

A WORKSHOP REPORT
ON
CONSCIOUSNESS BASED EDUCATION



**(For the Faculties and Students of
Kathmandu Shiksha Campus)**

Supported By:
Maharshi Foundation Lalitpur

Organized By:

Kathmandu Shiksha Campus
Chandragiri Municipality-10, Satungal

Date: 2080/1/ 22-23

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Background

Kathmandu Shiksha Campus (KSC) is the first education community campus affiliated to TU. It was established on April 28, 1991 (2048 B.S, Baisakh 15) with commitment and sincere efforts of reputed and experienced educationists having associated with teacher education / training for many years. This campus has been conducting its academic programs in its own newly constructed building at Chandragiri Municipality-10, Satungal. Now, KSC has transformed into the multiple campuses where it is conducting Bachelors and Masters degree programs in the various subjects for which it needs at least a lot knowledge, Skills, and practical based education in the campus.

The main objective of the campus is to produce trained educational human resource for the school/college and other educational institutions, as per the need of the country. It is a non-profitable service-oriented community based campus, which is committed to provide quality and access to higher education to the Dalits/ Janajati/ Women and the financially weaker people with affordable costs. As a learning organization, the vision of KSC is to be an autonomous institution and develop as an educational destination with its and to provide quality education and be a major contributor for the intellectual, cultural, social and economic development of the nation.

Development of consciousness

KSC is committed to developing the full potentiality of students and faculties in terms of: intellectual, emotional, physical, and spiritual through the application of proven technologies of consciousness, including the Transcendental Meditation Technique (TMT) and its advanced programs. KSC are further committed to serving the participants through group practice of these technologies, scientifically demonstrated to promote positive trends and reduce negative trends in student's behaviors.

Engaged learning

KSC promote engaged learning and intellectual inquiry and growth within a framework of essential learning outcomes, grounded in an approach that connects the parts of knowledge to the wholeness of knowledge and the wholeness of knowledge to the self, so that whatever students may be studying, they always feel at home.

Health and happiness

We value health and well-being, safety and enjoyment, positivity and fun. KSC welcome and celebrate a rich diversity of cultures, backgrounds, identities, and values in a community that cultivates openness and togetherness, authenticity and respect, kindness and mutual support.

A thriving world

KSC is dedicated to solving humanity's pressing environmental and social challenges, with a vision of creating a world of peace and prosperity, compassion and justice, and harmony with nature.

Introduction

Consciousness-Based education is based on this technology to dissolve stress and optimize brain functioning, to increasingly develop the knower, and thereby optimize the process of knowing and the usefulness of the known. It is therefore, it is designed in such a way that it clear the mind of students and concentrated them on their study. It foster the inner strength of the students, provided the feeling of peace and make the understanding clear. Throughout life, students can manage the stress, persevere, and succeed regardless of the situation.

While doing mediation, naturally the body is rested, powerful chain reactions are set forth. Blood pressure normalizes. Heart rates slow down. The brain gets more oxygen. Big problems become small problems and stress becomes manageable.

Through the workshop, it is believed that it reduces the stress and improving brain function. Students have so much on their plate, so many external pressures, and so much to balance. We believe it is essential to provide our students with the tools to address these stresses. As adults, it is understood that stress does not disappear, but we rise to function properly under that stress. Consciousness-based education revolves around that belief. It don't just fill students heads with information, moreover it systematically expand the container of knowledge, the student's own consciousness. With this expansion, absorbing new ideas becomes simpler, friendships deepen, and start to understand how they are connected to and interconnected with the world. It is also a practical based approach and more applicable everywhere in the world.

It is understood as the modification of behavior due to environmental influences. Behaviors modification is an important aspect of college going students, especially in Nepal where the indiscipline behaviors is at high in each higher education Institutions.

Observable change in behavior is given importance as it indicates the working culmination of the information processing mechanism, however, modeling i.e. observation of others also support behavior.

The way teachers teach has been to a large extent based on psychological theories that affect human behavior. For instruction to be effective, it must be adjusted to reflect research-based practices regarding how students receive and process new

information. Several studies show a direct connection between the biology of the human brain and teaching and learning (**Madraza & Motz, 2005**). The knowledge about brain function and its effects on learning have the potential to revolutionize teaching and learning.

