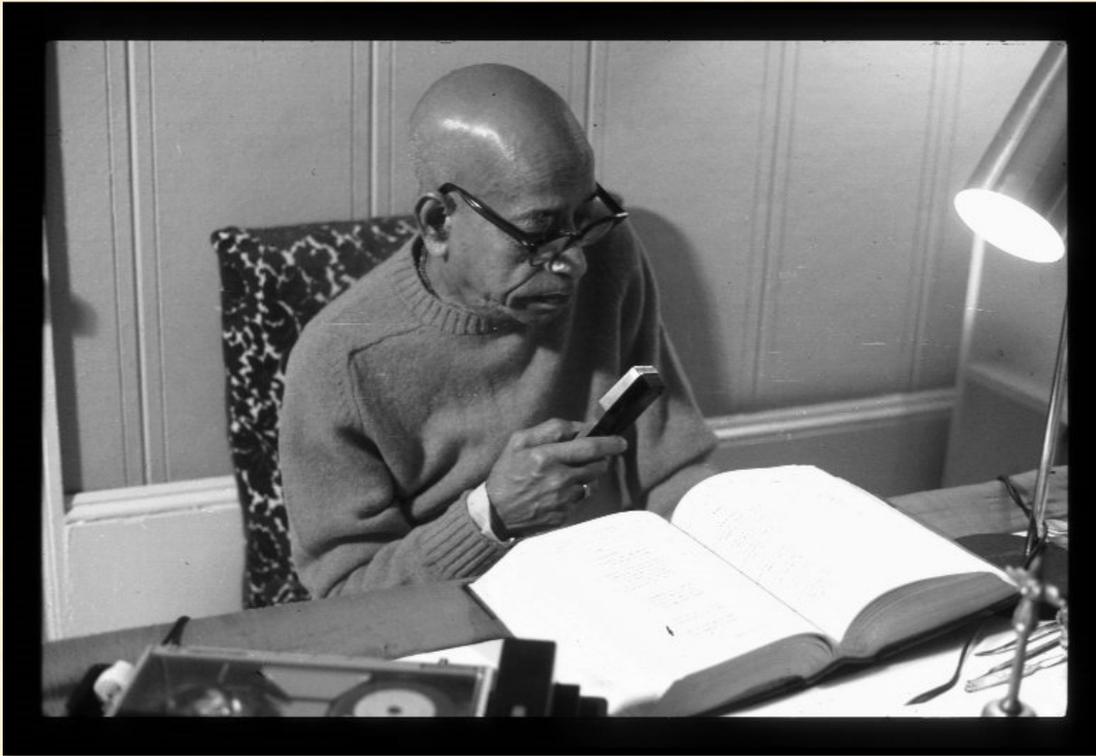


VIPLAVAH

REVOLUTION THROUGH EDUCATION



A Journal of the ISKCON Ministry of Education
Founder-Acharya His Divine Grace Srila A. C. Bhaktivedanta Swami Prabhupada

2018 No. 4/4
Winter

CONTENTS

MISSION STATEMENT	3
MASTHEAD	3
MESSAGE FROM THE ACTING EDITOR.....	5
EXECUTIVE DIRECTOR’S REPORT	5
NORTH AMERICAN ZONAL REPRESENTATIVE’S REPORT	7
SAMPLING EDUCATION IN NORTH AMERICA	8
Navadvip School Project	8
NIOS (North American Institute for Oriental and Classical Studies).....	9
SAMPLING ISKCON EDUCATION ABROAD.....	10
Alice in Educationland.....	10
HOW OTHERS TEACH	12
Waldorf and Hare Krsna	12
IN THE NEWS	16
CALENDAR OF EVENTS	16

MISSION STATEMENT

Vision statement

To provide Krishna conscious education of high quality to everyone through temples, educational institutions and various global initiatives.

Mission statement

To develop comprehensive educational systems globally, that foster higher spiritual values, and fulfil the needs of ISKCON members and the larger society, bringing about excellence in all areas of human life. We aim to fulfil this mission by

1. Empowering and supporting educational initiatives and collaborations among educators, educational institutions and professionals
2. Establishing and monitoring high standards of Vaisnava education
3. Supervising the development and execution of educational plans and ensuring they are delivered to high standards
4. Understanding and fulfilling the educational needs of the Krsna conscious families and
5. Making every temple an educational centre and a centre of excellence.

