6.1 Introduction

Brahma Kumaris, a unique institution that has emerged in response to the global crisis in spirituality and values. It was established during the tense years that preceded World War II. The experiment of the League of Nations had failed, and the political situations of the country were not stable. The clouds of the war had started gathering on the political horizon once again. Various vices had gripped the society, and religion had been reduced to mere ritual.

The story of Brahma Kumaris’ inception goes back to 1936, when a small seed named Brahma Kumaris was planted in Sindh (now in Pakistan) by a famous diamond merchant Dada Lekhraj to bring positive change by helping individuals to rediscover their innate virtues and use them to transform their lives and their communities. Today, the Brahma Kumaris, with its International Head Quarter at Mount Abu, Rajasthan, has grown into a huge tree with over 8500 branches across 140 countries of the world. The institution now has between 900,000 to 1,000,000 members from a wide section of the world, all sharing a common vision of leading a value-based life and creating a world of purity, peace and happiness; it has become a well-respected institution as its spiritual wisdom and teachings of moral and ethical values have provided lifelong learning to people of all ages. Over the years, it has gained international acceptance and recognition for its service to humanity. The name of the institution in India is Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya. Out of India it is known as Brahma Kumaris World Spiritual University. The spiritual university adopted the ‘universal peace manifesto’, which has a major psychological, sociological, economical, ethical, historical, theological, political, educational, juristical, cosmological and therapeutic importance in 1984. The manifesto envisages a society in which there will be no class-conflict, no racism, no wars and no disease. There will be a society in which everyone will have a dignified existence in an atmosphere free from social turmoil, feudalistic bossism, monarchial freedom, dictatorial tyranny or democratic indecisiveness.
6.2 Major achievements of the institution

- The institution is affiliated to the Department of Public Information (DPI) of the United Nations as a Non-Government Organization (NGO) since 1980.
- It holds the General Consultative Status in the Economic and Social Council (ECOSOC).
- The institution was welcomed into a consultative status with United Nations Children Emergency Fund (UNICEF) in September 1987.
- The United Nations’ University for Peace in Costa Rica receives its co-operation in the field of peace education by means of an official agreement.
- The institution launched The Million Minutes of Peace Appeal in 1986, the United Nations International Year of Peace.
- It received 7 UN Peace Messenger Awards for its work in promoting peace during the International Year of Peace in 1987.
- In 1994, the institution launched an another international project, Sharing Our Values for a Better World, aimed at raising awareness about 12 universal core values and promoting their development at the individual and collective levels. These values were the central focus of Living Values: A Guidebook, published in honour of the UN’s 50th Anniversary
- The Government of Mauritius has recognized it as a University by an Act of Parliament.
- The Commonwealth of Russia has granted it official recognition.
- The Government of Guyana has adopted the principle of starting the proceedings of their Parliament with three minutes of Rajyoga Meditation as suggested by the Brahma Kumaris World Spiritual University.
- It was accredited an observer organization to UN Framework Convention on Climate Change (UNFCCC) since 2009.
- It has the status of Flagship Member of Education for Rural People (ERP), Food and Agricultural Organization (FAO) of United Nations.
- It has an observer status to United Nations Environmental Assembly of United Nations Environment Programme (UNEP) since 2014.
- A passerby relationship to UN Framework Convention on Climate Change (UNFCCC) since 2009 was agreed upon.
• In the year of 1994, the Government of India published a postal stamp in the memory of the founder of this institution.

• The Diamond Hall, a pillar-free auditorium built in 1996 and situated at Shantivan, Abu Road, in Rajasthan, has found a place in the Limca Book of Records as the largest hall in the country, with a capacity of 25000 people.

• The project of ‘Living Values: An Educational Programme’ supported by UNESCO, sponsored by the Spanish National Committee of UNICEF, the planet society and the Brahma Kumaris, in consultation with the education cluster of UNICEF (New York) has been running in over 8,000 sites in 83 countries in various education organisations in many countries of the world.