Objectives of the workshop

The general objectives of this workshop is to aware the students about the benefits of group Transcendental Meditation practice to reduce stress, improve academic performance, and better prepare for more successful professional careers. The specific objectives are as follows:

1. To improve student achievements through Transcendental Meditation;
2. To bring change the behavioral activities of students that brings unhappiness to our campus Community;
3. To foster the spiritual goals of humanity in this generation

The purpose of the workshop

The purpose of this workshop was to determine the level of awareness measured as knowledge, beliefs, and classroom practices about consciousness based learning among students and faculties of KSC. Several demographic factors like, gender, faculty of teaching, teaching experience in years, and educational qualification of teachers will be the basis for comparison.

Every day in the classroom, the teacher encounters ‘whole’ individuals and intuitively are aware of the several domains that are essential for the development of a wholesome personality. It becomes imperative for the teacher to look for ways of teaching that are justified on these grounds (Caine & Caine, 2011). The role of teacher in the context of changing times has changed. According to Basant Bahadur Singh (2004), teacher is expected to play the role of agent of social change and modernization. He will have to be a good communicator, efficient organizer of learning situations and democratic group leader. Teachers should be encouraged to develop knowledge of strategies that are supported by actual research, so that research-based practices can become the basis for classroom instruction (Peace & Watkins, 2000). Teachers are in a unique position to bring about a paradigm shift that recognizes consciousness based teaching methods as effective educational practices. This requires instructors to understand how it works and how to design instruction with that information in mind (Stevens & Goldberg, 2001). Since teachers are the implementers of any teaching strategy, it is of paramount importance to first assess their baseline knowledge about the same. The present workshop seeks to do the same.

Methodology of the workshop

Consciousness-Based Education adds the systematic development of higher states of consciousness to the existing school and college's curriculum. The fundamental technologies for the development of consciousness are the Transcendental Meditation, which were introduced to the world 60 years ago by Maharishi Mahesh Yogi, founder of Maharishi Vedic Science and the Transcendental Meditation Technique (TMT). It allows both the student and teacher to enjoy the process of imparting, receiving and assimilation of knowledge, whilst gaining familiarity with the field of total knowledge, the unified field of natural law. It is an integrated approach which combines both experience and understanding of wholeness and connectedness. Students and faculties of the KSC have been involved in the workshop.

Participations Sample

Table 1. Number of Participants in the Workshop

Groups	Male	Female	Total
BCA	15	5	20
BBS	10	10	20
B.Ed	5	15	20
Total	30	30	60

चेतनामा आधारित शिक्षा

१. पृष्ठभूमि :

काठमाडौं शिक्षा क्याम्पस सामुदायिक तवरबाट सञ्चालित शिक्षा शास्त्र संकायतर्फको त्रि.वि.द्वारा सम्बन्धन प्राप्त देशकै पहिलो सामुदायिक क्याम्पस हो । २०४८ सालमा स्थापित यो काठमाडौं शिक्षा क्याम्पस भानु मा.वि, पद्मोमय मा.वि. आदि स्थानमा रात्रिकालीन समयमा सञ्चालित यस क्याम्पसले २०६९/७० देखि विविध कार्यक्रमहरु थप गर्दै बहु विषयको अवधारणा अवलम्बन गर्दै आइरहेको छ ।

वि.सं.२०७२ को विनासकारी भुकम्पको कारण पद्मोदय मा.वि.को भवन पनि बस्न अयोग्य भएकोले गर्दा २०७२/७३ सम्म जसोतसो TLC बाट कक्षा सञ्चालन गर्दै रहेको अवस्थामा २०७४ देखि आफ्ना सम्पूर्ण शैक्षिक कार्यक्रमहरु आफ्नै भवनमा स्थानान्तरण भई सञ्चालन हुन थाले । चन्द्रागिरि नगरपालिका अन्तर्गत वडा.नं. १० सतुंगलमा आफ्नै भवनमा आज प्रातः, दिवा र सन्ध्याकालीन गरी तिनै सत्रमा अध्ययन अध्यापन कार्य सुचारु गरिहेको छ । यसै गरी नुवाकोट स्थित रानीपौवा भवानी क्याम्पसलाई मर्जर गरी व्यवस्थापन संकाय तर्फ स्नातक कार्यक्रम पनि २०७५ देखि सञ्चालनमा आयो । शैक्षिक वर्ष २०७७/०७८ देखि व्यवस्थापन संकायतर्फ नै स्नातकोत्तर कार्यक्रम थप भई सञ्चालनमा आउन थालेबाट हाल क्याम्पसमा व्यवस्थापन र शिक्षा शास्त्र संकाय तर्फका कार्यक्रम स्नातक तथा स्नातकोत्तर र मानविकी संकाय तर्फ स्नातकको IT कार्यक्रम BCA कार्यक्रम थप गरी क्याम्पस एकल पथीय स्वरूपबाट बहु पथीयमा रूपान्तरण भई सञ्चालन हुँदै गरेको अवस्था छ ।