MASTHEAD

Viplavah is a Journal of the **Ministry of Education** of the **International Society for Krishna Consciousness**, Founder Acharya His Divine Grace Srila A. C. Bhaktivedanta Swami Prabhupada.

Minister of Education: H. G. Sesa Das

Executive Director: Tapan-misra Das

Core Committee: Hanumatpresaka Swami, Sesa Das, Atul-krsna Das, Rama-giri-dhari Das, Tapan-misra Das, Champaka-lata Devi Dasi, Indira-sakhi Devi Dasi

Acting Editor: H. H. Hanumatpresaka Swami

Editorial Board:

- H. G. Indira-sakhi Devi Dasi

- H. G. Rama-giridhari Das

The first issue of the Journal was published Janmastami 2017 with plans to publish four issues each year. It is driven out of North American and the Western Hemisphere but is aimed at serving the educational needs of ISKCON globally. We hope it inspires many regional and topical journals, such as *Jayam* which is now being published in Spanish.

Ministry Web Site: *iskconeducation.org*

For Correspondence: Mitra Devi Dasi, *viplavah.iskcon@gmail.com*

MESSAGE FROM THE ACTING EDITOR

By Hanumaptresaka Swami

Hare Krsna! All glories to Srila Prabhupada! Please accept our hum, hum, humble obeisances. We are just finishing putting this issue of *Viplavah* together. We volunteered as the Editor at the Seattle symposium and have now seen it through five issues. Radhika-raman Das was Guest Editor last time and did an excellent job. Letters keep pouring in to the contributors.

Well, there is not much to say. The Table of Contents has given an excellent summary of the contents. The articles are informative and substantial. The actual fact is that looking at them, practically speaking, every single one of this is about 90% understated in terms of the depth and extension of the projects described.

You've to get involved to appreciate what is actually happening. Of course we are really looking for someone to take over as Acting Editor and maybe even Life-Long Editor. You cannot do a better service for Srila Prabhupada. If we stay here and don't become Editorial Consultant, it is going to get more and more strange with each future edition.

Look at our own esoteric institution the *Anjana Suta Academy* www.JayaRama.Us if you doubt us.

EXECUTIVE DIRECTOR'S REPORT

By Tapana Misra Das

Over the past several months, we have been trying to develop many projects to serve ISKCON devotees. Please keep in mind, we are working with very limited or no resources. The only currency we have is the enthusiasm of some devotees to help. With deepest gratitude to every devotee who is helping, I share a short update on a few of these projects:

- a. Regional Representatives: India is one of the fastest growing and largest Yatras within ISKCON. Here, the ISKCON India management through the

IIAC, has appointed the following devotees for each of the divisional councils:

- North (NIDC): Sri Hari Prabhu, Vrindavan
- East (EIDC): Prananath Prabhu, Mayapur
- South (SIDC): Tarini Radha Mataji, Chennai
- West (WIDC): Giriraj Sakha Prabhu, Ahmedabad

Other international regional representatives appointed this year are: Tirtha Pavana Prabhu (Russia), Lalita Sakhi Mataji (China), Sridhar Pran Prabhu (Bangladesh).

- International Conference in Mayapur: We have received confirmation of participation from over 70 ISKCON educators who will attend the **MOE** conference between 25th to 27th February. The first day, along with the team from **Bhaktivedanta Vidyapeeth** at **Govadhan Eco Village**, headed by Gauranga darshana Prabhu, and MOE India regional representatives, we will attempt to draft the roadmap for ISKCON India Education. The following two days would be dedicated to topics for education applicable for education internationally. Please be in touch with our office for your participation so that we can make this a productive conference.
- Curriculum development training: In collaboration with HG Urmila devi Mataji, we hope to offer the educators in ISKCON online training for curriculum development in the first quarter of 2019. We hope to showcase this during the MOE International conference in Mayapur. Our idea is that devotees can get excellent training on how to deliver courses in their chosen area.
- Standards: Two teams, one in South Africa, under the MOE Executive Committee member Champaklata Mataji, and another in North America, under our north American regional representatives, Balimardan Prabhu (West), Gopi-gita devi Mataji (Central), Vishwambhar Prabhu (East), are currently developing standards for ISKCON schools. We are hopeful that we will have drafts ready, to share at the conference in Mayapur.
- Online Platform: MOE Executive Committee member, Indira-sakhi Mataji is working with a local company in India to revamp the Ministry's web presence.

