

PROPOSAL

The All-India Students Energy Parliament resolves to strongly recommend that the Government of India's Human Resource Development Ministry and State Education Ministries adopt the **"Education for Total Consciousness"** teaching methodology in government schools from primary to post-graduate levels.

EXECUTIVE SUMMARY

This policy paper synthesis, prioritizes and offering recommendations for the holistic growth of students both intellectually and morally, align with the philosophy of **"Education for Total Consciousness"**. The recommendations here are introduced in buckets according to broad categories and each of the highlighted priority areas proposed below is a result of the debate, discussion and deliberations during and post session by members of All India student energy Parliament.

BACKGROUND

The All-India Students Energy Parliament assembled on February 25, 2016 at the State Secretariat Assembly Hall, Thiruvananthapuram. Students and faculty from institutions around the country participated as Ministers and Members of Parliament. The programme included the Founder's Address, Question Hour, Submissions, and final passing of Resolutions. The topic of discussion was "Total Education."

The All-India Students Energy Parliament is the students' branch of the **Global Energy Parliament (GEP)**, an international body which assembles in a different country every year to discuss issues of global importance. Each year the GEP passes Resolutions which are submitted to national governments, international leaders and important organizations like the United Nations. Its mission is to promote science and recommendations that will ensure a self-sustaining, peaceful existence for human beings and the universe.

The organizer of the Parliament is the **Isa Viswa Prajnana Trust (IVPT)**, a charitable organization founded by His Holiness Swami Isa. The Trust works in the fields of education, culture, and social service, and has consultative status to the United Nations Economic and Social Council (ECOSOC).

His Holiness Swami Isa is the founder of the Trust and the Global Energy Parliament. The Chairman of the GEP is Dr. A. Sukumaran Nair, Former Vice Chancellor of Mahatma Gandhi University. The Speaker of the Students' Parliament is Shoab Khan, Student at the Indian Academy of International Law & Diplomacy and University of Delhi.

RECOMMENDATIONS

1 The **Goal of Education** must be clearly outlined to the Government of India and State Governments as the time-honoured process which removes the darkness of ignorance from the teacher and learner, and enables them to attain real happiness, or Consciousness. True education draws out the best faculties of every child, develops his/her unique abilities, nurtures the total development of the body, intellect, emotion and positive ego, and culminates in his/her emergence as a useful, patriotic, responsible, compassionate, pious and gentle person who has self-respect and respect for those and the world around. This goal must be the mission of every public and private institution, second neither to profit nor numbers.

2 Today's education is partial and incomplete, as it provides only objective knowledge, or information about the outer world, and ignores subjective knowledge (knowledge of one's self). The present process of education creates a knowledge gap between the external and internal world. This gap between external and internal knowledge is the cause of all suffering, ignorance, material craving, selfishness and social unrest.

Every teacher must have, and share, the awareness that the human being and the universe are not two separate entities. In other words, the teacher's and students' objective and subjective knowledge are harmoniously integrated. His Holiness Swami Isa's "**Education for Total Consciousness**" provides this teaching methodology. During the teaching-learning process, the topic (the object) is related to the subject (the self), the region, society, environment and the Universe.

The **ETC** provides the following:

- Promotes total development of the student, not merely academic/intellectual
- Nurtures wisdom and morality instead of mere accumulation of information
- Evaluates students based upon his or her intellect, mind (emotions), ego and ignorance
- Nurtures individual abilities of the students
- Demands participation and support from the parents, faculty, principal and community
- Necessitates a high degree of engagement, morality, thought and integrity by the teachers
- Emphasizes creative teaching methods that engage students in an enjoyable manner
- Encourages critical thinking, analysis and decision-making
- Links topics and disciplines between one another to provide broad knowledge and awareness
- Emphasizes practical learning such as experiments, creative expression and social service, so as to give experience and not just information
- Teaches life skills, including social skills
- Empowers the student see the connection between any topic to him / herself, the region, society, culture, environment, world and universe
- Can be adopted in any educational institute regardless of established curriculum, religion, language, gender, economic status or other barrier.

