

**SOLUTION TO EDUCATIONAL PROBLEMS**  
*through*  
**CONSCIOUSNESS-BASED EDUCATION**  
*as founded by Maharishi Mahesh Yogi*

<b>Problem in Education</b>	<b>Analysis of the Problem</b>	<b>Solution to the Problem</b>	<b>Scientific Validation</b>
<b>LEARNING DIFFICULTIES</b>			
<p><b>Difficulties in remembering what one has learned</b></p>	<p>It is commonly known that retention and recall of learned material is less when the student is tired or had not enough rest. Deficiency in short and long term memory is therefore mainly a weakness of the tired or overloaded mind. Hence, the students' life style seems to be intimately connected to the degree of wakefulness or dullness. In turn, the degree of wakefulness determines the organizational capacity of the mind. In addition, straining in memorizing makes the learning process unnatural and therefore unsuccessful.</p>	<p>Consciousness Based Education offers <b>Total Knowledge</b>, including the daily practice of Transcendental Meditation and TM-Sidhi Program. With repeated experience of Transcendental Consciousness the student gains perceptual refinement along with deep restfulness in mind and body. The mind becomes highly alert, sharp and more integrated, at the same time deeply grounded in the silence of pure wakefulness. The assimilation of knowledge becomes very natural and free from effort. Experienced meditators show significantly superior short-term and long-term retention and recall of the learned material.</p>	<p><b>Increased Efficiency of Perception and Memory:</b>  <i>Journal of Personality and Social Psychology</i> 57: 950–964, 1989.  <i>Memory &amp; Cognition</i> 10: 207–215, 1982.  <b>Increased Learning Ability:</b>  <i>International Journal of Neuroscience</i> 15: 151–157, 1981.  <i>Journal of Personality and Social Psychology</i> 57: 950–964, 1989  <b>Improved performance on intelligence-related measures:</b> A longitudinal study.  <i>Personality and Individual Differences</i>, 12, 1105–1116. (1991).</p>

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<b>Short attention span (Attention Deficit Hyperactivity Disorder, ADHD)</b>	<p>When the increasing amount of new incoming information falls on an inner screen of dullness or tenseness, the knowledge cannot be absorbed in its fine details to create a feeling of fulfillment which in turn is the incentive for gaining more knowledge. The mind therefore seeks for other items of interest to gain its satisfaction.</p>	<p>Effortlessness in transcending during Transcendental Meditation is the key to gaining profound rest to the extent that deep rooted stresses and strains are dissolved and the mind becomes increasingly established in a state of restful alertness also in activity. Deeper connections in the brain are enlivened to favor the clarity in the thinking process. Information processing becomes natural, effortless and frictionless, bringing deep satisfaction in aha experiences, increasing the thirst for more knowledge.</p>	<p><b>Physiological Rest:</b>  <i>American Physiologist</i> 42 (1987) 879-881.  <i>Science</i> 167 (1970) 1751-1754.  <i>American Journal of Physiology</i> 221 (1971) 795-799.  <b>Greater Physiological Calmness during Task Performance:</b>  <i>Anxiety, Stress and Coping</i> 6: 245-262, 1993  <b>Faster Processing of Cognitively Complex Information:</b>  <i>Psychophysiology</i> 26: 529 (Abstract), 1989</p>
<b>Low capability of concentration (ADHS)</b>	<p>Decreased brain integration is the result of stress, fatigue, exhaustion and bad food – all accumulated stress from the students’ unnatural life style. It makes their thinking superficial and incoherent. In consequence they are more involved in the gross levels of life, and when the levels of the mind are not coherently connected with each other - e.g. the senses are rather dominating their perception - they are unable of diving deep into a complex task or to intellectually differentiate. Also, attention deficit based on unnatural hyperactive states of the nervous system disallow the quiet focus during a task performance.