Within January 2019 we hope to open the new website with functionalities such as – online journal, database of educators, interactive discussion forums, etc.

- f. Shastric Education: Two of the MOE Executive committee members, Atul Krsna Prabhu and HH Hanumatprasheka Maharaja will participate in an intense conference on Shastric education with ISKCON Board of Education members, and a few other seasoned shastric educators at ISKCON Pune, from 4th to 9th February 2019.
- g. Online education for Children: ISKCON MOE is working with Navin Krsna Prabhu, CEO - **Avanti Schools Trust**, to make available to ISKCON children aged 4 to 15 a systematic online education program. When fully developed this program will fill the gap that most parents in ISKCON communities struggle with, i.e. how to educate our children in Krsna Consciousness when our children are enrolled in regular schools? We hope the online program to pilot in Q1 2019.

NORTH AMERICAN ZONAL REPRESENTATIVE'S REPORT

By **Hanumatpresaka Swami**

Hanumatpresaka Swami, Gopi-gita Devi Dasi, Visvambara Das and Bali-mardana Das met by teleconference Sunday, December 16th, The meetings are becoming more and more effective and happening regularly each month. Bali is Zonal Representative for the Ministry for Sastric Education, Gopi-gita Prabhu for Sunday School and Visvambara Das for Primary and Secondary schools. All have active programs with primary education. A report on Bali-mardana and his esteemed wife's school is below.

Topics for the meeting included planning for educational conferences in Alachua, Houston and Mayapura (see Calendar below) and working with Champaka-lata Mataji for developing universal, practical standards for ISKCON schools world-wide. Other topics such as *Viplavah* were discussed. This is a lot of work for people

who have families, local temples, jobs and schools. We thank them. A little effort in developing our Zonal Representative system will pay big benefits in all other areas. Contact them through the address in the Masthead.

SAMPLING EDUCATION IN NORTH AMERICA

NAVADVIP SCHOOL PROJECT

By Balimardana Das

Hare Krsna, Maharajas, Prabhus, Matajis, Everyone,

Please accept our humble obeisances. All glories to Srila Prabhupada.

We are pleased to offer a summary report of the **Navadvip School Project**, San Francisco Bay Area.

Summary of 2017-18

- Navadvip School started in Sunnyval, California with 4 students and now it has increased to 14.
- We now have our own devotional curriculum, tailor-made, based on Krishna conscious festivals throughout the year.
- In November 2017, we moved to a new location to accommodate more kids.
- We started another school in Pleasanton, California on October 10th 2018.
- We have recently started an *After School Program* in Sunnyvale and plan to start the same in Pleasanton from October 2018.
- We also conducted Winter and Summer Camps, and a Home Schooling Co-Op during the summer.

Number of Students (Sunnyvale)

- Pre-School - 14 (few more kids waiting to start in November)
- After-School - 3

As of today, Navadvip School's curriculum focuses on the following:

- Vedic Culture
- Academics as California State standards.
- Festival Celebrations & Spiritual day of the month.
- Krishna Conscious Story time - Short Dramas.
- Baby Bhagavatam classes based on Urmila Mataji & Aruddha Mataji's curriculum,
- Field Trips.
- Fun Play.
- Loving & homely environment.
- Art & Craft, Music.
- Hands-on activities for physical, social, and emotional skills.

We are developing these programs so their results can be adopted by others, and of course we are very eager for advice and help. Contact us through the address in this *Vipavah* Masthead.

NIOS (NORTH AMERICAN INSTITUTE FOR ORIENTAL AND CLASSICAL STUDIES)

By H. H. Hanumatpresaka Swami

NIOS was founded in Tennessee on January, 12th 2004 to fill a perceived need of an ISKCON affiliated higher educational institution in the arts, humanities and social sciences. The **Bhaktivedanta Institute** in San Francisco satisfies this need in the physical and life sciences.

The Institute's web page: www.NiosNimbus.Org, gives a fairly detailed history of the Institute's accomplishments since its creation. These have included programs in India, North and South America, and Spain in cooperation with prominent universities and premier national institutions. It is a very much struggling entity and all help and advice is needed. However, it does also have its resources with its first class academic and cultural publications, events and internet presence.

