



FUTURE **EDUCATION**

A NEW AGE APPROACH

**FROM TEACHINGS OF SRI AUROBINDO, THE
MOTHER, KARMAYOGI, GARRY JACOBS, ROY
POSNER AND OTHERS**

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From Teachings of Sri Aurobindo, The Mother,
Karmayogi, Garry Jacobs, Roy Posner and Others

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INTRO

This booklet is based on the entries in the Facebook group 'FUTURE EDUCATION: A New Age Approach'

Its goal is to reveal profound insights into a higher consciousness-based education -- including capacity for self-learning, the process of deep learning, power of self-discovery, developing true individuality, customized content per student, garnering inter-discipline knowledge, capacity for creative thinking and intuitive-derived knowledge, subtle perception of life's truths, spiritual evocation, and other aspects of a future child and higher education.

The knowledge presented here is based on the teachings of Karmayogi, Garry Jacobs, Roy Posner, and others.

Please visit the Facebook group site at:

<https://www.facebook.com/groups/129067921163816/>

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Future Education



NEW FORMS OF EDUCATION FOR A NEW WORLD

“Humanity confronts challenges of unprecedented scope, magnitude and intensity. The evolution of an increasingly complex, highly integrated global society necessitates the development of a more comprehensive and integrated science of society. Radical changes in education are essential for effectively addressing these challenges. Present knowledge is outdated and inadequate. The modes of learning and thinking fostered by the present system are insufficient. A radical reorientation of educational content and pedagogy is urgently needed.”

-Garry Jacobs, CEO of the World Academy (WAAS), and VP of Mother's Service Society (MSS)

QUESTIONS FOR FUTURE OF EDUCATION

What is the Future of education going to be like? What are the keys to True Learning, including self-learning by students? And what about True Teaching? What are the Knowledge Needs of the future? What are the Education Paradigm Shifts emerging in the world?

SMART EDUCATION FOR A SMART WORLD

Much research shows that it's time for a paradigm shift in education - toward that which encourages active participatory learning, rather than passive listening by students in the classroom.

-Only 25% learning happens when a student passively sits and listens to teachers.

-50% learning happens when discussion forums, assignments, and facilitation are used as methodologies in classroom delivery.

-75% learning occurs when there is a possibility of experiential learning where students are given projects, in which they participate and apply their knowledge shared in classrooms through outings in society or in firms, technologically, systematically and scientifically.

-100% learning can happen if students themselves actually teach in the classroom, where teachers can behave like students and ask questions with curiosity to understand his/her way of thinking.

Students learn more when they teach or when they become heroes or main focus points in the classroom. Giving attention to them can bring out confidence and best performance.

Hence, a fundamental shift is needed from Teacher-centred classrooms to Student-centred education.

Reversing the traditional order is thus the NEED OF THE HOUR.

- S S Sreejith CEO GIIMS

(Global Institute of Integral Management Studies)

Inspired by the approach of Garry Jacobs, Chairman & CEO World Academy of Art & Science (WAAS) and World University Consortium, California (WUC), US.

OVERVIEW OF THE NEW, CONSCIOUSNESS-BASED EDUCATION

The New Education enables-

--the ability to truly think instead of parroting information

--understanding, not memorization

--application to life issues, not mere static knowledge.

--the ability to self-learn and be infinitely self-motivated to learn

--full development of personality and character of the individual

--the development of full capacities necessary for achievement in life

--the support of true individuality of the student

--the recognition and catering to the aspirations of the Soul and True Self of the individual

--the acquisition of a knowledge that is dynamic in that it also has the full experience of it

--acquisition of deep life knowledge. eg analysis of student's aspiration, attitudes, values, and ways to uplift them

--the student as the center of learning, with the teacher as helper

--the utilization of the latest technology that is live, dynamic, supportive

--the capacity to integrate knowledge from one field of inquiry with all others

--continuous learning of what thinking and knowledge acquisition truly is

--an understanding of the infinite potentials of life, and the infinite potential of the individual student

VAST IMPACT OF, AND FUTURE OF EDUCATION IN SOCIETY

Every new technology closes the gap between the high and the low to some extent. Education is an institution that does so in a great measure.

When a new opportunity arises, not all sections of the population take equal advantage of it. The more organised, the more cultured get more out of the NEW.

It may be a practical truth that at no time will all members of the society be exactly equal. As days advance, we also see the rich and the poor are less and less apart.

Awareness, awakening, new laws, new institutions and more so new technologies help the less privileged rise in the scale of national prosperity. Recently housing and education of better quality have been the right incentives to the people to aspire to rise.

Education abridges centuries into years. Suppose there is no education. For a youth to acquire what the society has acquired over 2000 years, it may take fifty or sixty years or more.

Education is a divine organisation. It takes the past knowledge, extracts its essence discarding the superficial details, arranges it into a curriculum and syllabus and offers it to the pupil in an easily digestible form.

As a result, the student in twenty years gets the social wisdom of 2000 years.

The more educated a country or a community is, the more prosperous it is. Now that the mind of the society is awake, educational methods advance by leaps and bounds.

The better the quality of education, the greater is its effect. Education can be spiritual, in the sense that the Spirit of the pupil awakens. There is the Spirit in the teacher. The system of education itself has its own inner Spirit.

The nation, the community, the parents and the student have their own Spirit. When any one of them is awakened, the progress is significant.

A national spiritual atmosphere comes into existence when all segments or most of them awaken. In such a climate, poverty recedes and Prosperity flourishes. Experienced educationists are in the privileged position to devise a system of education which can almost close the gap between the high and the low. It will be a golden age.

MSS

thanks to Priya

AN IDEA WILL LEAD THE FUTURE

What will lead the world hereafter will not be a person but an Idea. It will be an idea that exceeds the human personality. (Sri Karmayogi)

Until roughly 100 years ago Man was essentially vital, not mental. Now he is increasingly mental. In a vital world, leaders and great personalities lead. Churchill and Gandhi are examples in the political arena. Being more mental now, society can more easily be led by an Idea or an Ideal. E.g. Internet is based on the Idea of connecting the world, we humans electronically. We are also ready for PURE Ideas, Ideals, and Human Values that can drive the world forward. Belief in True Individuality is one, as is putting the Human Individual at the center of economic life. There are spiritual Ideas as well, which await a further development of Man from his current hard-churning mentality to spiritualized mind of intuition. This could be a spiritual Idea advocated and practiced in education, with say an Einstein as a role model. (Roy Posner)

EVOLUTION IN EDUCATION FROM MEMORIZATION TO SUBTLE UNDERSTANDING

The shift from memorization to understanding in education is a significant evolution in that field. It can go one step further from conscious understanding to subconscious or subtle understanding, intensifying the evolutionary process. It is not unknown in the world.

(MSS Thoughts by Roy Posner)

CHILD EDUCATION OF THE FUTURE

The best type of child education is where the teacher discovers and nurtures the inner aspiration and truth of the child through his perfect attention to it, which is ultimately only made possible through his own inner connection to his True Self. This is the education of the future, which it is now time to embrace.

(Roy Posner)

CURRENT VS. ASPIRED FOR, NEW IDEALS IN EDUCATION

WAAS-WUC conducted a survey of students in an attempt to assess their view of the effectiveness of the current education system. Read the full report by Sara Isakovic

here <http://www.wunicon.org/newsletter/december-2017>

FUTURE EDUCATION FOLLOWUP CONFERENCE IN PONDICHERRY JAN. 28th

Organized by the Mother's Service Society (MSS) in collaboration with the World Academy of Art & Science (WAAS) and the World University Consortium (WUC), the one day conference on Future Education is a follow-up to the 1st & 2nd International Conferences on Future Education held at the University of California at Berkeley on October 2-3, 2013 and at the University of Rome III on November 16-18, 2017.