यस क्याम्पसमा अध्ययन गर्न आउने छात्रछात्राहरु देशका विभिन्न कुना काप्चाबाट विविध जातजाति र दलित, जनजाति, आदिवासी, मधेसी आदि समुदायबाट आउने भएकोले यहाँ सामाजिक चेतना र मेलमिलापको स्तर न्यून भएको सन्दर्भमा चेतना जागृत गराउनको लागि विविध कार्यक्रमहरु सञ्चालन गर्न आवश्यक देखिएको र आज विश्वमा नै पूर्विय मान्यतामा आधारित आध्यात्मिक ज्ञान चेतना र अनुशासनको लागि निकै राम्रो हुन्छ भन्ने सिद्ध भै सकेको

सन्दर्भमा महर्षि महेश योगीको साधना र चेतनामा आधारित ज्ञान अत्यन्तै व्यवहारोपयोगी देखिएकोले नेपाल महर्षि फाउन्डेशनको सहयोगमा “चेतनामा आधारित शिक्षा” विषयक दुइदिने कार्यक्रमको आयोजना गरियो ।

२. उद्देश्य :

१. समाजमा विकास हुँदै गैरहेको अनुशासन हीनताको प्रभावले शैक्षिकस्थलहरू समेत प्रभावित भएकोले यसलाई न्यूनीकरण गर्नु ।

२. हाम्रो प्राचीन मान्यतामा आधारित अनुशासन र साधनाको जानकारी प्रदान गर्नु ।

३. चेतनाको विकास गर्न योग र ध्यान उपयोगी हुन्छ भन्ने कुरा पश्चिमी मुलुकमा लोकप्रिय छ भन्ने कुरा जानकारी दिइ त्यसतर्फ उन्मुख हुन अभिप्रेरित गर्नु ।

४. क्याम्पसमा अनुशासन कायम गर्दै चेतनाको अभिवृद्धिका साथ गुणस्तरीय शिक्षा प्रदानमा सहयोग गर्नु ।

३. क्रियाकलाप तथा गतिविधि :

काठमाडौं शिक्षा बहुमुखी क्याम्पस र नेपाल महर्षि वैदिक फाउन्डेसन थसिखेल कि.पु.को आयोजनमा “चेतनामा आधारित शिक्षा कार्यक्रमका बारेमा अन्तरिक्ष वैज्ञानिकको प्रस्तुति” विषयक कार्यक्रममा यस क्याम्पसका सञ्चालक समितिका सदस्यहरू, प्राध्यापकहरू, अभिभावक, छात्रछात्राहरूको सहभागिता रह्यो । काठमाडौं शिक्षा क्याम्पसका क्याम्पस प्रमुख श्री शत्रुघ्न प्रसाद गुप्ताको सभापतित्वमा सञ्चालित यस कार्यक्रममा विशिष्ट अतिथिको रूपमा एचा। म्चा ब्कभित्थ म्भवल र प्रमुख अतिथि महर्षि वैदिक फाउन्डेसन नेपालमा अध्यक्ष दीपकप्रकाश बास्कोटा रहनु भएको थियो ।

यस १० नं.वडाका वडा अध्यक्ष शिव कुमार महर्जन विन्ध्यवासिनी आध्यात्मिक संघका वरिष्ठ उपाध्यक्ष डा.लक्ष्मीकान्त पाण्डे, समाजसेवी गौरी प्रसाद दवाडी, यस क्षेत्रका शिक्षाप्रेमी तथा समाजसेवीहरूको व्यापक उपस्थिति रहकोमा यो कार्यक्रमको सञ्चालन भावातीत ध्यान गुरु भरत पौडेलले गर्नु भएको थियो ।