• Mohanlal Sukhadiya University of Udaipur (Rajasthan) awarded the Honorary Degree of Doctorate of Literature (D.Lit.) to Raj Yogini Prakash Mani, the then Administrative Head of the Organization in 1992.

• Gitam University of Vishakhapatnam has awarded the Honorary Degree of Doctorate of Literature (D.Lit.) to Raj Yogini Janki (the incumbent Chief Administrative Head of the Organization) in 2011.

• Gulbarga University of Gulbarga has awarded the Honorary Degree of Doctorate of Literature (D.Lit.) to Raj Yogini Ratan Mohini (Joint Chief Administrative Head of the Organization).

• The Brahma Kumaris World Spiritual Organization has made a Public Declaration of Interfaith Peace and Friendship on United Nations World Interfaith Harmony Week in 2015.

• Radio Madhuban-90.4 Fm: ‘Sunte Raho Muskurate Raho’ was launched in 2011.

• Peace of Mind TV Channel has been spreading spirituality among the people through its various programmes.

• 'India One', a 1 MW solar thermal power plant, spread over an area of 25 acre, has been installed by Brahma Kumaris near the Brahma Kumaris Shantivan Campus in Abu Road, Rajasthan, India, in the spring of 2017.

• The Rural Development Wing of the Rajyoga Education and Research Foundation, the sister institution of the Prajapita Brahma Kumaris Spiritual University has revived and popularized the term ‘Sustainable Yogic Agriculture’, and has been bringing awareness
about the Sustainable Yogic Agriculture Project among the farmer brothers and sisters for over ten years.

- In June 2009, a Memorandum of Understanding (MoU) was signed between the SD Agricultural University (Gujarat) and the Rural Development Wing in order to conduct research on the role of meditation in agriculture with organic.

- The largest rangoli was created by the Ahmednagar branch of Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya and its youth wing with the help of 2,500 participants at the Ashokbhau Firodia School ground. The rangoli measured 9,028 square metres (97,176 square feet) on November 26, 2010, and it found a place in the Guinness World Records as the ‘largest sand painting’ in the world.

- ‘Mera Bhara, Swarnim Bharat’ is a nationwide awakening campaign from 2017-2020 organised by the Youth Wing of Rajyoga Education and Research Foundation.

- The Rajyoga Education and Research Foundation has 20 separate departments for Scientists and Engineers, Doctors, Educationists, Media Persons, Businessmen and Industrialists, Women, Youth, Politicians, Social Workers, Jurists, Administrators and Executives, Cultural Artists and Farmers etc.

- The Rajyoga Education and Research Foundation has scaled new heights in higher education as it is in technical collaboration with many Indian and foreign universities as has already been cited.

6.3 **Rajyoga**

India is famous in the world over for its ancient yoga. Many visit this country for the purpose of learning yoga, which, as they have heard, helps to remove mental tension, brings peace and joy to the mind and rest and repose to the brain and the body. However, when they visit the yogic centres in India or those in their own countries, they find that their teachings consist mainly of physical exercises or bodily postures (*asanas*) and methods of breath-control (*pranayama*). There are the forms of yoga in vogue. But all these yogas are based on physical exercises. Yoga-seekers are, therefore, curious to know the real yoga, i.e. the yoga by which one can attain lasting peace and hold communication with the Divine.
The founder of Brahma Kumaris conceptualized the term ‘Rajyoga’. The word is made up of two words, ‘Raja’ and ‘Yoga’. Raja means ‘King’, so Rajyoga means the king of yoga. In analyzing the deep and subtle meaning of “Rajyoga”, it is not limited to the definition of the words but its meaning has been universally enhanced by the Brahma Kumaris, so in essence “Rajyoga” is about knowing the self, being soul conscious and creating pure mental grounds for a higher connection with Supreme. It is a yoga through which the soul (individual) becomes a sovereign over its mind, intellect and personality, thereby ruling the senses or organs of the body and being in complete control of any situation. It is the mental union or link between the individual and the Divine. This is a highest kind of yoga because the aim of Rajyoga is perfection. It has its effects not only on the body but also on the inner self. Rajyoga is the king of yogas.