</p>	<p>In Transcendental Meditation no concentration is involved. By giving deep rest it releases stresses that impede optimal functioning of mind and body, thus leading to improved mental abilities and increased fulfillment in the learning process. It cultures the mind to naturally enjoy the silent levels of awareness, restful alertness, which sharpens the mind and develops the ability of simultaneous maintenance of broad comprehension while focussing sharply on a task performance. Also, in teaching <b>Total Knowledge</b> the collective consciousness in the class room becomes saturated with a high level of coherence, creating the most ideal atmosphere for each individual student for more integrated and efficient learning.</p>	<p><b>Improved attention, reduced distraction</b>—physiological basis for alleviation of attention deficit in school children:  <i>Psychophysiology</i> 34: S89 (Abstract), 1998.  <i>Biological Psychology</i> 55: 41-55, 2000.  <i>Biological Psychology</i> 61: 293-319, 2002.  <b>Broader comprehension and improved ability to focus attention—increased field independence:</b> <i>Perceptual and Motor Skills</i> 62: 731-738, 1986; <i>Perceptual and Motor Skills</i> 65: 613-614, 1987; <i>Perceptual and Motor Skills</i> 39: 1031-1034, 1974.  <b>Decreased distraction effects in EEG:</b>  <i>Psychophysiology</i> 34: S89 (Abstract), 1998.  <b>More effective executive functioning of the brain:</b>  <i>Biological Psychology</i> 55: 41-55, 2000  <b>More Efficient Attention Deployment:</b>  <i>Biological Psychology</i> 61: 293-319, 2002.  <b>Greater physiological calmness during task performance:</b>  <i>Anxiety, Stress and Coping</i> 6: 245-262, 1993.</p>

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<p><b>Lack of creativity and abstract thinking</b></p>	<p>Intuition and fine discrimination is a process of knowing that demands spontaneous access to finest levels of thinking. Therefore, even the most advanced instructional techniques have not been successful in fostering the most subtle processes of intellect and intuition in the general population of students.</p>	<p>When the awareness is permanently identified with the unified field of all the laws of nature, pure consciousness, the use of any process of knowing – through senses, mind, intellect, or intuition enlivens the unified field, bringing bliss and great satisfaction to learning. The abstract field of pure creative intelligence becomes a concrete living reality in daily life of the student - a direct result of <b>Total Knowledge</b> being gained.</p>	<p><b>Increased innovation</b>  <i>Dissertation Abstracts International</i> 38(7): 3372B–3373B, 1978.)  <b>Improved brain functioning:</b>  <i>Human Physiology</i> 25 (1999) 171-180.  <i>Psychophysiology</i> 31 Abstract (1994) S67.  <i>Psychophysiology</i> 27 Supplement (1990) 4A.  <i>Psychophysiology</i> 26 (1989) 529.  <i>International Journal of Neuroscience</i> 15 (1981) 151-157.  <i>International Journal of Neuroscience</i> 13 (1981) 211-217.</p>
<p><b>Low intelligence – inability to keep up with the given curriculum</b></p>	<p>Research suggests that the programs offered in conventional education lack technologies that help the students to expand their ‘containers of knowledge’, their levels of cognitive and emotional development which largely determine their success in school. Students who graduate with high intelligence are the same students that entered the schools with these qualities and often those who came without them leave without them. Unless the students develop their own enormous untapped potential themselves, the students will not grow in receptivity, depth, or intelligence.</p>	<p>The principle ‘knowledge is structured in consciousness’ from the Science of Creative Intelligence implies that the degree of wakefulness of the students determines the significance of the knowledge they can gain. With <b>Total Knowledge</b> taught in Consciousness Based Education, the conscious mind of the student identifies itself twice daily with the source of all knowledge, the unified field of all the laws of nature in transcendental consciousness, thereby systematically rising to higher states of consciousness, in which they have the knowledge, mental clarity, and organizing power to easily achieve any great goal.