FUTURE ED CONFERENCE IN PONDICHERRY, INDIA | INVITE YOUR CHILD'S SCHOOL HEAD

If your child goes to school in India (or elsewhere), please invite the owner/director or principal of that school to attend a get together on the 'Future Education' to be held in Pondicherry, India on January 28th. You can be directly involved in shaping the course of a new type of education in the world! (Sponsored by Mother's Service Society and others.)

For more information, go here:

<http://www.mssresearch.org/future-education/>

WHAT ARE THE NEEDS OF THE NEW EDUCATION? by Garry Jacobs

Education needs-

- to meet the needs, challenges, opportunities of a rapidly changing society.
- to take advantage of the vast knowledge of the Internet, but use it more intelligently.
- to break out of the old way of teachers teaching student to our ability to learn for ourselves.
- to understand the power of experience as a way to learn, and greater still the power of teachings others to learn.
- to shift from competing with other students to cooperation through working in teams.
- to learn to learn from one another and build social relationships.
- to enable every student in the world to have access to every subject in the world from the very best teachers through online courses. (and in any language)
- to have teachers shift from merely broadcasting knowledge to facilitating the knowledge and awakening of student curiosity.
- to not only gather that knowledge by ourselves, but then share, exchange, communicate, apply it with others.
- to educate for a Deeper Purpose.

-to shift from pumping knowledge into students' mind to learn how to learn so they can continue to learn and improve themselves throughout their life.

-to shift from knowledge for a particular career profession to learning how to truly learn.

-to not just educate for particular subject matters, but for the needs and aspiration of the student.

-to shift to helping students learn to work with other people, to work with teams, enabling social growth in consciousness.

-to shift from merely being rational and intelligent to the ability to think out of the box.

-to develop people who can think for themselves, think independently, think differently from the past.

-to create an education that doesn't just go deep into particular areas, but cross-references all other disciplines, enabling a wholistic, integral knowledge.

All of this requires a radical change in the education system.

The single goal of education should be help develop the character of the student so they can be more successful in life.

It is to help the student know how to manage life situations, to know how to work, to know how to learn, to know how to organize one's self, to know how to manage one's emotions, attitudes, values, etc.

Overall this is a shift in paradigm from subject-centered to Person-centered education.

(Compiled from Garry's speech by Roy Posner)

THE PROCESS OF CREATION IN EDUCATION

The process of education is the process of creation, which is still not only not known to the world but the world has not raised that question yet or formulated it. (MSS)

It is a process that moves from a conception and direction that is a force that is turned into a power through the organization of that conception

which manifests as great results. This can be applied at the level of the educator and the educated.

(Roy Posner)

TRUE INDIVIDUALITY-ORIENTED EDUCATION

In day-to-day life, man is driven by needs of family and society. In that quest, most of us live on the surface and forget what we are truly here for.

Some are blessed and are able to align with their subconscious aspiration and the progress of society, and therefore are able to achieve something great. Yet, it still may or may not be their true individual purpose here on earth.

And yet there are rare few individuals who take the quest of identifying their TRUE INDIVIDUALITY. As Garry Jacobs of Mother's Service Society has said, without becoming a True Individual we can only receive and express our subconscious instincts and social conditioning. Identifying one's TRUE INDIVIDUALITY, bringing the soul and psychic being to the surface, - at least as a concept - is known only to the followers of Mother and Sri Aurobindo; not to the rest of the world.

How could we then then devise a curriculum of this nature for children; that would ideally guide them to go within and find their True Individual Self and Soul; that would eventually enable them to know their own true purpose , as well as the "Cosmic Plan' of creation?

Also, would such a curriculum be acceptable to their parents who are conditioned to only bring their children in alignment with a growing society?

Garry Jacobs has given the analogy in his speeches on Sri Aurobindo's 'The Life Divine.'" He says that we are partaking in the Orchestra of Life, with each of us playing a different instrument. When everyone knows their role in the performance - with respect to themselves as well as the others - the result would be a marvelous, Divine-like in its performance.

In reality, many of us not aware of our instrument, nor our relation to the cosmic movement. The Spirit is evolving in the midst of this chaos and we are repeating this pattern through the course of many births. Rare

individuals are blessed to be aware of their own True Identity, and therefore how they can correspondingly contribute to cosmic evolution.

So how we could devise future education curriculum towards that ideal goal?

Life response strategies, synchronicity, learning life through literature is a key step forward in that quest.

Also from Garry Jacobs' novel 'The Book' AIS strategies, as explained from AIS¹ to level of consciousness I, Evolve, UNIAC is a possibility.

(Senthil Murugan)

FUTURE EDUCATION CONFERENCE IN BRAZIL

I was happy to partake in the founding of the WUC (World University Consortium) at Berkeley, California in 2013. Now after the follow-up Rome conference of 2017 (and the one in Pondicherry, India as well!), we have this new gathering in Brazil to take Future Education theory and practice to the next level. –Roy

New Forms of Education for a New World

“Humanity confronts challenges of unprecedented scope, magnitude and intensity. The evolution of an increasingly complex, highly integrated global society necessitates the development of a more comprehensive and integrated science of society. Radical changes in education are essential for effectively addressing these challenges. Present knowledge is outdated and inadequate. The modes of learning and thinking fostered by the present system are insufficient. A radical reorientation of educational content and pedagogy is urgently needed.”

-Garry Jacobs, CEO of the World Academy (WAAS), and VP of Mother's Service Society (MSS)

Person-Centered Education



TURNING OLD-MODEL INSTRUCTORS INTO FACILITATORS OF PERSON-CENTERED EDUCATION

To Sreejith's important question on of how to change old models of teaching when trying to usher in person-centered education, I would suggest:

-Create an education tune-up mini-course on Person-centered education for current faculty, especially instructors, with intense group discussions and break out teams.

--(of course) Make educational courses people-centered with at deep level of granularity of application.

-Reward teachers, instructors who demonstrate high levels of person-centered approach in their courses. (end of class surveys can help facilitate this)

-In future, hire faculty who have disposition that would lend itself more readily to people-centered.

I have been an instructor for over 30 years. 😊 -Roy Posner

NEW EDUCATION PARADIGM

A new paradigm is urgently needed to shift emphasis to student-centered, active, collaborative learning, critical and original thinking and creativity, and knowledge that is value-based, multidisciplinary, contextual and integrated. (WAAS, WUC)

GARRY JACOBS SPEAKING AT OXFORD ON GLOBAL EDUCATION

World University Consortium was invited to present its vision of the future of global higher education to an international assembly of university

leaders at the Oxford Summit of Leaders in Oxford, UK on October 13-14, 2014. In his address, Garry Jacobs (CEO, World Academy of Art and Science & World University Consortium) highlighted the need for a new paradigm in higher education to address the multidimensional global challenges and the unprecedented intellectual, economic, social, technological and organization capacities now available to humanity. New paradigms in knowledge are achieved by unifying phenomenon that were previously considered separate and independent, as Maxwell unified electricity and magnetism and Einstein unified matter and energy. There is urgent need for leadership in thought and action to bridge the gulf between the university and the society, to unifying teaching with active learning, and the unifying theory in the social sciences with the realities of social life. Jacobs called for revolutionary ideas commensurate with the revolutionary social forces now acting to shape the future of education. Leadership in education is needed to provide educational leadership to society.

RAISING THE PERSONALITY OF THE CHILD AT HOME, IN SCHOOL, IN SOCIETY

Information, opinion, attitude, motive are graded instruments of Personality. So the greater, the higher the opinion, attitude, and motive are, the greater is the ability of Personality to benefit by new information, fresh energy or greater physical strength.