George (2004), “Rajyoga meditation does not involve the use of external objects, physical postures or mantras. Rather its two main aims are to restore the direct experience and awareness of the self as a spirit, and to recreate the subtle link with the source of spirit. Through a gentle process of self-realisation and a reconnection with the Supreme, both the enlightenment and the transformation of the self-take place.”

Bharti (2015), “Raja Yoga is also known as Mental Yoga or the Yoga of the Mind because of its emphasis on awareness of one's state of mind. It is through this practice of concentration that one learns to calm the mind and bring it to one point of focus so that one can direct his or her attention inwardly, towards true nature, which is divine.”

From the studies done by Hasan and Kahil (2005), Ncube (2005), Ferrand (2009), Ginzo (2010) and Kataria (2016) it becomes apparent that ‘Living Value Education Program’ which is designed with the consultation of Brahma Kumaris, has a universal effect in augmenting the scholastic, emotional and social behavior of the students; furthermore, even the teachers feel a betterment in their patience levels. Musselwhite (2009), Gerelene (2013), Patil (2013) have revealed that the Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya is a paragon of good management and leadership. The institution places great importance on the spiritual and general empowerment of women. They also conclude that it is with the help of several spiritual teachings and practices of the institution, practitioners are able to absolve themselves from
various kinds of vices and drug addictions. Pandey et. al. (2010) reported that ‘Yogic Kheti’ (sustainable agriculture) conceptualized by Brahma Kumaris, has beneficial consequences on crop production. Ramesh et al (2013), Misra et al (2015), Pillai et al (2015), Nagesh (2016), Sanjay (2016) brought to the foreground the numerous advantages of Rajyoga Meditation: not only does it help its practitioners enhance their levels of contentment, concentration, and consequently, happiness, but also bodes well for their emotional intelligence, cognitive functioning and social relations. Rajyoga Meditation has great benefits in the field of health and therapy as well. Sukhsohale (2012), Kiran et al (2014), Kumar (2015) and Naik et al (2016) reported about the role of Rajyoga in the physiological and psychological convalescence of the practitioners. It offers a longing respite from Chronic Tension Type Headache, Stress, Anxiety and Depression and other such ailments, and improves the intelligent quotient and auditory reaction time of the students who suffer from Attention Deficit Hyperactivity Disorder. Rajyoga empowers the self to rule the mind, the sense-organs and the body, and is even found to have advantageous results on the physical health of its practicians.

6.4 Rajyoga System of Education

Teachings of Rajyoga are known as the Rajyoga System of Education. The Rajyoga System of Education is a unique and secular system of education .This system of education is based on life-building, man-making and character-building. It teaches disciplined exercises of creating awareness, utilizing such processes as creative thinking, intuitively perceiving and silently reflecting. For a better functioning of this system, an institution named the Rajyoga Education and Research Foundation (RERF) has been created. It has 18 separate departments for Scientists and Engineers, Doctors, Educationists, Media Persons, Businessmen and Industrialists, Women, Youth, Politicians, Social Workers, Jurists, Administrators and Executives, Cultural Artists and Farmers etc. These departments organize special workshops and conferences for their concerned segments of the society. The Rajyoga Education and Research Foundation has scaled new heights in higher education as it is in technical collaboration with following universities:

- Annamalai University, Tamil Nadu
- YCM Open University, Maharashtra
- VM Open University, Rajasthan
• Kota University, Rajasthan
• University of the West Indies, Trinidad and Tobago
• Sri Ramasamy Naidu Memorial College (Autonomous), Sattur.
• Thiagarajar college, Madhurai
• Dibrugarh University, Assam.
• Ram Krishna Dharmaarth Foundation University, Madhya Pradesh.
• Tamilnadu Teachers Education University, Tamilnadu
• Karnataka State Open University, Bangalore
• Ganpat University, Gujrat
• Assam Down Town University, Assam

The following courses based on the Rajyoga System of Education are run by these universities.