As an example, end of October and beginning November last, NIOS in co-operation with the **National Library of Peru, Jesuit University Antonio Ruiz de Montoya** Lima, Peru; **Centro Cultural Los Condes, IF**, Santiago Chile; **Indian Embassy**

and other distinguished institutions, organized, *Art and the Sacred*, an international symposium on who we are and how art helps us to approach and communicate the sacred in our communities.

Presenters came from the **Metropolitan Museum of Art**, New York, Australia and other sites from North and South America. For example, one distinguished presenter from Chile has his own graduate university and a radio and Facebook following of 30,000 people.

The variety, depth and quality of the three days of programs in Lima, Santiago and associated programs were *over the top*. A drop from the ocean includes:

- Exquisite Aboriginal Art from Australia.
- Pre-hispanic Dance and living Ritual Performances in Mexico and Southwest USA.
- Thirty minutes of 18th century religious music from Peru performed by one of the greatest ensembles in the **Peruvian National Music Conservatory**.
- There were also several very candid presentations by ISKCON scholars and artists.

Please watch the NIOS website for a summary video coming out soon. The third edition of NIOS's annual journal, *Solaris*, was published with the events, and the plan evolved by organizers and presenters is that NIOS should focus on *Education and the Sacred* for the next two years.

There are many wonderful people and groups who have wide following and can appreciate the super-excellent colloquia of Rupa Goswami, Sukadeva Goswami and the *Bhagavata* heritage of *Sri Sri Gaura-Nitai*.

SAMPLING ISKCON EDUCATION ABROAD

ALICE IN EDUCATIONLAND

By Purnamasi devi dasi

The main character of the story I am about to tell you is called Alicia. She was born in a very sunny country, Spain, where people usually have dinner at 10 pm and enjoy having fun with friends and family every day.

She was almost twenty two and her life was going just exactly as she had always planned. In two months, she will be, officially, a Journalist and, due to her great determination, she would get her first job in a national radio station. She was a great student, and she felt very proud of it. She loved studying about everything, but her favorite topics were Languages, Art and History.

The weekend when this story took place, Alicia was feeling quite tired. It was cold and windy outside and the final exams were just finished. She just wanted to lay down on the sofa and read something. Alicia walked to the bookshelf and took a book that one of her best friends, Carlos, gave to her some days ago. Alicia was interested in out-of-the-box books and Carlos was sure this one was unique.

The title of the book was “Songs of Bhaktivinoda Thakura. Saranagati”. On the book cover, there was an old man looking at her. She felt like he already knew her. Deep looking eyes caught completely her attention, making her feel that this will not be a regular reading. And that is what exactly happened.

After some minutes of scanning the first pages, one translation caught her eye: “*Reading on and on, my hopes grew and grew, for I considered the acquisition of material knowledge to be life’s true goal*” (*Vidyara vilase, text 2*). Alicia thought about how many times she was spending on studying Journalism, Italian, German... many hours daily! And, what about her past? She started school at three, like almost every child in Spain, even if at that age, school is only an option. Based upon the *Ley Orgánica de Educación* or *Fundamental Law of Education*, education in Spain is compulsory for all children between the ages of 6 to 16 years, with primary education (*primaria*) lasting six years followed by four years of compulsory secondary education (*Educación Secundaria Obligatoria* or *ESO*), at the end of which a *Certificate of Education* is received.

“Life has now become agony, for my so-called erudite knowledge has proven itself to be worthless ignorance” (Vidyara vilase, text 4). Bhaktivinoda Thakura was very clear about his reflexions. And something was telling Alicia that they were all right. What if she had been waisting her time? Bhaktivinoda Thakura sang: *“With great enthusiasm I spent my time in the pleasures of mundane learning, and never worshiped Your lotus feet, O Lord. Now You are my only shelter“.*

Alicia attended a Catholic girls school until the age of 18. Then, the University and after this, would come a Doctorate, and after that she was thinking about enrolling in an online university to study History, and so on. Accumulating material knowledge was her hobby or, as Bhaktivinoda Thakura said in his song, her goal or one of the most important things in her life. A goal, of course, that should change if she wanted to reconnect in a real form with God.

But this is not only Alicia’s story. In Spain, young people study for more than twenty years. Some of them, even, study for 30 years, one thing after another, to get a job that will allow them to live independently from their parents, ignoring that all material knowledge is temporary. Cervantes quoted on his book Don Quijote de La Mancha: *“All these storms falling upon us are signs that the weather will soon clear and that things will go well for us, for neither good or bad can last forever”.*

Nowadays, Alicia is still living in the same sunny country, with the same yearning for studying, but she has changed the subjects. Now she studies Srila Prabhupada books and teaches children in a private school to also chant and do Arati each day. She is hoping one day she also will take Krishna as her only shelter.