</p>	<p><b>Development of intelligence—increased IQ</b> (intelligence quotient) among university students.  <i>Personality and Individual Differences</i> 12: 1105–1116, 1991  <b>Increased intelligence</b>  <i>Gedrag: Tijdschrift voor Psychologie</i> 3: 167–182, 1975. <i>Dissertation Abstracts International</i> 38(7): 3372B–3373B, 1978.  <i>College Student Journal</i> 15: 140–146, 1981.  <i>Perceptual and Motor Skills</i> 62: 731–738, 1986. <i>The Journal of Creative Behavior</i> 19: 270–275, 1985. <i>Journal of Clinical Psychology</i> 42: 161–164, 1986.  <i>Personality and Individual Differences</i> 12: 1105–1116, 1991. <i>Intelligence</i> 29: 419–440, 2001. <i>Higher Education Research and Development</i> 15: 73–82, 1995</p>

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<b>Anxiety</b>	Constant pressure through expectations from side of teacher and/or parents lead to a feeling of inability to cope with the demand. The result is anxiety and depression which in turn block the natural, spontaneous way of assimilating knowledge.	<b>Total Knowledge</b> includes the experience of transcendental consciousness which gives instant relief from fear and anxiety providing a state of relaxed alertness enabling the student to focus and to settle to deeper, more comprehensive levels of the mind, to the level of pure creativity, memory and intuition.	<b>Decreased anxiety</b> <i>Journal of Counseling and Development</i> 64: 212–215, 1985; <i>International Journal of Neuroscience</i> 46: 77–86, 1989; <i>Journal of Clinical Psychology</i> 45: 957–974, 1989 <b>Greater physiological calmness during task performance</b> <i>Anxiety, Stress and Coping</i> 6: 245–262, 1993.
<b>LACK OF MOTIVATION</b>			
<b>Frustration In learning</b>	Education today teaches only fragmented knowledge of natural law, focusing on the objective knowledge only, the known, and with every field of study the student discovers that the field of the unknown is greater than the field of the known. Without development of the knower, the students' unlimited potential within, the knowledge gained cannot be complete and reliable. This lack of access to the deepest, non-changing level of the mind is the source of widespread personal dissatisfaction and pessimism among students.	Maharishi's Technology of Consciousness provides the direct subjective experience of the full range of one's own consciousness, from the most active surface level of thought to the deepest inner silence of Transcendental Consciousness, the field of <b>Total Knowledge</b> , the total potential of the mind at the source of thought, the field of pure creative intelligence. This experience brings not only satisfaction to the students of any age, but awakens the student's inner genius and confers emotional maturity along with mastery in the field of action, motivating the student to enjoy more and more the fullness of knowledge.	<b>Increased energy and enthusiasm:</b> <i>Dissertation Abstracts International</i> 38(8): 3895B, 1978. <b>Greater use of total brain functioning – Mobilization of the Hidden Reserves of the Brain:</b> <i>Human Physiology</i> 25: 171–180, 1999. <b>Improved problem-solving ability:</b> <i>Dissertation Abstracts International</i> 38(7): 3372B–3373B, 1978 <b>Improved academic performance</b> at the elementary, secondary, college, and post-graduate levels: <i>Education</i> 107: 49–54, 1986. <i>Education</i> 109: 302–304, 1989. <i>British Journal of Educational Psychology</i> 55: 164–166, 1985 <b>Increased physical and mental well-being:</b> <i>Journal of Personality and Social Psychology</i> 57: 950–964, <i>Japanese Journal of Industrial Health</i> 32: 656, 1990. <i>Japanese Journal of Public Health</i> 37(10 Suppl.): 729, 1990. <i>Psychosomatic Medicine</i> 49: 493–507, 1987. <b>Cognitive orientation towards positive values:</b> <i>Perceptual and Motor Skills</i> 64: 1003–1012, 1987 <b>Increased emotional maturity:</b> <i>Dissertation Abstracts International</i> 38(8): 3895B, 1978.