• Diploma in Value Education and Spirituality.
• Bachelor of Arts in Values and Spiritual Education.
• Post Graduate Diploma in Value Education and Spirituality.
• Post Graduate Diploma in Values in Health Care.
• M.Sc in Value Education and Spirituality.

The courses, classes and lectures conducted by the Rajyoga Education and Research Foundation aim to balance the rational and intuitive faculties of the intellect, and provide each individual with the ability to call on his or her inner resources and strengths in any situation. Teachers and students from this foundation also visit community clubs and organizations, prisons, hospitals, schools and business organizations providing tuitions in personal-skills, development, meditation and team-work through workshops, seminars and lectures.

6.5 Emergence of the Problem

Education is a central agency in shaping the future of individuals. The qualities of the citizens of any country depend upon the education that is provided to them. Today, there is a great focus on the STEM subjects of science, technology, engineering and mathematics, while the liberal arts have been relegated to the background. This absurd focus on the sciences leads to the ignorance
of the education in moral and spiritual subjects: a thus system may produce brilliant scientists, engineers, doctors, but without values like empathy, love and tolerance. What kind of a society are we leading to?. Left-brain education has its own benefits, but the secret to peak job performance and satisfaction is to learn how to use both sides of our brain. We need to learn how to shift consciously from one brain style to another to meet different demands. Successful people have learnt naturally how and when to use both sides of their brain, combining detail, logic and efficiency with a sense of overview, inspiration and invention. Researchers feel that Japanese teachers teach far greater use of right-brained holistic talents in schools. The right brain is activated through meditation, prayer and scripture study. When the mind gets relaxed (alpha state), both the hemispheres are integrated.

The education system has failed to uphold an enriched and value-based culture among its citizens. As the values are keep on deteriorating because of loop holes in our education system and our youth is becoming aimless. There has been a retrogression or degeneration in the moral sphere during the last fifty years. The place of law and order has almost been captured by lawlessness and disorder. As remedial measures, all education commissions have strongly recommended the introduction of moral education in schools and colleges. Hence, it is the need of the hour that education system should be guided from a system that is the richest sources of values and culture.

In these circumstances, the Rajyoga System of Education works at all the levels of the society, seeking to help bring about positive changes in the world by offering a range of educational programmes in moral and spiritual values aimed at building a greater awareness of the worth and dignity of the human person. The curriculum is based on the recognition of the intrinsic goodness and spirituality of every human being. Under this system, the education in spiritual principles is combined with the development of the latent qualities of the soul and the awakening of dormant personal powers. As of now, no efforts have been conducted for a systematic study to gauge the pedagogical aspects of Rajyoga as conceptualized by Brahma Kumaris.
6.6 Statement of the Problem

ANALYSIS OF PEDAGOGICAL ASPECTS OF RAJYOGA AS CONCEPTUALISED BY BRAHMA KUMARIS

6.7 Definitions of Key Terms

**Pedagogical Aspects:** Pedagogy is the discipline that deals with the theory and practice of education; it thus concerns itself with the study and practice of how best to teach. Pedagogical aspects include the aims of education, curriculum, teaching methods, qualities of a teacher and a student, school and discipline etc.

**Brahma Kumaris:** The Brahma Kumaris is a spiritual institution (International Head Quarters at Mount Abu, Rajasthan) also known as the Brahma Kumaris World Spiritual University (recognized as a university by an Act of Parliament of Republic of Mauritius). The institution adopted the ‘universal peace manifesto’ in 1984 that has a major psychological, sociological, economical, ethical, historical, theological, political, educational, juristical, cosmological and therapeutic importance.

**Rajyoga:** Rajyoga is a system of education given by Brahma Kumaris, meant for the total development of the self by knowing the self, being soul conscious and creating pure mental grounds for higher connection with Supreme. Its objective is to empower the self and to rule the mind, sense organs and the body as a whole. This system is well-respected system all over the world (about 140 countries) due to its spiritual wisdom and teaching.