Families and schools can raise the level of the child's Personality. In a school, experienced educationists can even devise a curriculum and a syllabus that consciously aims at this goal. At home, culturally sensitive parents of high education can very well attempt it.

The first rule of raising the Personality is NOT to try to give it to the child. It has to be done through the information, knowledge, skill, capacity and especially values that emanate from the school, parent, and society. Their goals should not be to force it on the child, but to themselves live it, all the while giving the child utter Freedom.

(Paraphrase of MSS by Roy Posner)

OUR CHILDREN'S EDUCATION

We should want our children to be educated so they can grow as a person, become knowledgeable and fulfilled individuals; not merely so they can earn.

Against the background of this film from India (Salt Mango Tree), we can begin to understand our fanaticism for our child's education taken in the wrong direction. Let them become who they are meant to become, without obsession and interference, is an important message.

ALTERNATE EDUCATION - MOTHER'S SERVICE SOCIETY - PRIMROSE SCHOOL

<http://www.motherservice.org/education>

Integrative Education



POWER OF INTEGRATIVE EDUCATION; NOT FRAGMENTARY STAND ALONE SUBJECTS

(Transdisciplinary, Life-centered Education)

In the process of taking the knowledge learned from experience over millennia and encapsulating it into an educational program that is offered to every student, we have condensed, abstracted and categorized information into small portions. This has led to fragmentation of knowledge, which is reflected in fragmentation in the way we teach, learn, think, understand, build institutions, make policies, work and cope with the world. Our understanding and our lives are becoming increasingly fragmented, compartmentalized and disconnected.

Financial systems have become divorced from the real economy they are intended to serve. Technological development is divorced from its impact on employment, human welfare and social stability. Economic theory and policy are arbitrarily separated from the political, legal, technological, social, cultural and psychological dimensions which constitute the foundation and playing field for economic functioning of society.

As we compartmentalize the complex inter-related reality into a thousand disciplines and subdisciplines, each division creates a specialized expertise while obscuring sight of the connectivity between different fields of knowledge. Most of the problems we face at the global level are a result of this attempt to address separate parts of the real world and ignore its interconnected wholeness. Life problems rest in the interstices between disciplinary fields of knowledge, in the no-man's land region where the disciplines remain separate with different perspectives and no one is in charge.

In order to address these challenges, we need a transdisciplinary perspective that bridges the narrow and deeply entrenched boundaries within education. The need for integrated education is already recognized in fields such as Artificial Intelligence where knowledge of psychology, neuroscience, computer science and mathematics is essential. WAAS seeks to foster the development of scientific research and educational systems that transcend narrow disciplinary boundaries to address the complexity of modern life as it really exists and evolve effective integrated solutions.

– Garry Jacobs

President & CEO, WAAS;

Chairman of the Board & CEO, WUC

QUESTIONS ABOUT EDUCATIONAL SYSTEM

1. **LEARNING APPROACHES** -- The present educational system has many deadening effects on the students. These include soulless memorization, exams that only test memory power, uninteresting subject presentation, an attitude of rejecting questions by teachers etc. What needs to be done to remove these deadening influence and make Indian education system a lively and fresh experience.

2. **INSIGHT & INSPIRATION** - The educational system is geared to promote rational thinking and understanding abilities. Unfortunately very little attention is being paid to the development of Insight and inspiration which are the true foundations of creativity. These are assumed to be in-born virtues and beyond the scope for cultivation. Still I believe that these two can be nurtured provided the right methods are used. However I am eager to know myself what these methods are?

3. **DEVELOPMENT OF PERSONALITY** - Our present educational system focuses mainly on mental development which is understood to be the development of our rational faculties. It leaves untouched the development of our personality apart from giving some polish to our external manners. How to bring in values such as self-reliance, individuality, thirst for progress, creativity, harmony, other man's point of view etc which enrich the personality?

4. TECHNOLOGY - Today the Computer is looked upon as the store-house of knowledge and there is heavy pressure to computerize the teaching. Still there are those who feel that computers can rob the personal touch lent by teachers. Is it fair to accuse computers of robbing personal touch? Can these opposite points of view be balanced at some point?

5. HISTORY - History is taught to students nowadays in an unimaginative manner simply giving the facts of the situation with no questions asked about why it happened so and how it happened. Moreover it is not even asked what lessons has history taught all of us so that we can protect ourself from repeating past mistakes. How to turn teaching of history from storytelling into a study of history?

6. SPIRITUAL GROWTH - The Mother wanted the Ashram school to teach students in such a manner that they are able to spiritually flower. She regretted that the school was only producing brilliant minds. May be She believed that an education fostering spiritual efflorescence is key to the later emergence of India as the World Guru. Is it practically feasible to formulate an educational system that promotes spiritual efflorescence even after the Mother lamented that the Ashram school did not live up to Her expectation?

7. VOTING/CITIZENRY - The voting behavior of an educated population and uneducated population seems not to differ very much with both groups electing demagogue politicians who make false promises and operate on the basis of wrong assumptions. If so it needs to be asked why the education received by people of developed countries fails to modify their electoral behavior?

8. SACREDNESS OF EDUCATION - Education in the past used to be looked upon as a sacred profession with the teacher almost looked upon as a Spiritual Guru. However that hallowed esteem has come down very much due to the commercialisation of education. Is such commercialization inevitable or can its hallowed esteem be sustained even today.

9. WOMEN'S ROLE - Women are traditionally believed to be deficient in mathematical skills and it is alleged that is why there not many women taking to Engineering course. In this age of feminism with women claiming equality on all fronts can such a rumor be allowed to persist without factual verification.

10. EAST & WEST INSIGHTS - Can an educational system be devised that combines the virtues of Western Materialism and Eastern Spirituality so that a healthy integrated personality is developed?

(N. Asokan, Mother's Service Society)

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SUPRAMENTALIZED KNOWLEDGE/SKILL OF A SUBJECT/CAPACITY

As knowledge in the world expanded exponentially there was a movement to create categorizations of topics. Same with skills and the need for specialization. The world we see around us is like that.

However, now Knowledge and skill specialization has become so compartmentalized and isolated from the integral truth of that subject or work that it misses its true potential. As a result, now there is a vast need for cross-pollination of disciples of knowledge and skill. That way the individual gets a holistic view of things. Eg the sociologist needs certain economics and psychology knowledge. The same for every other knowledge or skill.

And when he garners the cross-pollinated integral whole, details, and essence of a subject or skill, he gains the supramental view of thing, as well as an enormous capacity to bring about startling developments in any field. Also, life responds dramatically in the positive to that integral, cross-pollinated supramentalization.

This then becomes an ultimate challenge for education; to develop students with such extraordinary abilities.

Teaching



TRUE TEACHING

"The first principle of true teaching is that nothing can be taught. The teacher is not an instructor or task-master, he is a helper and a guide. His business is to suggest and not to impose... He does not impart knowledge to him, he shows him how to acquire knowledge for himself. "- Sri Aurobindo

(thanks to SS Sreejith)

Teacher's Role



NOT YET TITLED

Increasingly the teacher's role in the new age is to seek to know and bring out the Soul and Aspiration of each child.

MOTHER ON THE TEACHER AND THE STUDENT

The students' point of view is false, the teachers' point of view is false.

The students' point of view: they learn just to appear to know, pass their exam and cram their heads with all kinds of things....

The teachers' point of view is to have as easy a control as possible and be able to give marks without giving themselves too much trouble, with as little effort as possible.

As for me, I say: each student is an individuality, each student should come not because he wants to be able to say, "I have studied and am going to take my exams," but because he is eager to know and comes with the will to know.

And the teacher must not follow the easy method of giving a subject and seeing how everyone answers, whether the answer is good or bad, conforms to what he has taught or not: he must find out whether the student's interest and effort are sincere, and everyone according to his own nature – for the teacher it's infinitely more difficult, but that's education.

