, Denmark, Dominican Republic, East Timor, Ecuador, El Salvador, Fiji, Ghana, Guatemala, Guinea, Guinea Bissau, Guyana, Haiti, India, Indonesia, Ireland, Israel, Italy, Kenya (4 school), Kyrgyzstan, Mexico, Mozambique, New Zealand, Panama, Paraguay, Peru, Sao Tome and Principe, South Africa, Spain, Suriname, Thailand, The Netherlands (4 schools). Trinidad and Tobago, Uganda, United Kingdom, United states (16 schools) and Venezuela. In Latin America 101,000 students have learned Transcendental Meditation; 550 schools and 29 higher education institutions have made agreements to implement the transcendental Meditation and TM-Sidhi program; 22,000 Students have learned or are becoming TM-Sidhi Yogic Flyers”. Students from more than 70 countries are studding in Maharishi University of Management which is located in Fairfield Iowa, USA and accredited by the higher learning Commission. It offers the following degree programs:

Bachelor’s Degree: Computer Science Art, Business, Elementary Education, Secondary Education, Literature, Literature with emphasis in writing, Maharishi Vedic Science, Mathematics, Media And Communications, Physiology and Health, Pre-Med program, Sustainable Living.

PhD Degree: Maharishi Vedic Science, Management, Physiology.

**ADHD Treatment Mornington, Australia**

All over world thousands of children have learnt ‘TM’ over the period of last 50 years. Children whose age is 10 years and above can be taught the adult technique, while children of age 4 years and above can learn a special technique called ‘child walking technique’. Teachers of TM are well trained to convey the TM program to children in an engaging and expressive way. Teachers bring children to ‘TM’ ‘like ducks to water’, because this technique is so simple and natural, and they use this technique separately. A study carried out by the University of Michigan revealed that those children who were with ADHD and learned the ‘TM’ technique consequently had dramatic decline in stress, anxiety and depression, whereas skills of organizational memory and strategizing skills were improved significantly (www.tm-ireland). TM program is implemented in in schools since seventies in the U.S, K., Australia, India Latin America, the Middle East and Africa (The TM). The TM program is a influential, ground-breaking and new educational technique. This technique dissolves stress and advances the inner potential of students and teachers (learning).

The rising of stress in classroom creates lots of problems in education, like, depression, anxiety, school violence, poor academic achievements and teachers burnout. To overcome such type of problems, so many schools has started to TM technique to students and teachers. This techniques needs only ‘Quent Time’ period of 10 to 15 minutes, when classes stats and end of each school day. So many researchers revealed that TM Technique supports the grounds of physiological and cognitive of learning, and global brain coherence or connectedness increases, which is highly associated with increased IQ, emotional maturity, ethical reasoning, and problem solving capacity, response time and recovery from stress. Maharishi School has a carefully structured program that combines the curriculum of the Victorian department of Education, with consciousness –Based Education (SBE).

4. **Present Position of Government Schools and Education**

At present building of government schools are well designed and majority of them faces only maintenance problems and at some level repairs. Government has appointed a proper number of teachers. In very few schools at secondary level few subject teachers are not available due to problems in appointments and vacant posts are there. In government schools well trained teachers are available in spite of that over all standard of education is deteriorated because of following reasons: parents are not taking care of their children who are in schools because majority of the parents are illiterate. In cities literate and well to do citizens send their children to private schools that is why vulnerable students come to government schools and at some level students are engaged in other non-productive activities too; therefore they do not take interest in education. Interference of politics in transfers and appointment at some level creates problems. Fifty percent of students of government schools are interested in getting proper education, but when they get bad company then they also get spoiled. School teachers at some level are unofficially involved in politics that is why attendance in school also suffer. In head offices staff does not cooperative with teachers to finish their official works due to their belongings to plotics. At the same time official works like grant of leaves, processing of seniority list, promotion formalities are not well entertained. Teacher attends offices for these works, which also suffers education and regularity and punctuality. Collection of information is not computerized and manually collection wastes the time of teachers and headmasters. Due to these problems overall progress of government schools suffers. Government is giving schools to NGO’S for proper running these schools to those who are interested in uplifting of education and get funding from donors to run schools. Those schools, which are given to NGO’S are working properly and giving better results. It is also observed that those NGO’S are using their funds to promote education and they received funds from different donors worldwide. In some schools which are in control of NGOs’ they give breakfast and lunch to children along with uniform, books and copies.
Education Systems
There are three systems of education existing in Pakistan. One is public schools, second private schools, and third oriental education (Madras). All are playing part in promoting education. In all the public schools medium of instructions is Urdu or provincial language and English as one subject is being taught. In primary level now English subject is compulsory, which at some level, in improper way is being taught. In private schools medium of instructions is English but in majority of low fees schools quality of English is not good but in comparison of public schools they are good. There teachers are low paid, low educated, but work hard due to not security of job and check and balance of government. Some private schools are very good and quality of education is good and teachers are also good and hard workers and getting suitable salaries. Government schools are of two types, one is called Metric system controlled by government of Pakistan and other is Cambridge system, which is controlled by Cambridge Management and paper are being sent to Cambridge and it announces results. It is not interfered by Government of Pakistan. Third system of oriental education is run by private management of religious groups and they give the education of Arabic and religion and they award degree up to master level. They also give this education on conscious based education. And some Spiritual Leaders also give this education and their followers are in thousands but that is at very miner level up to level of disciples.