Therefore, the All-India Students Energy Parliament resolves to strongly recommend that the Government of India's HRD Ministry and State Education Ministries adopt the **"Education for Total Consciousness"** teaching methodology in government schools from primary to post-graduate levels.

3

Each citizen must be educated so as to fulfil his or her responsibility not only to his or her family and their material needs, but also to uphold the heritage, culture, knowledge and power of the nation. By maintaining positive energy, and promoting it in the outside world, the individual can achieve this feat. Therefore education must include **Energy Education** about the science of energy, and how positive and negative energy are equilibrated. Each person must acquire education in a rational and scientific manner, devoid of any bias of religion, economic status, caste, creed or colour. This can be accomplished by integrating the **"I theory"**, the unified theory of energy and consciousness, into the current system of education.

4

The paradigm of the existing system of education must be altered to include a more **Practice-Oriented System** of imparting knowledge, so as to equip students with the skills and tools necessary to integrate into the processes of society. Educational institutions must be charged with the responsibility to create thinkers and innovators and to provide wisdom rather than mere mugging of information. Only when knowledge is digested through experience may we say that wisdom is acquired, and it is wise individuals alone who are capable to lead society in a positive direction.

Public and private educational institutions (including primary, secondary as well as higher education) should impart education in a manner that promotes scientific inquiry and an atmosphere of rational thinking and debate, not merely teaching students to accept existing tenets, but to question, identify, logically analyze and deduce and then accept, reject, or build upon in a creative way—as opposed to mere absorbing of knowledge.

This will come about in the following ways:

- Mandatory provision of practical training, hands-on play, and creative experiments for every lesson, starting from primary education leading up to professional training
- Interdisciplinary curricula which brings together different disciplines on the same topic, so that knowledge learnt is connected in all aspects
- While teaching a subject in Law, for example the Law of Torts, promote a 'Case-analysis system of education'. Let the students debate and deliberate and arrive an adjudicatory conclusions in the classroom, instead of merely imparting existing principles. Use moot courts, debates, watching documentaries and movies and then analyzing them, visiting court, etc.
- Social service, research, arts projects, science experiments, community projects, cultural performances, debates, and participation in conferences and workshops should be a mandatory part of every curriculum and for every discipline.
- Train teachers for the same, and create a repository of experts trained in Total Education.

5

All teachers of the Nation should be given a balanced, holistic and scientific system of teacher training, otherwise known as **Total Education Training**. The Teacher has the responsibility to nurture the total development of the student, not just to cast information at him or her. Teachers should be trained how to make learning interesting and to develop the

unique talents and abilities of each student. Further, as teachers are role models, they must attain the capacity to identify right and wrong (or positive and negative energy), and to lead a pure life rooted in positive energy.

6 **Re-imagination of Financing of Educational Institutions** is essential for the survival of real education. The way in which money flows into an educational institution and out of it has a reverberating effect on the way that teaching and learning is regarded. Teachers are not paid labourers, and graduates are not factory products. Therefore, the All India Students Energy Parliament resolves that: a) the mission of any educational institution should never be to make a profit; b) the educational institution should never be built up out of money earned through unlawful means or means antithetical to education or to the total development of the individual; c) education should be imparted as a gift, and the reward is not a salary but honorarium; d) the Government should ensure that teachers have financial security to lead a respectable life.

7 **Pedagogical integration** is necessary, both inter-disciplinarily (with other disciplines) and intra-disciplinarily (within the discipline). This way of teaching highlights the interconnectedness of knowledge and enables digestion of information into a meaningful synthesis.

8 Implement innovative programmes for promoting **Public Understanding of Recent Research** in various fields. The programmes should be tailored for specific audiences, keeping in mind their values and needs. The current world research agenda is comprehensive. The results of many studies and experiments in which scientists are currently engaged will undoubtedly have profound impacts on the lives of citizens in developed and developing nations. Yet few people even know what research is being conducted, much fewer understand why it is being done and what the potential implications may be. This is a critical shortcoming of our public information system. The scope of current research is immense. It is delving into exciting, unexplored territory and the pace with which research is progressing can be mind-boggling. Further misuse of the knowledge or technology can very rapidly deteriorate the system and can bring about great destruction.