6.8 Need and Justification

Our society today is faced with the grave problems of mental tensions, disintegration, violence, crime, environmental degradation, nuclear threats, population explosion and an increasing number of conflicts. It is in a state of social, economic, political, racial and communal disharmony. As communalism, regionalism and other divisive forces raise their ugly hoods, the spirit of national integration is strained.
These conflicts are as much due to the lack of a moral, wholesome education as due to illiteracy. Education should be able to counter the negative effects of a rapid urbanization, should broaden our horizons, and break down the narrow walls that limit us in groups instead of being a part of the greater humanity; to counter these problems, education should promote humanity, love, brotherhood, empathy, tolerance, co-operation and non violence.

It must strengthen the sense of environmental cleanliness, mental purity, continence and other virtues; it should preserve the dignity of an individual, and grant a moral sense for the creation of a self-disciplined and a socially and politically just society.

It is of immediate importance that education promotes harmony to put an end to the destroying conflicts that would rip out all of humanity. Internal and external qualities follow harmony. For this, value education is a must.

The Rajyoga Education System of Prajapita Brahma Kumaris Spiritual University is not only building to help develop the ‘integrated personality’ of people, but it is also promoting emotional integration between various religious, ethnic, racial, linguistic and regional groups. This institution is not a religious institution, preaching any cult or sect, but it is an institution that imparts education on universal spiritual values, and brings understanding and unity to all, and peace to the planet Earth.

6.9 Objectives

1. To study the activities of the Brahma Kumaris World Spiritual University in order to get a deeper view of the Rajyoga Philosophy.

2. To analyse the general philosophy of Rajyoga as conceptualised by Brahma Kumaris with special reference to the followings:

(i) Metaphysics
   • Philosophy of Self
   • Cosmology
   • Cosmogony
• Ontology
• Eschatology
  ➢ Reincarnation
  ➢ Moksh
  ➢ Karma Philosophy

(ii) Epistemology
(iii) Axiology
• Ethics
• Aesthetics
• Logic

3. To analyse the pedagogical aspects of Rajyoga as conceptualized by the Brahma Kumaris, while emphasizing the following aspects:
• Concept of Education
• Aims of Education
• Curriculum
• Methods of Teaching
• Concept of Student
• Concept of Teacher
• Concept of School
• Concept of Discipline

6.10 Method and Procedure

As the problem chosen for the research is primarily philosophical in nature, the investigator based her study on philosophical and historical methods. Content analysis, sometimes known as document analysis, was done in order to analyse the pedagogical aspects of Rajyoga as conceptualised by the Brahma Kumaris. Content analysis is a technique in the social sciences for studying the content of communication. It is the study of recorded human communication, such as books, reports, websites, painting and laws. It is most commonly used by researchers in the social sciences to analyze recorded transcripts of interviews with participants. Content analysis is
also considered a scholarly methodology in the humanities by which texts are studied as to the authorship and authenticity of meanings.

6.11 Sources of Data

The investigator collected the relevant information from various primary and secondary sources.

(a) Primary Sources

The primary source of information are the Godly Versions (Murlis) from 1937-2018 taught at the Brahma Kumaris Centres.

(b) Secondary Sources

The secondary sources include:

1. Books, written by the senior Rajyoga teachers.
2. Journals and Magazines
   - The World Renewal – Monthly (English) Magazine
   - Gyanamrit – Monthly (Hindi) Magazine
   - Omshanti Media – Fortnightly (Hindi) Magazine
   - Purity – Monthly (English) Magazine
   - Gyan Veena – Monthly (Hindi) Magazine

6.12 Delimitations of the Study

1. The Rajyoga conceptualised by only the Brahma Kumaris was studied, (even though there exist several other forms of Rajyoga, such as by Swami Vivekananda and Sage Patanjali).
2. The precise view of only the general philosophy of Rajyoga conceptualised by the Brahma Kumaris was given.
3. The study was delimited to the pedagogical aspects of Rajyoga as conceptualised by the Brahma Kumaris.
6.13 General Philosophy of Rajyoga