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<p><b>Lack of active participation in the lessons</b></p>	<p>Many students try to hide in a passive mode because they lack in creativity or innovation. When using only a small % of one's mental potential there must be a lack of joy in the learning process, due to dullness in the mind leading to boredom. Usually this lack of wakefulness in the student originates from accumulation of stress in early childhood or/and later in the partial knowledge oriented conventional school system. Accumulation of stress may lead to functional holes in the brain which overshadow the inner genius and lead to lack of receptivity and cognitive abilities.</p>	<p>With Consciousness Based Education the mental potential systematically increases, giving the student access to the full range of the mind. With repeated enlivenment of all parts of the brain functional holes are dissolved to favour frictionless communication between all levels of the mind: senses, associating mind, intellect and ego. Experiencing the field of <b>Total Knowledge</b> within, the learning process becomes more enjoyable, and with the expansion of personal fulfilment and self-knowledge, the thirst for knowledge is satisfied with every step of learning and naturally enthusiasm and active involvement in the class performance result.</p>	<p><b>Increased self-actualization</b>  <i>Journal of Social Behavior and Personality</i> 6: 189–247, 1991.  <b>Increased blood flow to the brain:</b>  <i>Physiology &amp; Behavior</i> 59: 399–402, 1996  <b>Enhanced Creativity:</b>  <i>Dissertation Abstracts International</i> 38(7): 3372B–3373B, 1978. <i>The Journal of Creative Behavior</i> 19: 270–275, 1985. <i>Journal of Creative Behavior</i> 13: 169–180, 1979  <b>Improved Brain Functioning</b>  <i>Human Physiology</i> 25 (1999) 171-180.  <i>Psychophysiology</i> 31 Abstract (1994) S67.  <i>Psychophysiology</i> 27 Supplement (1990) 4A.  <i>Psychophysiology</i> 26 (1989) 529. <i>International Journal of Neuroscience</i> 15 (1981) 151-157.  <i>International J. of Neuroscience</i> 13 (1981) 211-217.</p>
<p><b>Students lacking incentive to learn</b></p>	<p>When the student realizes that with increased learning the field of the unknown grows faster than the field of the known, the school teachers, in spite of their efforts, cannot satisfy the demand for fulfillment in the student. When fulfillment is lacking, the student lacks in motivation to know more.</p>	<p>In the daily experience of Transcendental Consciousness the student contacts the field of pure creative intelligence giving him a sense of fulfillment, a feeling of being at home with every subject of study. As a result, the learning process becomes very fulfilling and rewarding.</p>	<p><b>Increased self-actualization</b> – statistical meta-analysis of 42 independent study results revealed that TM brings increased self-actualization by three times as much as procedures of contemplation, concentration, or other techniques:  <i>Journal of Social Behavior and Personality</i> 6: 189-247, 1991</p>



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<b>High drop-out rate from school</b>	When the schools are not able to unfold the students' talents and abilities, are even not giving them a vision of their immense possibilities, then personal lack of feeling progress and fulfillment leads to frustration and disinterest in the students and they give up.	Maharishi's technologies and knowledge of consciousness offered in school make the students get more and more enlightened, more comprehensive in their thinking, more engaged in learning, and more fulfilled in their achievements, all concerns about student and teacher dissatisfaction are naturally resolved.	<b>Improved behavior in school</b> – decreased absenteeism, decreased school rule infractions, and decreased suspension days: <i>Health and Quality of Life Outcomes</i> 1: 10, 2003 <b>Mobilization of the Hidden Reserves of the Brain:</b> <i>Human Physiology</i> 25: 171–180, 1999
<b>HEALTH PROBLEMS</b>			
<b>Insomnia</b>	Accumulation of stress and tension disrupt the natural functioning of sleep patterns which leads to lack of rejuvenating rest which in turn leads to increased stress – a devilish circle of destruction of the minds potential.	Deep rest during Transcendental Meditation leads to such a profound level of relaxation that strains and tension in the nervous system are released and within short time sleep patterns become increasingly normalized.	<b>Decreased tension</b> found in subjects with regular Transcendental Meditation practice: <i>Anxiety, Stress and Coping</i> 6: 245–262, 1993; <i>Zeitschrift für klinische Psychologie</i> 7: 235–255, 1978; <i>Hospital &amp; Community Psychiatry</i> 26: 156–159, 1975.