The need is great, therefore, for the public to understand what research is being conducted, to consider what the social, ethical, and policy implications of new findings may be, to recognize the importance of continued support for both basic and applied research, and to participate in the decision-making process about which research shall be funded or conducted by the country. Agencies that support scientific research have an obligation to explain that research to the public in a clear and concise way; furthermore, NGOs and government institutions alike should have some public accountability to ensure the need for such research to be conducted. It is essential to have constant feedback from the civil society to ensure the effort is addressing public interests, questions, and concerns and to assess the effectiveness of what is being delivered.

A **Public Understanding of Recent Research** effort, therefore, is likely to have greater effectiveness if multiple channels are engaged in the dissemination of basic information about research. In addition, diverse audiences are best reached by a range of different providers. Since audiences are not homogeneous, it also will be necessary to employ different approaches to engage different sectors of the population. For example, women tend to be

most interested in issues that affect the health and wellbeing of themselves and their families. Therefore a presentation on nanotechnology might be more appealing to women if the possibilities for medical advances are emphasized than if the focus is on technology and its implications for the development of electronics. Coordination among and partnerships with the research community and the full range of public educators will be vital to developing and sustaining a successful Public Understanding of Research effort.

9 **Internal Evaluation**, along with a definite proportion of External Evaluation, if properly adopted, is a better option for student evaluation. Internal Evaluation should include the entire personality development of the student (intellectual, emotional, physical and ego). External evaluation should be in written, oral and creative formats to bring out the unique talents and abilities of students and to ensure that knowledge is properly digested.

The students of high school and upwards should be given the opportunity for evaluating their course teachers, at least twice a semester.

10 Initiate a national program to **“Digitize Educational Resources”** for all Government educational institutions, especially primary and secondary level. Recognizing that many government institutions and even private institutions lack basic resources like a well-equipped library, and realizing the relative ease of access to large populations to mobile phones and the internet, the Government should look to digitization of educational resources as a cost-effective and efficient way of increasing educational materials for all schools. Provision of free access to quality digitized educational resources and digitized teaching aids should be a major priority for the Government.

Building upon the successful model of MOOCS, the Government can create an online library of educational videos and e-books, spanning across all fields. Electronic content which is already in circulation can be archived under various categories. New material can be created by competent teachers and role models in different subject areas. For example in Physical Education, the government can invite renowned coaches and instructors to demonstrate proper technique and theory.

It is additionally noted that in a country that’s filled with STEM-related fields, trades need to be promoted more. Some of the best craftsmen, artists, and skilled workers in our country can be hired to create vocational training videos for those who pursue these trades.

These videos can then be extended to all subjects in primary and secondary education. Extra-curricular activities like Debate, Poetry, Classical Dancing, Cultural Exchange, etc. can also be introduced.

The website may be funded with a hybrid revenue model that depends upon both the government and revenue generated by video advertisements. However, advertisements should adhere to strict standards of appropriateness for the age-group. The website can also be ported to Android applications for ease of access by teachers and parents.

The **Professional Education** system should be restructured with more prominence for critical thinking and analytic skills. Rather than focusing on passive examination system as the parameter to judge the abilities of a student, education system should orient itself as a process which brings forth the original thinking, innovation and dexterity to adapt to a knowledge-based society. In the present scenario, professional courses which are intended to produce technically competent and skilled professionals, could not translate the demand effectively. Hence professional courses should be revamped in order to nurture innovation and enthusiasm, professionalism and entrepreneurial aptitude. A paradigm shift in the parameters of professional education shall definitely ignite a change in secondary education.