HOW OTHERS TEACH

WALDORF AND HARE KRSNA

By Francisco Gonzales Lizarbe - Patrak Das

(Biodata in Endnotes)

“You will not be a good teachers if you focus only on what you do and not upon who you are.” Rudolf Steiner.

This was the phrase that started this adventure of being a different teacher ... After several years following the philosophy of the **International Society for Krishna Consciousness (ISKCON)**, and trying to find something that is as close as possible to its principles and philosophy, I came to know the Waldorf pedagogy.

The fundamental pillar of the Waldorf pedagogy is the understanding of the human being as a spiritual being; this translates into developing a respect for the cycles of nature and life (cycles of 7 years). Its goal is that education respects and supports the psychic, spiritual and physiological development of children, because it believes that to achieve good intellectual development, it is necessary to have a solid emotional basis. To delve deeper into this concept and understand it, we must bear in mind that this science considers man as a tripartite being (body-soul-spirit) and therefore, when it comes to the acquisition of knowledge, takes into account the student in all these aspects.

(Editor’s Note: A precise definition of these three is attached as an Endnote)

In the first years this method encourages free play, creativity, working in all kinds of arts so that children can express their emotions, their feelings and learn in the most natural way possible, without being forced to sit in a chair all day long. Already in Primary children work "the feeling". Everything that children develop intellectually has to be worked and experienced beforehand. In addition, the teacher does it in a beautiful way, to awaken the feeling, which then leads to the understanding of a letter and a number.

One of the things that differentiates the Waldorf method from other educational methods, is that, in addition, to imparting the educational contents of any other official center, it also includes artistic subjects (such as music, dance and movement, theater, and painting) and artisan works in projects with different materials (wool, thread, sewing, mud, wood, etc.)

There is no mosaic schedule. This means that one area of knowledge deepens for approximately 3 or 4 weeks and then moves on to the next. Of course, weekly there is mathematics as well as languages and arts. However, a unique feature of Waldorf is that art is used in curricular subjects; singing, music, movement and crafts are resources used in mathematics, language or science.

A significant aspect of this philosophy is that the teacher is the same during all seven years. The objective of this is that the teacher acquires a deep knowledge of each child, being able to satisfy his pedagogical needs in each moment. The teacher evaluates the learning process through daily contact with the students and gives the evaluation to their parents throughout the school year. This method particularly seeks not to promote competitiveness among students.

It is important to highlight some considerations of pedagogy:

- It is vital to analyze what is ingested through the body and the soul; therefore, the consumption of natural foods is promoted, avoiding sweets and industrialized food; and it is jealously guarded what children listen to, see or feel, providing them with restraint and love for their psychic and emotional development.
- The use of the T.V. and computers is discouraged for children, since all this takes the child away from his main task, which is the development of his senses of perception, his mind and creativity.
- Respect for rhythms and natural cycles is promoted. For example, it is emphasized that a regular, healthy schedule for eating and going to sleep, collaborates with the metabolic rhythms of the organism.
- The parents have a very important participation in the schools, since they provide the necessary means for the institution to function, and participate together with the teachers, in commissions with different tasks.
- They promote religious education in the family and not in the school. These schools have a Christian orientation as regards the evolutionary paradigm of man, however, they do not give catechisms in their programs, but encourage that this religious formation be given at home according to their beliefs. In addition, they

encourage children to venerate and contemplate the facts related to the miracle of life, its rhythms and stages, such as the seasons.

It should be mentioned that Waldorf pedagogy is not an educational method, but a creative and integral vision of education; an education for life, which contemplates the child as a whole and not only as a brain, in which only the left hemisphere (the logical, the analytical, the rational) is appealed to the detriment of the right hemisphere (the intuitive, the creative, the imaginative).

This is an education that goes beyond the cognitive aspect, since it also focuses on the physical, emotional and spiritual aspect to form a more integrated being. It is a humanistic pedagogy, centered on the student, and interested in his or her formation and development as a person in its relationship with itself, with society and with the planet. In addition, it incorporates the secular spiritual aspect, which has not been considered by other pedagogical currents. We can consider then, that it is the pedagogy of love.