- There are three ultimate realities or Shashwat Satya i.e. Supreme Soul, soul, and matter.
- The soul is like a sparkling point of conscient energy residing in the centre of the forehead that empowers the entire body to monitor and perform all physical activities.
- The soul and the body are two different entities. The soul is immortal; and the body is mortal. The soul itself never dies; it only gives up the body.
- The soul has three faculties i.e. mind, intellect, and personality traits. The soul is the seed which contains within itself not only the power of thinking and deciding, but also has specific capacity for actions known as personality traits.
- The soul takes maximum eighty four births. Human souls take human body.
- God does exist. He is the Supreme Father of all souls. He does not come into the cycle of birth and death. He is omnipotent but not omnipresent. He lives in the Incorporeal World. His self-revealed name is ‘Shiva’. He is the source of true knowledge.
- There are three worlds viz. the Corporeal World, the Subtle World, and the Incorporeal World. The Corporeal world is the physical world or drama stage where souls, as actors, play their respective roles. The Subtle World is the region between the Corporeal World and the Incorporeal World. This cannot be seen by the physical eyes. The Incorporeal World or Soul world or Param Dham is the Supreme Abode, where the Supreme Soul resides. When the destruction of the material world takes place, the souls return to this world.
- The true history of the creation is really the story of the Eternal World Drama. The interplay between the souls, nature, God, and time is what constitutes the cycle of the world history called as ‘World Drama’.
- The entire ‘World Drama Cycle’ is of 5000 years. It has four parts or yugas such as Golden Age (Sat Yuga), Silver Age (Treta Yuga), Copper Age (Dwapar Yuga), Iron Age (Kali Yuga). Each Yuga is of 1250 years.
- Through these four ages, soul and matter undergo through sato, rajo, tamo conditions.
- The ending of the Iron Age and the starting of the Golden Age is a transitional period known as the Confluence Age or Sangam Yuga. During this period, the Divine descends in the drama stage and imparts training in Godly knowledge and Rajyoga meditation,
through the corporeal medium of Prajapita Brahma, to restore the human souls to their original perfect stage.

- To attain *Jiwan Mukti* spiritual knowledge is necessary. There are the four subjects of spiritual knowledge prescribed by the Rajyoga i.e. *Gyan, Seva, Yoga, and Dharna*.
- The Rajyoga philosophy advocates 12 values - Cooperation, Freedom, Happiness, Honesty, Humility, Love, Peace, Respect, Responsibility, Simplicity, Tolerance, and Unity. These values were the central focus of *Living Values: A Guidebook*, published by the Brahma Kumaris World Spiritual University in honour of the United Nations’ 50th Anniversary.

### 6.14 Pedagogical Aspects of Rajyoga

The Rajyoga philosophy of Brahma Kumaris is a priceless treasure from the educational point of view. The contribution of the Rajyoga philosophy of education is unique and unparalleled. This educational philosophy is not for a particular time but is eternal. It lays great emphasis upon the upliftment of the individual through moral and spiritual education.

**Meaning of Education**

According to Rajyoga, true education is that which makes man self-dependent and gives knowledge of the self and the Supreme. It is not merely a process of relocating the knowledge of some facts from one brain to another. It is the process of human resource and development.

**Aims of Education**

From the perspective of Rajyoga, the aim of education should be the complete transformation of the self, and ultimately the creation of the new world order in which there is perfection. Education should not be limited to a one-dimensional growth in intelligence. According to Rajyoga, education should be aimed at the all-round development of a student.

**Curriculum**

There are two types of knowledge one is material knowledge and another one is spiritual knowledge. Rajyoga asserts that both types of knowledge are necessary, but spiritual knowledge is more important as it opens the doors of self-realization. Value-education must be incorporated in material-education. It is recommended to include Rajyoga’s famous Educational Programme

**Methods of Teaching**

Rajyoga of the Brahma Kumaris World Spiritual University recommends the usage of many teaching methods like meditation, *drishti*, visualisation, discussion, demonstration, question-answer, self-study or churning etc. Teachers should select the method of teaching according to the needs and personality of students.