(The Mother, from Agenda, July 26, 1967)

THE ROLE OF THE TEACHER

Guiding the children to shape their own personalities along their own lines when they have attained that stage is the only thing the teacher can do.

(Based on MSS Thoughts – Roy Posner)

A GREAT TEACHER

A great teacher explains the complex in simpler terms, while still retaining the complexity.

A great teacher is always learning from his students.

The best way to learn a subject matter is to teach it.

A great teacher is in touch with the aspiration, intentions, even the inner being of his students.

A great teacher will constantly be presenting his materials in fresh, new ways, incorporating the latest developments and understandings.

A great teacher is fully responsive to the questions of his audience.

A great teacher is fully prepared, fully knowledgeable, fully motivated, fully engaged, always seeking perfection in work.

A great teacher keeps all Ego movements in check. Selflessness and selfgivingness are practiced instead.

Being able to shift with the tide of student interests and needs is a requisite skill of a great teacher.

A great teacher will have excellent communication and presentation skills; with complete mastery over the subject matter.

A great teacher will always go the extra mile for his students.

A great teacher will always be trying to improve himself; constantly rededicating himself to his profession.

A great teacher will have ultimate impact on his students, and by extension ultimate on the world.

Method of Teaching



KARMAYOGI'S UNIQUE METHOD OF "TEACHING"

Karmayogi advocated a unique way of teaching. Rather than lecture all the way through with occasional questions, he asked students, devotees at the outset to ask questions of things they did not understand, and in that way work their way forward. It created great participation and insight.

UNTITLED

FACTS are the foundation, yet is the lowest form of knowledge. INFORMATION takes us a little further. THOUGHTS takes us much further, as it is derived from the correlation of information. Much higher still are IDEAS, which is knowledge derived from relating and integrating thoughts. VALUES bring ultimate knowledge as they are principles that guide accomplishment and growth; an underlying power that gives ultimate insight of idea. This is the sweet spot of TRUE KNOWING and KNOWLEDGE in Education.

Empathy



NOT YET TITLED

Student involvement, and empathy for them is key to great teaching.

PARENTS' HIGHER CONSCIOUSNESS DIRECTION OF A CHILD'S FUTURE EDUCATION

Two parents have a number of options for the future education of their young teenage child (10th grader). They have many considerations and issues, that relate both to the child and to themselves, including future education location, logistics responsibilities, et al. The parent asked what would be the higher approach; Mother's view. I responded as follows:

"Mother said when a child reaches ~13 he/she should start making their own decisions. Parents should stay out of the way as much as possible, unless the child seeks parent' help.

The Issue is what does the child aspire for. Seeking to know that is key; even if it is not well formed on the surface consciousness of the child. "What do you want" is always the question to ask.

A parent needs to be more conscious in life in order to ask what others want, what a child wants, instead of what the parent wants. (Even if that aspiration is hard to find in the child. Even if the child does not seem to want anything)

The more conscious, and non-insistent you are, the more you will be interested in what the Soul of the child wants, which will be the source of the best outcomes in life. Ultimately this is not a child issue, but an issue for yourself.

Best of Luck."

(Roy Posner)

Learning



PROCESS OF ACQUIRING A KNOWLEDGE; I.E. LEARNING

In general how do we learn, eg understand an instructor's instruction?

1. In the first go-round you garner a general understanding of the knowledge
2. In the next round you nail down the specifics.
3. In the final round you attain perfection of understanding - from concept to details.

All of this can be aided by:

- An intense Aspiration to learn
- A Silent Mind
- Creative interpretation and extrapolation
- Conscious Reinforcement through life experience
- etc.

CHILD'S INTEREST IN LEARNING

Why is the child interested? The in-gathering energy interests itself. Why should the energy gather in the child? Because it is a growing organisation.

(Roy Posner)

Learning Levels



LEARNING AT VARIOUS LEVELS

Mental people can learn solely through ideas. Vital people through stories illustrating the ideas. Physical people avoid learning at all costs.

This story (by Priya about children learning about teamwork from their mothers' actions) brings out the best of all three realms. Plus there is a spiritual dimension subtly embedded, about the power of Harmony of purpose through Teamwork.

https://www.facebook.com/priya.letsell.1/posts/355480595399551?hc_location=ufi

SMART EDUCATION FOR A SMART WORLD

Much research shows that it's time for a paradigm shift in education - toward that which encourages active participatory learning, rather than passive listening by students in the classroom.

-Only 25% learning happens when a student passively sits and listens to teachers.

-50% learning happens when discussion forums, assignments, and facilitation are used as methodologies in classroom delivery.

-75% learning occurs when there is a possibility of experiential learning where students are given projects, in which they participate and apply their knowledge shared in classrooms through outings in society or in firms, technologically, systematically and scientifically.

-100% learning can happen if students themselves actually teach in the classroom, where teachers can behave like students and ask questions with curiosity to understand his/her way of thinking.

Students learn more when they teach or when they becomes heroes or main focus points in the classroom. Giving attention to them can bring out confidence and best performance.

Hence, a fundamental shift is needed from Teacher-centred classrooms to Student-centred education.

Reversing the traditional order is thus the NEED OF THE HOUR.

- S S Sreejith CEO GIIMS

(Global Institute of Integral Management Studies)

Inspired by the approach of Garry Jacobs, Chairman & CEO World Academy of Art & Science (WAAS) and World University Consortium, California (WUC), US.

LEVELS OF LEARNERS - FROM PHYSICAL TO SUPRAMENTAL

Here is one way to conceive of the ways individual students learn, and thereby make adjustments for each learner as necessary.

PHYSICAL learners learn only by doing; ideas are foreign.

VITAL learners predominantly learn by doing and experiencing; somewhat through ideas.

MENTAL learners can understand through ideas and concepts, through logic, even with limited examples in life. Occasional spiritual intimations are possible.

SPIRITUAL learners come to know through intuitions of the necessary knowledge into the mind without thought, as well as through divine guidance.

SUPRAMENTAL learners come to know through the complete descent of the integral knowledge (i.e. by identity of the matter under consideration), as well as its instantaneous accomplishment in life.

Roy Posner

ON CREATIVITY

Higher education enables more creativity. Creative education enables accelerated creativity. Creative self-knowledge enables vast creativity. Supramental lifestyle is ongoing infinite creativity.

(Roy Posner)

EDUCATION AND MENTAL/PSYCHOLOGICAL CAPACITIES

Education is rapidly making us more mental and psychological in nature, instead of merely physical and vital (which is where most people are centered).

(Roy Posner)

Exams/Tests



GRADES BASED ON INNER CONNECTION WITH STUDENT, NOT EXAMS

... no more exams! At the end of the year, when you have to give marks to the students, well, instead of using such an artificial method, you will be obliged to observe attentively

and follow the child's inner development, have a deeper contact with him (Mother laughs mockingly), and know if he has really understood or not! Then you will be able to give marks, instead of basing yourself on the parrot-like repetition of something they learned without understanding.

(Mother, from Agenda, July 22, 1967)

BEYOND TESTS FOR STUDENT LEARNING

I find tests an obsolete and ineffective way of knowing if the students are intelligent, willing and attentive.

A silly, mechanical mind can very well answer a test if the memory is good and these are certainly not the qualities required for a man of the future.

It is by tolerance for the old habits that I consented that those who want tests can have them. But I hope that in future this concession will not be necessary.

To know if a student is good needs, if the tests are abolished, a little more inner contact and psychological knowledge for the teacher. But our teachers are expected to do Yoga, so this ought not to be difficult for them.