Informal Conscious – Based Education in Pakistan
In Pakistan people belonging to Hindus get religious education in informal and traditional ways. There is no proper schooling system. In traditional ways they learn religious education and meditations. Patanjali’s at some level is being taught by sadhus, after so many years’ service of sadhus and also it is rare and it is at sadhna level. Sadhus give mantras and sometime long sentences and paragraphs to chant with concentration. Only few know Sidhi but they do not teach publically everybody, but only main disciples become able to learnt it after great service of Gurus. Still these sadhus themselves are not enough trained, and so many people are interested to learn Sidhi but well trained teachers are not available. In Pakistan round about 2500 people are taught by divine mother kaity and 500 by Dr. Ashok and Mrs. Bhuri. Through informal interview from TM practitioners, it was found that TM practice has benefited them and they are feeling relaxed and confident and spiritually they are better than before. They are saying that they are clear in thinking and thought approach is positive. Some of them interested in TM Sidhi program and some of the are interested to spreads TM by becoming teacher.

5. Conclusion
From the detailed study it is conducted that present TM teachers were giving voluntarily services under the guidance of divine mother Katy. After the death of Katy Dr. Ashok Kumar and Mrs. Bhuri are giving their services in every city and they go far flung areas to initiate masses. TM is being promoted rapidly with the working of Dr. Ashok and he has a good team of TM parishioners in Sindh. This team is enforcing to start schools but suitable place is enough funds are lacking. More TM teachers are required and present practitioners are requesting for learning TM siddha but fees is hindrance too. Sidhi program is in demand. Introduction of school will be the base to encourage and open other school and colleges. International fund is required to boost these activities. If any CBE school is there, which shows progress may be example for opening other school. Schools affiliated with Cambridge system or by any other Maharishi university program will be acceptable without any legal problem. Introduction through presentations of present expected conscious-based schools of UK, Australia, Thailand, Netherland, and other countries will encourage government to get help from Maharishi University for proper running of schools. Government may give their schools to run with government buildings and teachers.

6. Recommendations
To promote consciousness – based education following measures should be taken:
Short term measures
More TM teachers be trained on the fund of international center (FIC) of Maharishi Movement for global piece and they be instructed to initiate at least 200 people from their own area within one year. Every TM practitioner be enrolled automatically in database managed by FIC. Sidhi program be started in Pakistan with the expenditure of FIC and at time of its completion donations be asked according to their own capacity. A registered NGO should be started in Pakistan separately managed by Pakistani TM team or it should be part of FIC and as a branch it should work. Conscious based school in Sindh be started with funding by FIC. School teachers be trained by FIC.

Intermediate term measures
A specific research based study be conducted to evaluate the development in present projects and to suggest for future programs. Presentation of success of CBS be presented in TM practitioners and education minister and it should be available in open shops to make aware the common public of the country. Education minister be invited to international Centre to observe the schools progress syllabus to satisfy him about the progress of CBS. Conscious based Education Services be offered to Education Minister to help government schools on government’s resources.

Long term Measures
CBS should be started in mass areas with charging suitable fees from students. TM initiation be charged as fixed fees. TM service be promoted for decreasing medical problems and overall improvement in performance in routine work. Research about the impact of TM practice related with medical treatment be conducted in local environment.

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