**Concept of Student**

According to Rajyoga, a student is a spiritual being (*atma*). Each soul has its own inherent instincts, capacities, mental dispositions and special abilities etc. from its past life. The teacher should enable the students to recognize their real selves. Students must have firm faith in their teacher and follow code of conduct.

**Concept of Teacher**

The teacher possesses a sublime status, has a noble role, and a challenging task of raising the standard of learner to higher levels of life. As the founder of the Brahma Kumaris exemplified, while teaching, the teacher should keep in mind the psychology of the learners, the differences learners bear, and the different responses to different methods of teaching. Gentleness is a trademark quality of teachers.

**Concept of School**

According to Rajyoga, schools plays an important role in sublimating the instincts, moulding the ideas, habits and attitudes of the learners with a view to producing well-balanced personalities that are physically strong, mentally active, emotionally stable, culturally sound, socially efficient and spiritually elevated. School should admit students without any discrimination on the basis of caste, creed religion and gender. Every centre of the Prajapita Brahma Kumaris World Spiritual University admits people without any discrimination.
Concept of Discipline

Rajyoga is a spiritual discipline which teaches personal-control and values like tolerance, humility and respect for elders. It is the spiritual meditation which gives rest to one’s mind and peace to one’s soul. Rajyoga recommends pure diet, good company, celibacy and divine virtues for students.

6.15 Recommendations and Educational Implications emerging from the Analysis of Pedagogical aspects of Rajyoga

Several recommendations have been deduced by the investigator for the melioration of general education through the application of Rajyoga and the various out-reach programmes conducted by the Brahma Kumaris. These are:

1. Observing silence, Rajyoga emphasise, helps one in the process of spiritual development by tapping the resources of the inner being. Implementation of this at the school level for a daily session of 10 minutes would help enhance their creative and concentration powers.

2. Sufficient hours of daily sleep improve the functioning of the body. Through 50 minutes of Rajyoga meditation, a benefit equivalent to that of one cycle of sleep for the next six hours can be attained.

3. Spiritual education is increasingly relevant in the present-day context. High SQ greatly improves the prospects of success. Rajyoga advocates the integration of spiritual education into the curriculum to better equip the students to deal with adverse conditions.

4. The food one eats has a defining impact on one’s being: consuming *sattvic* food in the remembrance of God helps in the stability of thoughts. Rajyoga notes that the consciousness whilst the preparation of food should be positive.

5. The implementation of the Living Values: An Educational Programme, created by the Brahma Kumaris and also supported by the UNESCO, increases the tolerance powers and constructiveness in the educators and the educated alike.

6. Rajyoga proposes the integration of Value Education with all streams of education like law, commerce, media, arts would help the society move toward an ideal state.
7. Introduction of ‘Touch the Light’ Programme, an initiative by the Brahma Kumaris, helps in a positive channelization of the energy bustling through adolescents.

8. Practising Rajyoga, and thereby studying in the morning hours of Amritvela boost the retention powers of the students, for the energy during those hours is exceedingly positive.

9. As per Rajyoga, the utilization of energy in more productive ways than that of the satiation of sexual desires is of great advantage for students: the consumption of motivating literature and media would help them in their cause.

10. In keeping with Rajyoga’s ideals, coping in various situations through the application of various life skills helps in the development of internal strength and confidence: these skills should be taught to the students as well.

11. Rajyoga endorses that teachers learn to appreciate the individualities of the students, and adopt their teaching methods accordingly.

12. Rajyoga upholds a learning that helps in the development of a bright, positive outlook on life.

6.16 Conclusion

The Brahma Kumaris World Spiritual University offers great insight into the augmentation of a wide variety of pre-existing courses, so as to make them such that would confer great benefits not only on the whole of humanity, but on the environmental state of the earth as well. The great thing about this is that the wonderful benefits that it confers are not limited to what could be termed as formal education, in that it instructs a very wide spectrum of people across different age-groups, ethnicities, backgrounds and walks of life; and often the teachings are aimed at maximising their inputs in their respective fields.