(The Mother, from Agenda, July 22, 1967)

Motivation/Aspiration



STUDENT MOTIVE FOR LEARNING

The majority of children study because they are forced to by family, habit, current ideas, not because they want to learn and know. Until the motive for their studies is rectified, until they learn because they want to know, they will use all kinds of tricks to make their work easier and get results with the least effort.

(Mother, from Agenda, July 22, 1967)

NOT YET TITLED

True Education is there when there is constant Aspiration to learn, to grow. Otherwise it is dead, lifeless education.

NOT YET TITLED

As long as we are Learning, we are Growing. When we lose the aspiration to learn, we fall back into sameness; growth stops, ends.

CORE EDUCATION VALUES TO LEARN

One's motivation, inspiration, meaning of life interest, and self-exploration are among the core education values that create the will to learn.

Further thought: And it's not just will to learn, but will to become.

(Roy Posner)

ASPIRATION TO LEARN FROM INNER SELF

--What one learns is what one feels deeply compelled to learn, that issues from one's Inner Self.

--One should learn that which one has an Aspiration for learning.

--One should learn that which relates to one's own interests and values.

--When we learn what truly interests us, there is a real inner compulsion to understand.

--When there is this driving compulsion to understand, to know why, we go deep into things, enabling us to become genius in that area.

(Roy Posner)

MOTIVATION TOWARD SELF-LEARNING

- One who seeks the truth is motivated to find answers, and if necessary, self learn.

- One who feels and experiences the joy of discovery will be motivate toward self-learning.

(Roy Posner)

MOTIVATION TOWARD SELF-LEARNING

• One who seeks the truth is motivated to find answers, and if necessary, self learn.

• One who feels and experiences the joy of discovery will be motivate toward self-learning.

(Roy Posner)

Aspiration to Learn



LOSS OF INSPIRATION OF LEARNING IN CHILDHOOD EDUCATION

We have converted the inspiration and aspiration of learning into a dead ritual that prevents learning, discourages all curiosity, makes children frightened and terrorized about what's happening, makes them dream about their exam results, makes them sit up for hours and hours late at night memorizing something they will promptly forget later on. And without even understanding it, and why they should learn it. Our education system has thus completely become opposite of what Aspiration and Inspiration is. (Garry Jacobs)

Student



NOT YET TITLED

Student involvement, and empathy for them is key to great teaching.

MOTHER ON THE TEACHER AND THE STUDENT

The students' point of view is false, the teachers' point of view is false.

The students' point of view: they learn just to appear to know, pass their exam and cram their heads with all kinds of things....

The teachers' point of view is to have as easy a control as possible and be able to give marks without giving themselves too much trouble, with as little effort as possible.

As for me, I say: each student is an individuality, each student should come not because he wants to be able to say, "I have studied and am going to take my exams," but because he is eager to know and comes with the will to know.

And the teacher must not follow the easy method of giving a subject and seeing how everyone answers, whether the answer is good or bad, conforms to what he has taught or not: he must find out whether the student's interest and effort are sincere, and everyone according to his own nature – for the teacher it's infinitely more difficult, but that's education.

(The Mother, from Agenda, July 26, 1967)

Spiritual Individuality



NOT YET TITLED

True Spiritual Individuality is the means of acquiring true wisdom in the new age of education.

NOT YET TITLED

Individuality is great, but Spiritual Individuality is greater still, as it draws on the influence and Unique Suggestions of the Soul within.

AWAKENING SELF-DISCIPLINE THROUGH INDIVIDUALITY

Education, in the best sense, must offer all social, psychological circumstances for the child to acquire self-discipline. It is for this reason that it is necessary for the individual to become a spiritually awakened individual. Man matures by self-discipline. The soul evolves by refusing to be disciplined. The only discipline the Spirit accepts is total freedom. (Karmayogi)

Individuality



INTERNET, SELF-EDUCATION, AND INDIVIDUALITY

Internet and Self-Education vessel to allow individuals to self-educate themselves, instead of relying on the education institution alone.

All they need to do is have the Aspiration to learn something significant in life. There will be plenty of online materials to fulfill his/her intention. It also helps one develop a sense of uniqueness and individuality.

Internet is the Divine's gift to the world, providing all knowledge to everyone.

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ON BRINGING GENIUSES TO THE FORE OF SOCIETY

We can nurture the genius individuals that are emerging in life, and help bring them to the fore of society, collective, or group. If we were to search for such individuals, we should look out for the following market indicators:

- Behind, it will lurk as essence of talent, a conceptual comprehension of the field hitherto unknown.
- Such people would be ridiculed in their own work spot.
- The potential candidates will be, more often than not, QUIET and will be lost inside themselves.

In essence such genius is the Spirit emerging in that individual in a new form. He or she are potential pioneers of the NEW, embodying the ever-new, i.e. creative manifestations of the Divine Spirit in forms of Force in life.

(Expansion on ideas of MSS by Roy Posner)

EDUCATION FROM WITHIN

In America, the two most famous businesspeople are Bill Gates of Microsoft and Steve Jobs of Apple. They are both legendary college dropouts, as they sought knowledge within themselves, gained it, and changed the course of technological and world history. Wherever knowledge found is Education. It is best when it originates Within, and the information needed to fulfill it comes from whatever resource is available - formal or informal. That dynamic is also an indicator of the emergence of the True Individual.

(Roy Posner)

TENDING THE TRUE SELF THAT FOSTERS INDIVIDUALITY (in Education)

Individuality begins at the point where we psychologically and outwardly express who we truly are. Moreover, those who are truly conscious of their own uniqueness will more readily bring it to the surface, creating real benefit for themselves and the world at large. Finally, the society that fosters that indwelling true self and individuality of the person will create a

multiplying effect of ever-increasing creativity and accomplishment in the world.

In the recent powerful Indian film 'Like Stars on Earth (Every Child is Special),' we see this latter dynamic in action. There a young boy with dyslexia becomes an outcast from his peers and the school system. And yet one progressive teacher steps forward, sees beyond the surface and into the depths of the child, fostering his individuality as a painter with a genius-like artistic temperament. This, it turns out is the complete opposite of the mass education system that operates on a hierarchical structure, with the teacher all knowing; departing knowledge to a strained or reluctant classroom of children. A better system would therefore be the opposite; where the teacher begins by discovering the true essence, spirit, and aspirations of each child, drawing it out, which allows it to flow and expand through a process of self-discovery. This approach not only energizes the child to no end, but turns learning into a joyful experience.

This approach to education -- and indeed to life itself -- suggests that there really is an essence and true self of each person. That somehow we are here to express our True Individuality, which not only expresses through our own creative, individualistic path, but has a unique influence and impact on the world. Some go a step further and see true individuality as our "spirit," our spiritual essence; even our evolving soul that has a mission and purpose trying to express through the unique capacities and potentiality of the person it inhabits.

In sum, the person who becomes consciously aware of his or her true self will facilitate the expression of his or her individuality, thereby accelerating the process of personal accomplishment and growth for themselves and the world. Moreover, social organizations where facilitators like teachers and leaders bring out the true essence and potential of individuals will foster an ever-expanding community of entrepreneurs, creative artists, and free thinkers. One could even imagine a society where the number of geniuses expands a thousand-fold through this dynamic. In fact, one Indian school taking this approach advertised its goal as "every child a genius."

[Albert Einstein, Leonardo D Vinci and others were not only infinitely creative individuals expressing their individuality, but had a conscious or semi-conscious sense of their essence and purpose. We too can come to

know out true selves and purpose; our inner mission, by looking deep within, which will release powerful energies that will become a springboard for infinite realization and accomplishment in life.]

DRAWING OUT THE GENIUS OF THE CHILD

"Educate" has a Greek root, meaning to draw out. The genius is there in the child. It has to be drawn out into play.