For any details, please visit <https://www.waldorf-resources.org/home/> or patrakadas@yahoo.com

ENDNOTES

Body-Soul-Spirit

The soul is the intermediate ground, the place between the physical, material and the spiritual, and the union of both parts. The life of feelings, thought, reflection and memory. The soul is the inner stage in which all life develops, the center of our consciousness, but it is not our essence.

We are not our soul that will disappear just like physical body.

Our essence is in the spirit, which is immortal.

The Spirit, in itself, is eternal, which does not mean that it has neither beginning nor end, but that it is above any manifestation of space-time. We, as incarnated humans, are space-time beings, and while we have emerged from a spiritual reality, we can not really relate consciously to our own Spirit. We do not have access to the spiritual

realm until we die, although we are continually trying and talking about it. Paradoxically we can use our thinking, which is the authentic instrument of our spirit, against the same spiritual reality to which we belong, in use of our free will, ignoring or denying it, for example, through materialism.

Biodata

Francisco Gonzales Lizarbe - Patrak Das, was born in 1981 in Callao, Peru. Started working at 15 in a business company.

-2003-2006 Studied bank administration at CEPEBAN .

-2003 Joined ISKCON and got initiated in 2006. For over 6 years lived in an ashram as a novice.

-2008-2009 Teacher at Bhaktivedanta School Gurukula-Chosica, Peru.

-since 2009 Private English classes for kids.

-2009-2010 Teacher at Mabel Condemarin school. 5th grade tutor

-2010-2014 Teacher-adviser online for Bhakti Sastri ISKCON-Peru

-2015-2018 Degree in Education with mention in Arts. (**Facultad de Teología Pontificia Civil de Lima**

-Since 2015 Teacher at **Das Goethehaus Waldorf School**. English teacher and tutor.

IN THE NEWS

Alachua Gets a Grant - <https://iskconnews.org/bhaktivedanta-academy-receives-grant-for-science-education,6755/>

CALENDAR OF EVENTS

- January 18th-20th, 2019 - Conference on *Consciousness in Science*, Gainesville, USA www.consci19.org
- February 4th – 9th, Sastri Education workshop in ISKCON Pune. Atul-krsna Das. www.iskconeducation.org
- February 26th –27th 2019, ISKCON Ministry of *Global Education Symposium*, Mayapur, India. www.iskconeducation.org
- June 27th – 30th – **6th Annual ISKCON North America Education Conference**, New Raman Reti dhama – Alachua, Florida. This year's

conference is specifically focused for those who serve in schools and Sunday schools. This will be a great opportunity to interact with fellow educators from throughout North America and to learn best practices from peers and subject area experts. Registration will start January 2018 at www.iskconed.com. Questions regarding the conference, travel, and accommodations can be sent to the event organizer – Visvambhara Dasa at d.aquilera@bhaktischool.org.

- Dates being fixed: *Sastric Education in America*, ISKCON Houston: Contact: Hanumatpresaka Swami, through address in Masthead.

NEXT ISSUE

Expect it around Gaura Purnima. Please send articles for any of the columns above eg. *Education in North America. How Others Learn*. A nice report would be on **Seventh Day Adventist** schools. We hope to get a good article from Sesa Das and maybe we can include a report of our India education tour: *An American Abroad in India*.

One GBC Secretary told me this story: Bubba and Weezer were going to go to university in a big Southern state. Bubba went in first and asked the teacher, “What are we going to learn here. The teacher answered, “English Literature, American History and Logic”.

“Well”, responded Bobba, “I know what Literature and History are, Professor, but what is Logic”

“Well it’s very interesting”, said the Professor, “do you have a lawn mower?”

“Well yes”, said Bobba.

“Therefore by Logic I can tell that you have a yard, and because you have a yard I can tell that you have a house, and because you have a house I can tell that you have a family, and because you have a family I can tell that you are a heterosexual”, demonstrated the Professor.

“Amazing”, said Bobba and walked out of the Professor’s office.

When he got out, Weezer asked him, “What are we gonna learn here?”

Bobba responded, “We’re gonna learn Literature, History and Logic!”

Weezer responded, “Well I know what History and Literature are, but what is Logic?”

Bobba said, “Well it’s really amazing if you know what you’re doin. Do you have a lawn mower?”

“No”, said Weezer.

“Therefore”, said Bobba, “I can tell that you are a homosexual”.

Again, there is an opening for Acting Editor for the next edition.