<b>Absenteeism or Drop Out due to illness or bad health</b>	Lack of training for good health in schools is the reason for increasing problems of bad health and chronic illnesses in students. In addition, they grow up under the negative influence of unhealthy life styles and habits in their living environments.	Regular practice of Transcendental Meditation including Yogic Flying reduces biochemical and other physiological indicators of stress and revitalizes the nervous system, allowing the student to gain perfect health, mental and physical. Practiced in groups, Maharishi's Technology of Consciousness raises collective consciousness in the whole school thereby directly influencing the orderliness of thinking in every individual student for increased ability of	<b>Increased intelligence and improved mental and physical health</b> among students preparing for university studies: <i>Journal of Instructional Psychology</i> 22: 308-3319, 1995 <b>Impact of Transcendental Meditation on Ambulatory Blood Pressure in African-American Adolescents:</b> <i>American Journal of Hypertension</i> 17: 366-369 (April 2004) <b>Improved health and decreased stress:</b>

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		spontaneous right action for a healthy and nourishing behavior towards oneself and the environment.	<i>Journal of Biomedicine</i> 1: 73–88, 1980 <b>Creating an Influence of Coherence and Harmony in Collective Consciousness:</b> <i>Journal of Mind and Behavior</i> 8: 67–104, 1987. <i>Psychological Reports</i> 76: 1171–1193, 1995.
<b>BEHAVIORAL PROBLEMS</b>			
<b>Bullying and discrimination in the class room</b>	Ethnic or religious minority groups encounter difficulties of discrimination or violence because of lack of emotional maturity and personality development in their fellow students. When they are not trained how to dissolve the enmity in their class room, they suffer from being in a minority and feel weak.	<b>Total Knowledge</b> promotes a balanced psychological development in children as well as in adults through the holistic enlivenment of the brain during the daily practice of Transcendental Meditation. The rising level of consciousness in each student helps rising the level of collective consciousness in the class room. In addition, the daily group practice of the advanced technique of Yogic Flying contributes to a peaceful integrated collective consciousness. This effect is known to radiate into the environment proportionally to the group size, promoting an integrated national consciousness, leading ultimately to invincibility for the whole nation.	<b>Reduction in negative personality characteristics like reduced hostility and aggression:</b> <i>Journal of Offender Rehabilitation</i> 36:127-160, 2003; <b>Decreased tension:</b> <i>Anxiety, Stress &amp; Coping</i> 6: 245-262,1993; <b>Increased tolerance:</b> <i>Dissertation Abstracts International</i> , 3372B-3373B, 38(7) 1978; <b>Increased emotional maturity:</b> <i>Dissertation Abstracts International</i> 38(8), 3895B, 1978; <b>Increased friendliness:</b> <i>Zeitschrift für Klinische Psychologie</i> 7, 1978; <b>Decreased hostility and aggression:</b> <i>Criminal Justice and Behavior</i> 5: 3–20, 1978; <b>Effects of group practice of the Transcendental Meditation program on preventing violent crime in Washington, DC:</b> <i>Social Indicators Research</i> , 47(2), 153-201, 1999

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<b>Physical violence in students</b>	Physical violence in students is a sign of imbalance, which has its roots in the students' persistent doubts, unanswered questions and unsatisfied thirst for knowledge that could bring happiness and fulfillment to their lives. As a result they become uninterested, destructive, or seek temporary relief through activities that damage their physical and mental health.	Nurtured daily by the conscious experience of the deepest level of their own existence, the home of all the laws of nature, the level of pure bliss, the students spontaneously improve in receptivity, self-esteem, creativity, and emotional stability. They develop a greater sense of well-being, more life-supporting thoughts and behavior, and more effective and fulfilling activity, which raises the quality of their lives both in and out of school. Also, the strong influence of group practice of Yogic Flying on the orderliness in individual brain wave patterns facilitates this process of refinement in life habits.	