Enumerating all these ways is no easy task, but a few approaches are mentioned: The Brahma Kumaris World Spiritual organization has as many as 20 departments such as the Youth Wing, the Scientists and Engineers Wing, the Women’s Wing, the Social Wing, the Transport Wing, the Education Wing, the Business and Industry Wing, the Media Wing, the Jurists Wing, the Administrators’ Wing, the Medical Wing, the Religious Wing, the Rural Development Wing, the Security Wing, the Sports Wing, the IT Wing, the Art and Culture Wing. These wings hold their own conferences with the purpose of awakening the related people to make them aware of the
responsibility of that they bear, the role they play in the world and the moral fiber they ought to
develop to carry out these duties: the Rural Development Wings, for instance, spreads awareness
about the development of new healthy techniques for better yield like the deployment of yogic
kheti for healthy abundant crops; the Medical Wing takes great pains to educate the people about
the convalescing effects of Rajyoga, the need for healthy lifestyles, and even offers absolutely
free medical facilities in the vicinity of the International Headquarters at the Global Hospital.
Rajyoga, as put across by the Brahma Kumaris, is not just a way of meditation, but a way of
living. It helps one master one’s senses and leads one on the path of ever-ascending excellence.

The University airs a channel by the name of Peace of Mind as an endeavour to spread
awareness about the vitality of self-management, relationship management, stress management
and teaches how best to lead life. In association with the United Nations Organization, the
University conducts regular programmes addressing climate change, and

The philosophy of Rajyoga has its own theories about metaphysics (that deals with the concepts
of souls, God, the World Drama, the three Worlds and the five Ages, the philosophy of karma
and reincarnation); epistemology; and axiology.

The many wonderful effects of Rajyoga specifically related to education have already been
discussed in great detail in this dissertation: it has an array of benefits that it bestows on its
practitioners, and is a boon to students, who can utilise it to have lasting consequences on their
performances by improving their concentration, memory power, retention capabilities and… The
value-education professed by the Brahma Kumaris would help churn out better character in
pupils, and thus would be instrumental in helping the world face a chrysalis for the better.
Catching fire by these instincts, eleven universities offer courses in Stress Management
Leadership programmes, and also courses in Crisis Management, wherein the curriculums are
designed by the Brahma Kumaris. Enterprises like the Living Value Education Programme and
Touch the Light help learners put their best in their works. Even so, several orientation seminars
are conducted regularly by the Brahma Kumaris at different platforms ranging from elementary
schools to degree colleges. Several ideas of how things should be as promulgated by the Brahma
Kumaris, including the aims of education, curriculum, student-teacher relationship, schools,
personality, Mind Memory Management techniques, are detailed, practical theories that have
great powers of transformation when applied properly.
The educational institutions could thus, by adapting these conceptions, affect great change in the students, who would revert to their original states of purity, peace, happiness, power, bliss, love, knowledge, bliss, through the elimination of all vices. This would eventually lead to a change at the universal level.

6.17 Suggestions for Further Research

1. Effect of Rajyoga Meditation on academic achievement and mental health can be studied.
2. A comparative study of the Rajyoga of Patanjali and Swami Vivekanand, like the Rajyoga of the Brahma Kumaris, from the educational point of view may be conducted.
3. The relevance of Living Values: An Educational Programme of the Brahma Kumaris in the nuclear age can be studied.
4. The effect of Living Values: An Educational Programme of the Brahma Kumaris on the academic achievement and personality of students of different ages can be studied.
5. The effect of Self-Managing Leadership Programme of the Brahma Kumaris on the personality of teachers and principals can be analysed.
6. The Effect of the ‘Touch the Light’, a value-based intervention program on the self-concept and emotional intelligence of adolescents can be studied.