This can be achieved in the following ways:

- a) Revamping the professional education curriculum based on the current requirements of the industry—the curriculum followed by universities and institutions must be revised according to the requirements of the industry. To give prominence to practical knowledge and pre-industrial experience, students should be made to do multiple internships during the course period. In order to ensure quality and purpose, students shall be graded by the companies according to their performance.
- b) Focusing on the quality of human resources—the entrance examinations which select suitable students must undergo a restructure so that students with aptitude get through the process. For selection of candidates to post graduate courses, procedures similar to that of top-class world universities should be adopted. Also, the grading of students and provision of scholarships must consider the number of original works or ideas submitted by them. The faculties also should be graded according to the number of research works done by them. Faculties shall also be given training to orient the students in the right path. Mentor institutions shall be constituted, so that they provide training to faculties. QIP scholarships shall be introduced to enhance research training. An international centre should be established to provide guidelines to faculties and undertake researches on professional education pedagogy.
- c) Strengthening partnerships with global institutions to share faculties—each institutions should conduct seminars, workshops, etc. with the participation of international faculties. Also, the experts from industries and entrepreneurs shall be included as visiting faculties.
- d) Enhancing three-fold autonomy—governance, academic and financial—to extraordinarily performing institutions, which can boost competitiveness and quality. Accreditation and grading should be conducted at regular intervals with parameters suitable to the time frame.
- e) Reducing the financial constraints for undertaking research and development programmes by private partnership. Expertise from both parties can be well utilized by this. The collaboration and co-operation of industries can maximize the impact of efforts invested in major projects.
- f) Strengthening the relationship with society—the institutions should focus on the society in which they are a part so that they are the leaders in solving various issues concerning the society like energy efficiency, energy conservation and sustainable living.

12

The Indian Education system has a legacy since the Vedic days that underwent a series of fundamental changes over the ages incurred by the interference of varied factors that include territorial colonisation, cultural imperialism and media led globalisation to cite a few. Since Indian independence many corrective measures have been charted and yet in many fronts changes are inevitable. Democratization of higher education with its significant constituents such as productivity, performance and control, impelled in the 1990s in India with its tripartite pillars—expansion, equity and excellence—in fact brought forth a paradigmatic shift from thin elite to mass higher education. In terms of quantity India has obviously made appreciable growth; the number of elementary schools, higher education centres and the students drawn towards the system of education have shown significant growth. Yet much is desired in terms of quality. Heterogeneity in standards in the same field is yet another factor that lead to stratification in society. Despite the appreciable quantity fostered, the impact of the immensity of mass education is rarely reflected in quality wise world rankings. Hence, corrective efforts are to be immediately implemented to address the issue of **Standardization and Quality Assurance in Indian Higher Education System**, as countries across geopolitical borders vie with one another to excel in an information age marked by unprecedented pace of change and development.

Measures that may be implemented to ensure quality assurance would be:

a) Integration of teaching and research in universities and affiliated colleges

The present higher education system in India to take note of is undeniably rooted in the British paradigm, primarily conceived from the politico-economic and administrative standpoint and hence negligible focus has been shown to research endurance and knowledge construction. Hence, Indian higher education institutions, especially colleges primarily focus on teaching alone and research activities are hardly aspired, encouraged or initiated.

The All India Survey on Higher Education (AISHE) 2011-12 records that out of the 28.56 million total enrolments, 79 per cent students enrolled in undergraduate level programmes, 11.8 per cent enrolled in postgraduate courses and only less than 1 per cent (84505 students) enrolled in Ph.D. Programmes. This data clearly suggests that Indian Universities and Colleges should no more remain as mere teaching institutions; instead they have to integrate teaching with research and must extend the student studies to research level that has to be subsequently published in renowned research journals. Only then Indian educational institutions can figure their positions in the world rankings.

b) Focus on placements/internships

The curriculum has to be oriented towards market needs. Instead of being rigid and theory centric, it has to be temporally and spatially, specific constantly negotiating with the rapidly changing career requirements. Significant focus has to be given on the customization of the structure, content and delivery of higher education system.

In India the university degrees are only qualifiers for students to write various other examinations. Almost all government jobs to aspirants are available on the basis of marks scored in the recruitment examinations which do not adequately consider the marks scored in the university programmes. This clearly states that we ourselves do not rely on the certificates issued by the Indian universities and university degrees remain merely to satisfy eligibility conditions.

c) Mobility of students and teachers

Mobility can simply be conceived as empowering. Recent advances in the globalizing process conflating trade agreements, transnational information and communication sharing has facilitated easy movement of goods, capital and workforce across geopolitical boundaries. The share of foreign students in India originating from developed European and Asian countries are markedly less than nearby countries, and the total number of students from the United States who have enrolled in various programmes in India is just 85. This illustrates that Indian higher education system leaves much to be desired when placed globally.