वडाअध्यक्ष शिव कुमार महर्जनमा स्वागत मन्तव्यबाट प्रारम्भ भएको कार्यक्रममा स्वागत मन्तव्य दिँदै वडाअध्यक्ष शिवकुमार महर्जनले आजको जमानामा ज्ञान र अनुशासनको लागि ध्यान अति आवश्यक भैसकेको र यसको लागि हामीले यसको व्यवस्थापन गर्नु पर्दछ भन्नु भयो ।

सहायक क्याम्पस प्रमुख वसन्त वरालले क्याम्पसको गतिविधिमा बारेमा चर्चा गर्दै यस काठमाडौं शिक्षा क्याम्पसले अब केही समयमा नै तत्त्व मा जाने र यसको लागि आवश्यक पूर्वाधार तयार नै रहेको कुरा जानकारी गराउनु भयो । समसामयिक र सामाजिक चासोका विषयहरूलाई उचित स्थान प्रदान गरी औपचारिक शिक्षाका सोच विविध तालिम र अतिरिक्त क्रियाकलाप मार्फत यस प्रकारका ज्ञान र ध्यान पनि समावेश गर्नु आजको आवश्यकता भएको कुरा समेत सहायक क्याम्पस प्रमुखले अभिव्यक्त गर्नु भएको थियो ।

Prof. Dr. Lealey Brooks ले आजको विकसित विश्वमा यस बैविम हामले महत्वपूर्ण भूमिका निर्वाह गरेको, विश्वमा ६० भन्दा बढी विकसित मुलकहरूमा यसको अध्ययन अनुसन्धान नै रहेको र यसका विज्ञान समेत उदाहरण र हातसम्म अध्ययन भएका विषयहरूको प्रतिपादन गरी कार्यपग नै पेस गर्नु भएको थियो । महर्षि वैदिक फाउण्डेशन नेपालमा अध्यक्ष दीपकप्रकाश बास्कोटाले यसको महत्व संसारमा आवश्यक रहेको कुरा विश्वमा विकसित राष्ट्रहरूले बुझिसकेको र हामी नेपालीले पनि बुझ्ने पर्ने र व्यवहारमा ल्याउनु पर्दछ । ज्ञान र ध्यानले जीवनमा परिवर्तन ल्याउँदा र चेतनाको स्तर वृद्धि हुन्छ भन्ने कुरालाई प्रस्ट पार्दै यसले स्वास्थ्यमा सकारात्मक योगदान प्रदान गर्दै मानिसलाई नैतिक र सदाचारी बन्न प्रेरणा प्रदान गर्दछ भन्नु हुँदै हाम्रो संस्थाले नेपालका विविध स्थानमा ५० भन्दा बढी गुरुकुलहरूलाई सहयोग गरेर सेवा प्रदान गरेको कुरा समेत जानकारी गराउनु भयो ।

यस क्षेत्रमा सुरक्षाको कार्यमा महत्वपूर्ण भूमिमा निर्वहन गरेकी “प्रहरी प्रभाग वलम्बुकी प्रमुख रहनु भएकी प्र.नि.सुभद्रा लामा वाइवालाई प्रमाणपत्र सहित दोसल्ला ओढाइ सम्मान गरिएको थियो । सम्मानित प्र.नि.सुभद्राले अनुशासनको लागि ध्यान र नैतिक शिक्षा अपरिहार्य भैसकेको कुरा जानकारी गराउँदै मलाई सम्मान गर्नुभएकोमा हार्दिक धन्यवाद सहित यस क्याम्पसलाई हर समय सहयोग गर्ने वाचा गर्नुभयो । यसै माझमा महर्षि वैदिक फाउण्डेशनद्वारा प्रकाशित तिन थान पुस्तकहरू र पत्रिकाहरू क्याम्पसको लागि हस्तान्तरण गर्नुभयो ।

कार्यक्रमको अन्तमा सभापतिको आसन ग्रहण गर्नुभएमा क्याम्पस प्रमुख शत्रुधन प्रसाद गुप्ताले यो क्याम्पसमा तत्त्व ल्याउनु पर्ने आवश्यक रहेको र यसको लागि सबैको सहयोग र सद्भावले पूर्वकार्य सम्पन्न भैसकेको कुरा व्यक्त गर्नुभयो । निकट समयमा यसले सफलता प्राप्त गर्ने र यस भेगको लागि आधुनिक शैक्षिक संस्था र उच्च अध्ययनको केन्द्र रहने कुरामा दुहमत नरहेको

