



## CONSCIOUSNESS: NEED OF AN EDUCATED SOCIETY

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### Abstract

*An educated society cannot live without consciousness. The art of being in the present moving along like the fine waters sparkling under the sun. Education-science is the primary way we reality .It has shaped the minds of the students from graduate studies and beyond. If through education individuals assimilate a body of knowledge and a set of form of intellectual activity and human cultural presence in the world is actualized and their cultural awareness with humanity is achieved then a necessary condition of an authentic and creative educational experience is the existence cultivation of a strong universal interest in human needs and social relationships . The former we call awareness the latter knowledge. These are receptive characteristics of consciousness. Wisdom is the ability to utilize awareness and knowledge in successful ways. Thus wisdom is the ultimate objective goal of education.*



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### NEED

An educated society cannot live without consciousness. The art of being in the present moving along like the fine waters sparkling under the sun. Education-science is the primary way we reality .It has shaped the minds of the students from graduate studies and beyond. The vast majority of scientists and other so called thought leaders have not diligently explored the possibility that matter is actually an experience we are having in consciousness not unlike the objects that populate dreams which are made without guidance all of this the whole world in here that science has traditionally misunderstood is left for us to cobble together without guidance. The result is that millions of people are so alienated from their subjective experiences . Conditions like anxiety insomnia self doubt obsessive compulsions addictions and psychological dependancy again enormous power over us we are under in the dark. The entire history of human knowledge occurs in consciousness without exception. As an educated society we profess to be interested in what is true. The reason we support science and conduct experiments is to find the truth and then live . But if we really want truth we must go where the evidence leads . All roads lead to consciousness. Nature itself will

challenge minds careers and institutions. But the alternative is not just blinkered ill informed but also results in tremendous amount of unnecessary suffering. Our children deserve to be told the whole story for their well being ours and the worlds as a whole .there is only consciousness and its modifications appear as mind and sense perceptions but we label as matter . Consciousness discovers certain methods in operation And approves or disapproves them. Subjects improve by hitting upon better ways of working without any further conscious selection at first than the general effort to succeed .Education now is different from what it used to be .At the basis of the new education is the insight that a field of pure consciousness exists which can easily be experienced by all from this insight a new educational paradigm has emerged conscious based education - with a more profound understanding of human development and how to promote it .The primary goal of education now is enlightenment and the entire curriculum is organised to foster this goal. The flowering of human potential produced by this educational approach has created a new age for humanity- the age of enlightenment .Consciousness is primarily evidenced in changes in perception which determines behaviour identity construction ego development relationship knowledge formation and emotional integration ( Gebser 1984 , Kegan 2004 ).Kegan argued that there is a desire in development toward complexity and the source of desire is the nature of life itself - in a ceaseless creature flow of energy in the universe . Thus consciousness is known by its manifestation functions and organisation of time and space ( how reality is organised ). Behaviour then is the expression of the contents of consciousness. Awareness precedes action. To educate a child well we must understandthe very nature of the child and realize that every child is unique individual not a part of class or grouped with others in a grade level. Drawing on recent consciousness studies it has become clear over the past century that personal consciousness is more a commentator than a controller. It dosent direct it orients as it contributes to the reworking of the parts that constitute our perceptual wholes . When something bubbles to the surface of consciousness it frames what we might notice or look for without dictating what will be noticed or sought (Norretranders 1988 ). What one becomes and who one is then are not determined by consciousness -in very much the same way that learning is not determined by teaching but is dependent upon it . The metaphor of the teacher as the consciousness of the collective then is a suggestion that the teacher is responsible for prompting differential attention selecting among the option for action and interpretation that arise in the collective The teacher task is not just to select from among those possibilities that present themselves to his or her awareness. A vital preliminary task has to do with ensuring

that diverse interpretive possibilities are present in the classroom. So teaching cannot be about zeroing in on pre determined conclusions. It cant be about the replication and perpetuation of the existing possible . Rather teaching seems o be more about expanding the space of the possible and creating condition for the emergence of as - yet unimagined . The emphasis is not only on what is but also what might be brought forth. It comes to be a participation in a recursively elaborative process of opening up new spaces of possibility by exploring current spaces. Making sense of consciousness demands a certain transdisciplinarity - which in turn entails a sort of level jumping across neurological psychological social cultural and other phenomenon. One must be willing and able to think in terms of many vested systems not some volatable realm- Education in general and teaching in particular demand a similar sort of level jumping .As Hegel notes , " since the men of common sense appeals to his feelings to an oracle within his breast he is done with anyone who does not agree. He has just to explain that has no more to say to anyone who does not find and feel the same as himself .In other words he tramples the roots of humanity underfoot for the nature of humanity is to impel men to agree with one another and its very existence lies simply in the explicit realization of a community of conscious life .What is anti human the condition of mere minds consists in keeping within the sphere of feeling pure and simple and in being able to communicate only by way of feeling states ( Hegel 1971,127 ). However the radical transformation of society requires the maximum possible awareness of the feasibility the direction and the content of the revolutionary project. An although an emancipatory education cannot foster such awareness among everybody it cannot by itself change peoples consciousness it may however contribute to the formation of overall conscious social vanguard which will be able to play an active role in the struggle for social change and emancipation. And it can do so by fostering critical awareness of the dominant relation and ideal. The task of the educator who fights for radical progressive change in society consists of course in unveiling the social reality which is being hidden by the dominant ideology and the dominant curriculum . ( Shor and Freire 1987,38-39).Educators cannot fight for a genuine transformation of society unless they are emotionally ideologically and politically attached to the social force that mostly needs this transformation. Only those with a developed consciousness ( cultivated in all these of its forms - moral aesthetic and philosophical ) are in a position to understand in depth the human significance of their work and the social Responsibility that it entails and play a decisive role in developing students consciousness in identifying and explaining along with the students the meaning and purpose