(Roy Posner)

SEEING THE UNIQUENESS OF THE CHILD (FOR EDUCATION)

- Uniqueness [i.e. diversity and multiplicity in creation] enables creation to reach perfection.
- Fingerprint experts, handwriting experts, astrologers, and philosophers know this.
- The Buddha says the river is never the same from moment to moment.
- That teacher who sees this uniqueness in a child will have discovered the potential genius of human Mind.

(paraphrase of MSS by Roy Posner)

HOW CAN WE HAVE AN EDUCATION SYSTEM THAT VALUES CREATIVE THINKING THAT BRINGS GREAT JOY

The profound principle is that as a Spirit-oriented individual we can change society's problems by changing corresponding elements in ourselves.

THE PROBLEM:

All over the world the educational system should be redesigned to stimulate creative thinking in such a way that the whole process of learning becomes a joyous experience instead of the drudgery that it is today.

THE INNER SOLUTION:

Primrose School in Pondicherry, India is making a serious attempt to redesign education so that it becomes truly a creative exercise. Karmayogi says that effort can have effect all over India.

Garry Jacobs said that the problem of education in India is largely because people seek it for the wrong reason. They value education only for the degree and the prestige and the job, not because they really want their children to learn and develop, to think for themselves and become true individuals. If devotees can adopt Mother's attitude toward education and abolish the pressure on children for getting high marks and degrees, we will see a change in the attitude of Indians and major progress can be made in upgrading the quality of education. (N.Asokan, MSS)

NOT YET TITLED

To educate for individuality is to allow the pupil's inner capacities to develop to their fullest extent.

BECOMING GENIUS IN A FIELD

Ramanujan the Indian mathematical genius became so by silencing his mind completely and opening to the divine universal energies. Intuitions of mathematical insight then poured into his mind that he then transcribed on paper. Theoretically any human on earth can follow the same and become genius in a given field in no time at all.

Mind Formation



'MIND FORMATION IN CHILDREN' BY THE MOTHER

Mind Formation in Children by the sinks in, without any regard of it's value and imprints itself as truth.

It is advisable therefore, to be careful about what one gives them, to read and to see that only what is true and useful for their formation gets a place.

It is not so much a Question of Subject-matter but of vulgarity of mind and narrowness and selfish common sense in the conception of life, expressed in a form devoid of art, greatness or refinement, which must be carefully removed from the reading-matter of children both big and small.

All that lowers and degrades the Consciousness must be excluded.

- THE MOTHER.

USING MIND FOR GROWTH (BEYOND KNOWLEDGE)

We needs to develop our consciousness, not just use mind as a vehicle of ordinary knowledge. Each person has a path for personal and spiritual growth, and mind should be used for developing them.

Thinking



NOT YET TITLED

Children and adolescents begin to become true adults when they start to seriously Think for Themselves.

NOT YET TITLED

Learning how to truly think is as important for the student as the knowledge itself in the new age of education.

CHILD EDUCATION: MEMORIZATION TO UNDERSTANDING TO THINKING

We have moved from memorization to understanding. The child understands what it is taught or reads. That is understanding. That is not thinking. The child that questions thinks. Shifting from understanding to thinking will be a great thing. Though this is the unconscious basis of Western education, they have settled for understanding. Let us move to thinking. Understanding explains how. Thinking tells us why. (Karmayogi)

ABSORBING CHILD'S ENERGIES IN SCHOOL BY THINKING

A thinking child is slow in speech. Teach the children to think, their energies will be blotted out. Feeling does it more. No excess energy will be on the surface if the child learns to think and feel.

(Roy Posner)

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NOT YET TITLED

Perhaps the first thing one needs to learn is not reading, writing or math, but simply how to think. The first lesson on thinking is that reacting is not thinking. Thinking is to dwell on the object. Such proper thinking is key to learning, to great education, and therefore to be fully armed within to take on the exigencies of life. Spiritual knowledge and application is a further step beyond rational thought, as you knock on and open the door to light, intuition, and supramental perception.

(Roy Posner)

NOT YET TITLED

A child's excess energies can be fully absorbed through the mind when she learns how to truly Think.

Intuition



NOT YET TITLED

Intuition is the great method of “non-thinking” thought for the coming higher consciousness age of education.

INTUITION IN EDUCATION

If the world’s knowledge of intuition is brought into the field of education, it would revolutionize the field and transform teaching into a creative process. (Karmayogi)

Intuition is where knowledge, truth, ideas just appear in our mind without any thinking involved; from seemingly out of nowhere. Intuition of knowledge would radically change the way we come to know and understand information. It would revolutionize the field of education, including the methods of teaching and learning. How do we intuitive knowledge? We develop Intuitive capacity through the silencing of the mind as well as other inner methods of personal and spiritual growth.

NOT YET TITLED

Knowledge Intuitively entering the mind without thought will be the foundation of Genius in the future.

EDUCATION IN INDIA: GOING BEYOND WESTERN THINKING TO ORIGINAL THINKING THROUGH INTUITION

The nation [India] today is not Westernised but Americanised. Every country is like that.

To train the Mind to value Western life values or the lifestyles of America is to write oneself off from a higher opportunity. American schools foster thinking. It is a great value. They think in terms of practical utility. That way, what thinks is the body. It will make a man dynamic and efficient, but will not make him a thinker.

They foster voracious reading. Their slogan is 'Early Readers are Future Leaders'. That is true. Even that will be a great gain for our schools, but NOT for those who seek mental development.

Reading, extensive reading, makes the mind understand widely, but PREVENTS it from developing the faculty of thinking. A mind so developed will ask for proofs after seeing the results. How can thinking be developed?

If there is a school where it can be demonstrated, the world can understand it. I have not known any school anywhere in the world started for the purpose of fostering original thinking. Should such a school be founded, the moving spirits there will ORGANISE non-thinking academic practices popular with the parents and children. It is difficult to train teachers for that purpose. Still, the possibility is in the atmosphere of India.

(Karmayogi)

BECOMING GENIUS IN A FIELD

Ramanujan the Indian mathematical genius became so by silencing his mind completely and opening to the divine universal energies. Intuitions of mathematical insight then poured into his mind that he then transcribed on paper. Theoretically any human on earth can follow the same and become genius in a given field in no time at all.

Subconscious



NOT YET TITLED

What is subconscious becomes conscious in Man. Study then is to become conscious of that which is subconscious in you. (Karmayogi)

Education Organizations



NOT YET TITLED

WUC was founded in Berkeley, California in October of 2013, and I had the pleasure of attending the inaugural gathering on campus, including speeches by the vice-chancellor of UC Berkeley and of Garry Jacobs, my life-long friend and associate, and founder of World University Consortium.

In the meantime, in 2017 I initiated this Facebook group (Future Education: A New Age Approach) as breakthrough material on the subject emerged over the last few years, especially as it relates to the principles of education advocated by Sri Aurobindo, The Mother, Karmayogi, Garry Jacobs, myself, and others.

NOT YET TITLED

Friend and associate S S Sreejith Sreejith has been building a global New Age management institute based on the leading-edge, breakthrough education and spiritual teachings of integral genius Sri Karmayogi, Garry Jacobs, and others. Visit GIIMS - Global Institute of Integral Management Studies:

<http://giims.in/>

NOT YET TITLED

Global Institute of Integral Management Studies (GIIMS) - Kochi, Kerala, South India- New Age Thinking and Learning - Degrees in Logistics, Supply Chain

Education and Society



EDUCATION AND SOCIETY

Education is the process by which society consciously passes on the accumulated knowledge and wisdom of the past to future generations in a concentrated and abridged form. (World University Consortium)

<https://www.facebook.com/worlduniversityconsortium/>

PRIMROSE SCHOOL - "EVERY CHILD A GENIUS"

(based on state of the art, highest consciousness approaches to education - located in Pondicherry, South India) <https://www.primroseschool.org/>

Education is the Only Medium A Society Gets Civilised and Transformed.