विषय जानकारी गराउनु भयो । महर्षि वैदिक फाउण्डेशनले नैतिक र आध्यात्मिक जागरण ल्याउन धेरै राम्रो भूमिका निर्वहन गरेको र यस क्याम्पसले पनि यसको फाइदा पाउने कुरामा विश्वस्थ भएको कुरा व्यक्त गर्नुभयो ।

विन्ध्यवासिनी आध्यात्मिक संघका पदाधिकारी वरिष्ठ उपाध्यक्ष डा.लक्ष्मीकान्त पाण्डे, अभिभावकहरु, कर्मचारी र विद्यार्थीहरुले भरिएको सभाहलमा भएको यो कार्यक्रमले क्याम्पस परिवार निकै हर्षित भएको धारणा व्यक्त गर्दै समाविसर्जन गर्नु भएको थियो ।

४. निष्कर्ष :

यस काठमाडौं शिक्षा क्याम्पसमा सञ्चालित यस प्रकारको कार्यक्रमले यस क्षेत्रकै गरिमा बढाएको महसुस भएको छ । योग एउटा विज्ञान हो र यसको माध्यमले व्यक्ति र समाजमा निकै सकारात्मक प्रभाव पार्दछ भन्ने कुरा सबैले थाहा पाउनु यस कार्यक्रमको महत्वपूर्ण उपलब्धि हो । अन्तरिक्ष वैज्ञानिकले योग अध्यात्मको विगुल फुकदै दुनियाँमा हिँडेको सन्दर्भलाई यहाँका शिक्षक, विद्यार्थी र अभिभावकका लागि निकै प्रेरणादायी रह्यो । समाजमा अनुशासन र शान्ति बिना विकास सम्भव छैन । विकास र शान्तिको लागि पूर्वीय मान्यता, दर्शन र योगको महत्वपूर्ण भूमिका हुने कुरा सबैले हृदयङ्गम गरियो ।

Photos of the program

1. With - The Expert of Consciousness based Education- Prof Dr S



2. Photoes with experts



3. Group Photos with Chief Guests and participants



4. Photos with Former State Minister- Mr Deepak Prakash Baskota



Conclusions & Discussion

This workshop has given the ample opportunity to the faculty member and students to adopt the new strategies of teaching learning and research at KSC. Teachers may believe in different learning approaches but they may lack complete knowledge about consciousness based learning. Therefore their belief about consciousness based learning is settled.

A significant, positive, direct and substantial relationship between knowledge and practice scales was obtained; indicating that knowledge about consciences based learning would help teachers in their classrooms. A significant, positive, direct but weak relationship between belief scale and knowledge as well as with practice scale was obtained. This shows that in spite of having knowledge and practicing conscious based learning. Teachers possibly do not value it enough. Increase in knowledge and practice of brain based learning may improve their belief about it. The level of awareness on the scales of consciences based learning did not show significant difference for most demographic variables.

Recommendations

1. It is recommended that KSC should incorporates TM as a extra curriculum where students practice daily morning and evening helps develop the full mental potential of the students and develops the ability to manage stress effectively.
2. KSC faculties with postgraduate degree practice conspicuous based learning more than those with undergraduate or graduate degrees.
3. Faculties with postgraduate degrees tend to read further or more about teaching strategies and may also be more confident of adopting new strategies.

Implications

The study has several implications. It reveals the level of awareness about conscious based learning of of students and faculty members in Kathmandu Shiksha Campus, Chandragiri municipality-10, Satungal. The results show that teachers possess knowledge, believe in and do practice consciousness based learning in their classroom to a fairly good extent. Faculty members seem to be open to adopting new learning strategies; they also implement updated information in their classes. However the faculties also indicate the need to be formally trained and be provided with sufficient time to gain information and implement strategies in their classroom. KSC should provide for opportunities for staff development. The results also call for

the colleges to take note of the changing times and accordingly prepare future teachers. Teacher education courses should include theoretical basis of conscious based learning and also provide scope for its implementation. This will encourage teachers to be confident with using conscious based learning in their future classes. As desired by the faculty in this workshop, they would look forward to a formal training on conscious based learning. Quality of education depends on teachers and it is imperative to base teaching strategies.

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