<p><b>Reduced behavior problems in school—</b> Decreased Absenteeism, Rule Infractions, and Suspensions Days: <i>Health and Quality of Life Outcomes</i> 1: 10, 2003. (109)</p> <p><b>Decreased impulsiveness:</b> <i>Dissertation Abstracts International</i> 38(8): 3895B, 1978. <i>Japanese Journal of Industrial Health</i> 32: 656, 1990 (44, 45).</p> <p><b>Reduced Conflict and Violence:</b> <i>Journal of Conflict Resolution</i> 32: 776–812, 1988. <i>Proceedings of the Social Statistics Section of the American Statistical Association</i> (Alexandria, VA: American Statistical Association): 297–302, 1990</p>
<b>Immature students wanting to live independently</b>	It is very natural that parents like their children to be successful. But when the relationship between parents and students is not carried by mutual loving and nourishing relationships, the youth may suffer from expectation pressure and seeks distance from the parents. In addition the gap between generations is greater when the young ones lack in love and appreciation. It is the failure of current educational institutions to foster the traits and values of enlightenment	The natural tender relationship between parents and their children gets deeply nourished through Maharishi's Technologies of Consciousness. With the daily experience of the most fundamental, unified level of existence within their own awareness, both students and parents become increasingly familiar with the unbounded level of life, the source of all knowledge. They grow in higher states of consciousness, and their lives become enriched with the characteristics of greater composure and peacefulness, increase in their self-concept, tolerance, appreciation, and improved relations with all the family members, thus bridging the generation gap with the qualities of great mutual respect	<p><b>Increased sensitivity to the feelings of others, increased emotional maturity:</b> <i>Dissertation Abstracts International</i> 38(7): 3372B–3373B, 1978</p> <p><b>Increased tolerance:</b> <i>Dissertation Abstracts International</i> 38(7): 3372B–3373B, 1978</p> <p><b>Increased trust and less sensitivity to criticism:</b> <i>Gedrag: Tijdschrift voor Psychologie</i> 4: 206–218, 1976</p> <p><b>Increased capacity for warm interpersonal relationships - increased friendliness:</b> <i>Journal of Counselling Psychology</i> 20: 565–566, 1973; <i>Zeitschrift für klinische Psychologie</i> 7: 235–255, 1978. <i>Dissertation Abstracts International</i> 38(7): 3372B–3373B, 1978</p> <p><b>Orientation towards positive values -</b></p>



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	in the student like tolerance, love, flexibility in stability, compassion, respect of elderly, and breadth of vision.	and tender feelings of love.	Better recall for positive than negative words; more positive appraisal of others: <i>Perceptual and Motor Skills</i> 64: 1003–1012, 1987 <b>Decreased behavioural rigidity:</b> <i>Journal of Personality and Social Psychology</i> 57:950–964, 1989
<b>Substance abuse—alcohol, tobacco, and drug abuse in students</b>	Drug addicted children and adolescents are the victims of their urban environment. They lack of a strong sense of self. Any life-damaging behavior is a sign of stress in brain functioning, lack of brain development leading to narrow minded and short sighted behavior like taking drugs of various kinds.	With total brain functioning resulting from the implementation of Transcendental Meditation in the schools the students naturally develop the ability of spontaneous right action, action in tune with natural law, therefore evolutionary and life supporting, leading naturally to a healthier life style.	<b>Reduced substance abuse:</b> Numerous studies with college students, high school students, and adults have shown reduction in substance abuse such as usage of all classes of illegal drugs, of alcohol, cigarettes, and non prescribed drugs as well as a reduction in antisocial behavior through the practice of the Transcendental Meditation technique. <i>Alcoholism Treatment Quarterly</i> 11: 1–524, 1994.