Therefore we resolve that more emphasis should be given to attracting foreign students to India by emphasizing unique Indian culture, knowledge and traditions.

d) Internationalization of higher education institutions

Internationalisation is a dynamic process of change that envisages a broad vision, new knowledge, and a global culture through cooperation beyond borders. It unconditionally aims at contributing towards the human social, cultural and economic development. It also envisions elevating the higher education system to be globally competitive. Some of the other aims that could be teamed up along with the recognised broader outline include the possibility of exploring chances for global collaboration, providing the state-of-the-art education and expertise to meet the global standards, familiarising students with the international setting and giving them a global mind-set.

e) Maximization of student potential for verbal expression

It is an undeniable fact that Indian students are good in cognitive talents. But when it comes to linguistic abilities especially in presenting things in English, many Indian students shy away. Hence platforms for debates, discussions, speeches are to be regularly conducted in universities and colleges to enhance the students' rhetorical capabilities.

13

Need for effective Industry-Institution interactions

All over the world, the manufacturing industry is undergoing a sea change: there is downsizing, there is outsourcing and there is new approach of managing industries. This requires human work force that can think of innovative ways of product design, product manufacturing and product marketing and organizing the entire gamut of industry running in different styles. The world will be looking for trained persons in all basic fields with sound knowledge base in their core discipline with abilities to adapt for new demands. In India, the job scenario is changing and the service sector is also on the rise. This would call for trained human power at various levels to fulfill our own demand and it demands for quality in higher education. This quality can effectively be brought about the closer links between school and industry.

Industries can provide pupils with opportunities to observe the application of chemical/physical/technological/innovative and scientific concepts in different contexts even for manufacturing the same product. Industrial environments can provide ample opportunities for development of social skills in children. Interactions with factory people and reflections on the learning experiences can make students think critically and creatively, and to generate ideas from experiences. The strategy commonly adopted for learning in an industrial environment is apprenticeship, mainly for professional and technical students though a sequence of events involving observation, experience and reflection.

Interaction with industry in all aspects of curriculum process should be planned in such a way that the development of teacher in the subject matter, methodology of teaching and industrial orientation takes place in an integrated manner in a continuously changing environment. This knowledge base can be effectively developed in the pupils from sound and efficient school-industry links, *if the Government initiates to introduce Apprenticeship based Learning at all levels of education*. The syllabi must be renovated gradually to adopt the latest theoretical and technical developments in science, engineering and technology. More emphasis should be made on practical vis-à-vis industry requirements to make the students feel confident of what they have learned. This will help and encourage them for self employment. Increased interactions between teaching institutions, research organizations and the industry have great relevance. The research institutions should collectively work towards the development of indigenous technology, import substitution and transfer of technology

14 Indigenous knowledge and Total Education

Indigenous knowledge is closely integrated with the ecology and environment and it firmly respects the diversity in nature. *Sustainable and eco-friendly technologies for future development* can be and should be a combination of traditional knowledge as well as new and frontiers technologies for natural resources conservation and management and for maintaining sustainable living and eco-friendly life styles. It is necessary to develop and reinforce new patterns of environmentally sensitive behaviour among individuals, groups and society as a whole and can be achieved to a great extent by *blending the traditional/indigenous knowledge with the modern scientific knowledge in relevant and appropriate contexts*. To conserve / preserve / protect the indigenous knowledge, various awareness programmes have to be designed and implemented among the people. It is urgent, otherwise these knowledge will be wiped out gradually due to the changing lifestyle and social set up of the people. *This necessitates a blend of scientific and technological developments with the culture, tradition, and spirituality*.