underlying the most active and creative attitudes towards reality the strongest cognitive interest in it. Knowing and understanding reality in depth requires a sincere and strong care for the people with whom we share and co create it as a social cultural reality. If through education individuals assimilate a body of knowledge and a set of form of intellectual activity and human cultural presence in the world is actualized and their cultural awareness with humanity is achieved then a necessary condition of an authentic and creative educational experience is the existence cultivation of a strong universal interest in human needs and socialrelationships . As regards education and personal edification in general the internal unity between these two aspects of consciousness is also manifested in the first that the development of the second aspect ( the moral aesthetic and philosophical form of consciousness )decisevly influences the acquisition of knowledge the individuals cognitive activity education in general insofar as the last requires meaningful purposeful efforts pn the part of the individual. Education as a result of the individuals purposeful action is always also self education. People should be aware of reality especially of the real attributes of the objects of labor knowledge of things in the sense of identifying their objectives attributes an essential requirement in order to understand how susceptible they are to change through the intentional transformative effect of humans upon them. Human consciousness is linked to peoples active stance-vis-a-vis the world it stems from labor activity of which it constitutes an organic part. Consciousness does not simply involve a reflection of realty but also a psychic contribution of the plans goals of social labor. It is the internal ideal form of the transformative labour relations to the world which this form guides and directs . Social consciousness and social action are decidedly associated with education since it is therein that both specific cognitive abilities and attitudes to social reality are largely developed. By being a crucial field in shaping consciousness and life stance education as a specific social institution certainly does not lie outside social relations but is essentially determined by them. The human conscience cannot be eradicated completely though it may be over shadowed temporarily by other immediate interests. Healthy policies and practices tend to support our true conscience so that humanity can accomplish things of enduring significance. Unhealthy policies on the other hand serve only as a barrier to the conscience and an obstacle to the progress of civilization. Today education has in general become the creature of the large scale public institution. Under such

circumstances we need to guard against the valuing of routine rather than genuine work against indulgence in mere window dressing otherwise instead of being a profession for

bringing up the younger generation education will become merely manouvers in a political game if the present public educational institutions degenerate into a factory for the production of social tools and fails to fulfil its function in nurturing a younger generation for the progress of civilisation sooner or later people with broader vision and greater depth of mind will stand up and fight the true task of humanistic education. After all all education is a calling of the conscience . When education is not based on conscience and when the emotional and moral tie that binds the educator and the educated is severed little is left for education to fulfill of its hundred year commitment to educating people. Education is a mission of the conscience. We cannot treat educaton in he abstract nor can we conduct teaching through empty concepts. Too much abstract thinking will make our policies rigid while an over emphasis on uniformity in concepts will easily lead to inflexibility. Seldom do we hear the call for accountability to our own conscience and accountability to heaven and earth. Todays educational policies institutional set up and atmosphere do not allow any place for the conscience of an educator. On the contrary tedious regulations and procedures coupled with task of long term vision or a desire for progress and fertile grounds to produce abundant workers who feel comfortable living with red tape. Consequently our education gets lost in the turbulence of business dealings and making little progress. " Never does nature say one thing and wisdom another ". As Aristotle rightly says , " knowing yourself is the beginning of wisdom ". Under expert supervision of a senior psychotherapist trainer and consultant one might deepen the insights and skills. One gets to know the different levels and aspects of human nature in depth. Active and reflective participation in term leads towards a change of attitude in ones life and work. One begins to increasingly stand firmer and more conscience embracing ones individual background possibilities and efforts. One makes a deeper and more refined contact with oneself. As a result you are able to hear and see others better. There is more efficiency and clarity. Curiosity and the love to learn for one has been touched or challenged or likes to figure out things for one makes life better. Ultimately our world is a reflection of who we are everyone shapes his or her own reality. Conscious based education was developed by Maharishi Mahesh Yogi after who the university is named so that students can discover the field of pure consciousness within themselves as the source of all knowledge . The key to growth is the introduction of higher dimensions of consciousness into our awareness. lao Tzu chinese philospher 6th century BC. Each individual must be a part of and one with the being and by contacting our own true self within we could contact and draw unconditioned energy from this being. This can be experienced by attuning ones

consciousness to their inner beingness. True self awareness is then experiential knowledge of the reality of our being whose pure essence in action is loving. Therefore the supreme ethics of self awareness is unconditional love that is loving the self within oneself and others regardless of condition . In the flies by Sartre, Zeus , declares " once freedom lights its beacon in a mans heart the gods are powerless against him. Once one realizes that mastery is within oneself then the outer world can no longer enslave ones consciousness . We can have knowledge of an event by observing it ourselves or by learning about it from someone else. The former we call awareness the latter knowledge. These are receptive characteristics of consciousness. Wisdom is the ability to utilize awareness and knowledge in successful ways. Thus wisdom is the ultimate objective goal of education.

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