<b>STUDENT DISCOURAGEMENT</b>			
<b>Absenteeism and Drop-out due to learning problems</b>	Economically deprived students and parents become discouraged when the learning process is not bringing the desired results in spite of hard learning.	When the inner unbounded fullness experienced in Transcendental Meditation starts to coexist with the ongoing waking state, then the learning process is easy and effortless, creative thinking improves and confidence is growing in students as well as in their meditating parents.	<b>Improvements among children from low-income families</b> - Increased Intelligence and improved Self-Concept: <i>Journal of Social Behavior and Personality</i> 17:65-91,2005 <b>Decreased dropout rate from school</b> in economically deprived adolescents with learning problems: <i>Dissertation Abstracts International</i> 38(6): 3351A, 1977
<b>Left-behind children syndrome</b>	Children living without the guidance and care from their parents are in lack of proper guidance for their life	Through the daily process of transcending to the home of all the laws of nature spontaneously natural inner guidance develops from within leading to increased	<b>Increased field independence</b> <i>Perceptual and Motor Skills</i> , 62, 731-738 <b>Improvements in personality</b> relevant to learning disorders in economically deprived

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	problems. The learning process is hampered due to lack in inner security, self-esteem, and self-sufficiency.	self-sufficiency and improved mastery of life challenges.	adolescents with learning problems – Increased Independence and Self-Supportiveness and Improved Self-Regard: <i>Dissertation Abstracts International</i> 38(6): 3351A, 1977
<b>TEACHER PROBLEMS</b>			
<b>Teacher burn-out</b>	Unruly and inattentive behavior, which is the expression of stress in the students and in the atmosphere of the school, is a drain on the teachers, making them unable to cope with the increasing demands from side of students, parents, school director and government. The teaching profession makes them mentally and physically exhausted. Stress inhibits the spontaneous expression of creativity, flexibility, clarity, and compassion, and the teachers can no more be as sensitive to the needs of their students.	<p>With Consciousness Based Education teaching becomes a more joyful occupation. The students are increasingly alert, enthusiastic, and kind, while the teachers become more energetic, healthy and resourceful. The restful state of pure consciousness gained during practice of Transcendental Meditation is an infinitely dynamic, inexhaustible source of energy, creativity, and invincibility which becomes increasingly infused in the dynamic activities of teaching.</p> <p>The teacher established in psychological health naturally maintains inner stability in the distracting environment of the class room, i.e., he is able to maintain inner calm and balance, efficient and able to maintain evenness and mental clarity when focusing on the learning objectives while adapting to continually changing demands in the classroom.</p> <p>In addition, the collective practice of the Transcendental Meditation advanced technique of Yogic Flying creates a nourishing influence of orderliness on all students and teachers in the school so that the teacher is teaching in a state of</p>	<p><b>Increased flexibility and stability</b> – ability of the nervous system to react more quickly to a situation while at the same time return more quickly to a calm state after the situation has passed: <i>Psychosomatic Medicine</i> 35: 341–349, 1973.</p> <p><b>Increased field independence – increased resistance to distraction and social pressure:</b> <i>Perceptual and Motor Skills</i> 39(1974): 1031–1034. <i>Perceptual and Motor Skills</i> 65(1987): 613–614. <i>Perceptual and Motor Skills</i> 59(1984): 999-1000. <i>Increased Psychological Health</i></p> <p><b>Increased tolerance, appreciation, warmth, helpfulness, and caring:</b> <i>College Student Journal</i> 15: 140–146, 1981. 16, 39, 43, 44).</p> <p><b>Improved problem-solving ability:</b> <i>Personality and Individual Differences</i> 12 (1991): 1105–1116.</p> <p><b>Improved attention, reduced distraction:</b> <i>Psychophysiology</i> 34: S89 (Abstract), 1998. <i>Biological Psychology</i> 55: 41–55, 2000. <i>Biological Psychology</i> 61: 293–319, 2002.</p> <p><b>Development of Personality - Uniquely High Scores on Self-Development in Advanced Participants in the Transcendental</b></p>