PRIMROSE is a Curative Aspiration for the Diseased Society, transforming Children's Originality into Fruitful Accomplishments.

- Priya.

“Education is the yoga of the collective”

(Karmayogi)

i.e. it is the means by which society evolves.

VAST IMPACT OF, AND FUTURE OF EDUCATION IN SOCIETY

Every new technology closes the gap between the high and the low to some extent. Education is an institution that does so in a great measure.

When a new opportunity arises, not all sections of the population take equal advantage of it. The more organised, the more cultured get more out of the NEW.

It may be a practical truth that at no time will all members of the society be exactly equal. As days advance, we also see the rich and the poor are less and less apart.

Awareness, awakening, new laws, new institutions and more so new technologies help the less privileged rise in the scale of national prosperity. Recently housing and education of better quality have been the right incentives to the people to aspire to rise.

Education abridges centuries into years. Suppose there is no education. For a youth to acquire what the society has acquired over 2000 years, it may take fifty or sixty years or more.

Education is a divine organisation. It takes the past knowledge, extracts its essence discarding the superficial details, arranges it into a curriculum and syllabus and offers it to the pupil in an easily digestible form.

As a result, the student in twenty years gets the social wisdom of 2000 years.

The more educated a country or a community is, the more prosperous it is. Now that the mind of the society is awake, educational methods advance by leaps and bounds.

The better the quality of education, the greater is its effect. Education can be spiritual, in the sense that the Spirit of the pupil awakens. There is the Spirit in the teacher. The system of education itself has its own inner Spirit.

The nation, the community, the parents and the student have their own Spirit. When any one of them is awakened, the progress is significant.

A national spiritual atmosphere comes into existence when all segments or most of them awaken. In such a climate, poverty recedes and Prosperity flourishes. Experienced educationists are in the privileged position to devise a system of education which can almost close the gap between the high and the low. It will be a golden age.

MSS

thanks to Priya

VAST BENEFITS OF EDUCATION TO SOCIETY

Education is directly or indirectly connected to every global challenge we face. Statistics from every continent show that the higher the level of education, the lower the rate of unemployment. Even in countries where unemployment levels are high, the unemployment rate of those with a degree is less than unemployment rate of those without a college education. Higher educational attainment also correlates with higher earnings. Perhaps with the exception of Bill Gates, Steve Jobs, Mark Zuckerberg and a few others, college education is essential for a rewarding career.

That makes education an insurance against poverty. Illiteracy, unemployment and poverty form the hotbed of extremism, and education that tackles each of these issues is a safeguard against violence at all levels, domestic to international. Better educated people are better equipped to overcome the frictions of globalization and cultural differences. Historically, education and democracy have been inextricably linked. No country with very low levels of education has been democratic over the long term, and almost every country with a high level of education has remained a stable democracy.

Life expectancy is found to be strongly associated with education. Data shows that among 15 OECD countries, a man with tertiary education lives 8 years longer than one without a degree or diploma. According to a 2012 UNESCO report, each extra year of a girl's schooling reduces her fertility rate by 10%. At the same time, the probability of infant mortality reduces by 5% to 10%. The children of more educated people are better immunized and twice as likely to survive beyond age 5. Education also turns out to be the first vaccine against disease.

Those with higher levels of education are more likely to report stronger civic engagement. They take action to address ecological and social issues. Education plays a key role in our attempt to evolve a new global paradigm to meet today's challenges.

(by Janani Harish, a research associate of Mother's Service Society)

FORGING LINKS WITH SOCIETY

The job of the school is to forge conscious links with all the LIVE points of the society that matter to the future of the child.

(Roy Posner)

NOT YET TITLED

Education is the technology for conscious social evolution. (World University Consortium)

ESSENCE OF EDUCATION

The essence of education is knowledge of human accomplishment in every sphere of life, the essence of what is needed to be productive, successful, secure, content, healthy, responsible human beings building effective, responsible, harmonious sustainable societies.

(Garry Jacobs, WUC and WAAS Chief Executive Officer)

EDUCATION IS SECOND TO YOGIC GROWTH IN SOCIETY

Sri Aurobindo called yoga an organized influence designed to take life to its maximum height by the shortest route. 'All life is yoga' is his mantra. Education is the next best.

(Roy Posner)

EDUCATION IS "YOGA" OF COLLECTIVE

The individual can follow principles of consciousness to evolve. Those principles are formulated as methods of yoga in the East. For the modern organized society that "yoga" of (much more limited) understandings about life come through the system of education. In that sense, we can say that education is the yoga of the collective. One day education can truly become yoga (i.e. a knowledge of the highest high) for all people.

(Paraphrase of MSS by Roy Posner)

CHALLENGES BEFORE SOCIETY AND SOLUTIONS THROUGH A NEW PARADIGM OF EDUCATION

The challenge before society is that it is changing faster than ever before, generating unprecedented opportunities and challenges in its wake. Anticipating and addressing the consequences of the Fourth Industrial Revolution, environmental pressures, rising levels of youth unemployment and inequality, globalization and virtualization of business models, the explosive growth of online communications and education, the globalization of education, increasing intercultural contacts and migration will place enormous pressure on educational institutions, students, teachers and researchers.

The solution to this challenge is education, which is humanity's most effective instrument for consciously steering social evolution to maximize the benefits and minimize the disruption associated with it. Education is the distilled essence of all human experience, civilization and culture over millennia. We extract the essence of all our learning, and provide it to every new generation in a concentrated, abridged form that is relevant and usable. Human development worldwide owes much to the spread of education. But how effectively is our present education

system passing on this knowledge, so every human being receives the essence of accomplishment? How well is it equipping today's youth to cope with the challenges and avail of the opportunities of life in the 21st century?

There is an urgent need for expanding the reach, accessibility, affordability and quality of education at all levels. But multiplying the existing model is not sufficient. We not only need more education but education that is qualitatively different—a new paradigm. Updating course content is not enough. We need a paradigm shift in education from the subject to the student; from passive absorption of information to active understanding and thinking; from academic knowledge to personality development; from abstract concepts divorced from life to richly contextual knowledge; from narrow disciplinary expertise to inter-disciplinary perspectives; from individual competition to cooperative group learning; from the ability to memorize the right answer to the ability to solve problems, think independently, discover, innovate and create. An education that values the person, teaches how to relate to others—as individuals, groups,

societies and humanity—and work together successfully, such an education is most valuable.

(World Academy of Art and Science - WAAS)

Education and Life



EDUCATION AND EXISTENTIAL CHALLENGES IN THE WORLD

Garry Jacobs recently speaks about Future Education in terms of the underlying changes taking place in society, and how education can meet those pressing challenges. Here is that marvelous 18 minute speech from the master of the New Education:

<https://www.youtube.com/watch?v=D8fInNAe1gg&feature=youtu.be>

EXPERIENTIAL-BASED EDUCATION

Education is original understanding based on one's own life experience. Can we devise our educational system in such a fashion that the student will get this understanding on his own personal experience? Follow the 2nd international conference on FUTURE EDUCATION wunicon.org/rome

'SPIRIT IN LIFE' AS GOAL OF INDIAN EDUCATION

"Some twenty children in the third standard were asked this question. There were twenty different answers. 'In education we learn a lot', 'I can become a doctor by education', 'We get information', 'We can know many things and fool others', 'By education I can get a job', etc. Only one child answered, "I can become intelligent".

This is not a question for third standard.

If twenty adults are asked this question, will the answer be far different?

I used to call education the "yoga of the society."

Next to yoga, it is the most powerful force in the society. Education helps an individual to do better than his parents in the society.

This, education does, by giving him a KNOWLEDGE.

Westerners have got an education, that makes them an individual. It gives them an individuality.

A Westerner knows he alone can take care of himself and he depends on no one.

He goes to extreme lengths to fully deny any help from any quarter.

We in India know that our families take care of us. Our values are family values. The family educates us, gets us married and gets us a job. Our education is not only from the school. We must be loyal to the family; family first anything next. Which is better is not my question.

Each culture gives the individual its own education and it stands him in good stead. If the Westerner's individuality has made him prosper, should we not follow him? No.

Should we accept the 'education' given by our culture? Our Spirit is high, very high and noble. In our culture the Spirit is for moksha (liberation from life).

It is not FOR Life. Sri Aurobindo says the Spirit can emerge in your life and make it one of pleasant sensation of plentiful abundance.

This education - Spirit in Life - should be our goal for the future. In practice, it is spiritual values in life.

Honesty, loyalty, integrity, cleanliness, Self-giving are the spiritual values. They all sum up in a life of utter Truthfulness. If we can give our children an education that gives them an experience in life that Truth is of value, and it is the only thing of value, we will have discharged our spiritual duty to the next generation.

Education is ORIGINAL understanding based on one's own life experience. Can we devise our educational system in such a fashion that the pupil will get this understanding on his own personal experience?

(Karmayogi)

ESSENCE OF EDUCATION

The essence of education is knowledge of human accomplishment in every sphere of life, the essence of what is needed to be productive, successful,

secure, content, healthy, responsible human beings building effective, responsible, harmonious sustainable societies.

(Garry Jacobs, WUC and WAAS Chief Executive Officer)

OUR LIFE RESPONSE EDUCATION VISION

We have abundant Life Response-related principles, methods, and case studies at our disposal to provide comprehensive education to the public in various markets using a wide variety of means, approaches, and media. This will in turn help students Consciously evoke Life Response phenomenon, enabling their great achievement, their serious advancements in personal and spiritual growth, which will in turn enable society to evolve, ushering in the first stages of a Divine life on earth.

(Roy Posner)

EDUCATION ON THE PRINCIPLES OF LIFE

Let us learn these laws of life in an organized fashion through education. We now go through an entire life to learn but a handful of these principles, when there are thousands to be gained. It is like picking up a handful of sand on the beach when we need to absorb the entire shoreline. If systematically taught, absorbing the multi-faceted Truth can even become easy!

(Roy Posner)

EDUCATION OF YOUTH ON PRINCIPLES

Could you imagine if all we have suggested for improvement [i.e. a complete life knowledge] were known in full by the time we were 16? That would be a true education for an infinite-results type life.

(Roy Posner)

EDUCATION AND CHARACTER

truly wants, greater psychological strength, etc. These can be taught as values.

(Roy Posner)

ATTRACTION POWER OF EXPRESSING DEEP VALUES

Expression of deep values, such as believing in the importance of Self-discovery in education attracts unexpected iterations of it from others.

(Roy Posner)

NOT YET TITLED

We need to teach our children what machines can't easily replicate, - including Values, Believing, Independent Thinking, Teamwork, and Goodness, says Jack Ma founder and CEO of Alibaba.

NOT YET TITLED

Educational Institutions should transform itself as centers imparting not only KNOWLEDGE but also SKILLS, ATTITUDE and most importantly VALUES.

-S. S Sreejith, CEO of GIIMS

<http://www.giims.in>

COMMITMENT TO DEEP VALUES ATTRACTS CORRESPONDING RESULTS FROM OUT OF NOWHERE

[an Education-related incident]

A man had attended the initiation of the World University Consortium (WUC) in Berkeley, California in 2013. It was an initiative of the Mother's Service Society of Pondicherry, India.

The organization and its members advocate breakthrough methods to dramatically enhance the future education.

As it turned out, six months later this individual suddenly received a contract for many thousands of dollars' worth of consulting work for a conglomerate of a dozen Community Colleges in the same San Francisco Bay Area. He had not solicited this work, nor had he ever worked with any group of colleges or universities in his 25+ year training and consulting career.

Several years later he came to see the connection between his deep values in partaking in the World University Consortium, and the biggest contract of his career from a collective of colleges.

WORLD UNIVERSITY CONSORTIUM AS VEHICLE FOR ENABLING EDUCATION IMPART VALUES

Values are the organized capacities of the cultural forces of society imparted to the next generation as an individual possession. Education that imparts values is an evolutionary social organization seeking to be born. The World University

Consortium can be the vehicle for that accomplishment.

(Roy Posner)

Spiritual Means of Education



'SOUL-BASED LEARNING AT NEWSCHOOL' BY ROY POSNER

In the following imaginary, mystical-like story, we consider what a future, soul-based education might be like. (5 pages)

<https://1drv.ms/b/s!AjayTOYvR8hZgZ8gklABeh5DMaio6Q?e=jAbRjy>

NOT YET TITLED

It was the Mother who boldly stated that education must aim for the flowering of the Soul and not just flowering of mental faculties. (MSS)

ON SOUL-BASED EDUCATION THAT PRODUCES GENIUS

Sri Aurobindo, The Mother, and Karmayogi indicate the key to education is for the teacher to get in touch with his own Soul so he can then come in touch with the Soul of his student, which will help the youngster perceive his true interests in life. When the students acts and educates himself from his deepest purpose, learning and acquiring knowledge in those particular areas that reflect that Soul purpose, that child will be well on his way to becoming a genius in whatever interest area or field pursued. He becomes a True Spiritual Individual, guided by Soul, leading through powerful intuitions and perceptions of the essence and multi--sided truth of things in that area or field.

(Roy Posner)

SERVING THE SOUL/TRUE SELF OF THE INDIVIDUAL

If an individual's soul is served, then he can learn completely on his own. The more we tend to the individual's depths down to his True Self, or the more one finds it on one's own, the more one is capable of realizing the truths of life on our own.

(Roy Posner)

CHILD EDUCATION AND INNER SELF-DISCIPLINE (NOT OBEDIENCE)

Discipline imposed from above teaches you not discipline, but obedience. The obedience may continue as a behaviour. When the circumstances of obedience are removed, it may turn into disobedience if it was unwillingly accepted.

Any discipline is worth the name only when it is self-discipline. By self-discipline we mean we accept what we understand. To elaborate that, the body accepts what the mind understands. It is generally an imposition. The mind never tries to educate the body. It tyrannises over it.

When the spirit in the body emerges, it cannot be tyrannised because it is the flowering of the higher in the lower. So the best discipline we can conceive of is the self-discipline of the psychic [evolving soul within].

When you resist self-discipline, it exhibits an enjoyment of what is - that is the dark crude rigidity of the nerves in the body.

Education, in the best sense, must offer all social, psychological circumstances for the child to acquire self-discipline. It is for this reason that it is necessary for the individual to become a spiritually awakened individual. Man matures by self-discipline. The soul evolves by refusing to be disciplined. The only discipline the Spirit accepts is total freedom. (Karmayogi)

SERVING THE SOUL/TRUE SELF AND GENIUS

To the degree that the individual's soul is served, genius will emerge.

(Roy Posner)

SOUL IN EDUCATION

-Education should seek out the soul in each student.

-Education should give the student the freedom to discover his/her own soul and thus his/her deepest interests.

(Roy Posner)

Education and Accomplishment



NOT YET TITLED

A central purpose of Education is to help make us more conscious, aware, knowledgeable, and therefore empowered for accomplishment, success, and happiness.

ENDURING SUCCESS THROUGH EDUCATION, TRAINING

Success can be acquired through one's own natural capacities. Enduring success however is insured through education and training that transcends one's native abilities; where the secrets of a work, a field, a skill, etc. are fully acquired.

(Paraphrase of MSS by Roy Posner)