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		<p>invincibility and enlightenment thereby naturally inspiring the students to grow in enlightenment.</p>	<p>Meditation Program: <i>Transcendence and Mature Thought in Adulthood</i> (Lanham, MD: Rowman &amp; Littlefield): 39–70, 1994.</p>
<p><b>Rapid Turnover of Teachers</b></p>	<p>An increasing number of teachers leave the schools after a very short time, because it is too difficult for the amount of satisfaction it brings. This rapid turnover of teachers is very costly to the government and denies the students the benefit of learning from experienced professionals.</p>	<p>In Consciousness-Based Education the teachers are gaining Total Knowledge at the same time as their students are. Their daily experience of the Unified Field of all the Laws of Nature develops their skill of mastery over Natural Law for total support in all their teaching activities. They gain energy, creativity, clarity of mind, and inner fullness from their contact with the Unified Field—the field of bliss consciousness; and with this expanded energy and creativity they are more able to teach their students with joy, enthusiasm, and effectiveness; to be more creative and innovative; and to give more perfect individual attention to the students without becoming tired.</p> <p>Since the students are also practicing Transcendental Meditation, the students are more receptive, appreciative, harmonious, alert, focused, more easily inspired for their lessons, and more appreciative of the teacher. Such students contribute greatly to the teacher’s fulfillment.</p> <p>Finally, when all teachers, administrators, and students are practicing the Transcendental Meditation and TM-Sidhi Program in the school twice daily, the whole atmosphere becomes settled, orderly, focused, happy, and conducive to</p>	<p><b>Increased energy, dynamism, and enthusiasm:</b> <i>Dissertation Abstracts International</i> 38(7): 3372B–3373B, 1978. <i>Anxiety, Stress and Coping</i> 6: 245–262, 1993.</p> <p><b>Increased ability to be objective, fair-minded, and reasonable:</b> <i>Dissertation Abstracts International</i> 38(8): 3895B, 1978.</p> <p><b>Increased time competence – increased ability to think and act efficiently in the present:</b> <i>Journal of Social Behavior and Personality</i> 6: 189–247, 1991.</p> <p><b>Increased creativity, personal satisfaction, and self-actualization:</b> <i>Journal of Social Behavior and Personality</i> 6: 189–247, 1991. <i>Journal of Creative Behavior</i> 13: 169-180, 1979</p> <p><b>Increased job satisfaction, improved job performance, and better relationships with supervisors and co-workers:</b> <i>Anxiety, Stress and Coping</i> 6: 245–262, 1993.</p> <p><b>Improved health and decreased stress:</b> <i>Psychosomatic Medicine</i> 49: 493–507, 1987. <i>Journal of Biomedicine</i> 1: 73–88, 1980.</p> <p><b>Higher levels of self development:</b> <i>Journal of Social Behavior and Personality</i></p>

<b>Problem in Education</b>	<b>Analysis of the Problem</b>	<b>Solution to the Problem</b>	<b>Scientific Validation</b>
		<p>learning. Teachers and students, both give more and gain more, rising together to fulfill their creative potential. Teaching becomes an increasingly rewarding and enriching experience, promoting the development of higher states of consciousness in the teachers, while they are given the precious opportunity to lead their students to the enlightenment as well.</p>	<p>17: 93–121, 2005.  <b>Creating an Influence of Coherence and Harmony in Collective Consciousness:</b>  <i>Journal of Social Behavior and Personality</i> 17: 65–91, 2005.  <i>Journal of Conflict Resolution</i> 32: 776–812, 1988.  <i>Journal of Social Behavior and Personality</i> 17: 285–338, 2005.</p>