15 In Agriculture Education

- a) the students of Agriculture should be given better exposure to the various farming systems, crops and life and culture of farmers;
- b) The syllabus of Agriculture should be dynamic, inclusive of the latest developments in cultivation practices, processing technology and marketing. It should be strongly supported by the subjects like molecular biology, biotechnology, biochemistry, physiology, statistics, economics, climate change, etc.;
- c) The teaching methods for Agriculture should be unique, unlike professional courses, considering the peculiarity of the subject and the fact that Agriculture is a way of life.

16 Environmental and Science Education

In order to achieve life-oriented educational aims and total knowledge, the resources available outside the classrooms should also be identified, explored and utilized, so as to make the education more productive and meaningful to the learner. Existence and behaviour of living and non- living components of the environment require inputs from physical, chemical, biological, social and geological science. The ability of young learners to acquire scientific concepts in *'free-choice learning environments'* such as museums, zoos,

aquaria and science centres must be enhanced by using authentic investigative methods similar to those employed by scientists.

The teachers may direct students to prepare relevant documents according to the local needs, instructing them to search for information and carry out experiments and *Environmental issues projects*. In addition to these activities the schools should often bring students to visit chemical plants, encourage investigations, writing of reports and giving lectures. People's representations of the environment and its specifics (animals, forests, rivers, plants etc.) through various forms of art, music, dance and craft may illustrate their understanding of the ecological systems. Besides, schools could work with panchayats, municipalities and city corporations to document environmental resources and associated knowledge.

To give students an insight through education and for *linking education with occupations*, a well balanced, scientifically based and practical-oriented curriculum utilizing the out-of-classroom local resources is highly essential. Learning in outdoor contexts is multi-functional and can provide students with an opportunity to acquire occupationally-specific skills, economic and industrial awareness and the development of generic competences and skills and to become lifelong learners through broadening the basis of their experience which may lead to securing total knowledge. *Situated learning* wherein learners are exposed to the content in realistic and authentic setting and the learning activities reflect the way in which the knowledge is intended to be used in real life.

17

Natural Sciences Teacher Training, as well as all other disciplines, should provide awareness to the teacher and student that he or she and the world are not separate, by confirming within his/her knowledge that the very elements from which he or she sustains life, are the same elements in the outer world. This can be done through the "Education for Total Consciousness" format of discussing the topic (the object), its relation to the subject (the self), the region, society, environment and the Universe, and pointing out the balance required for a sustainable life and universe. An example is given in Appendix 1.

Therefore the All-India Students Energy Parliament resolves to recommend that all teachers of **Natural Sciences be trained in the "Education for Total Consciousness" format.**

18

When teaching **History** the topic should be learned through pedagogical integration, by exploring the Music, Arts, Science, Economics, Society, Geography, etc. of the given time period. Using original documents is one of the best teaching aids in History to supplement the textbook.

Additionally, the morality is essential to impart in historical lessons, so that students can learn about the patterns of humanity and categories of actions which have resulted in happiness and prosperity, and those which have resulted in suffering and calamity.

19

Business and Commerce

The following steps are recommended to the Govt of India HRD Ministry to recommend to

all Management and Business Educational institutions:

- a) In online education, there is a growing concern about the loss of value system. As a part of online studies, particularly in management, a real-time project or study should be made mandatory. This type of evaluation shall expose the areas of concern with the faculty guide, and the students can be motivated for improvement.
- b) Industrial exposure to students should provide a framework of understanding the economy and make further developments, rather than how to make more profits as the final outcome without the concern for the means to achieve it.
- c) Though B-schools are trying for more entrepreneurs, the result is not attractive. To make this process more efficient, students should be engaged with budding start-up companies during internship period. Here, they are exposed to the market and can feel the gravity. This step can be an inspiration and a challenge for them to become a “job creator than a job seeker.”
- d) The students in the Management field should be exposed to such conditions where sustainability should be taught through projects. In this way, the students would grasp the essence of the same with more efficiency.

20

Reforms in Law Education

- a) Law being a noble profession, law education must instill dignity and piety to legal professionals. As Aristotle said, “Knowing yourself is the beginning of all wisdom”; so Law Education must make students aware about themselves first, and about their rights and responsibilities towards society and the world. The impact upon the lives of masses, and awareness of their rights and obligations, should be of paramount concern to Law Education.
- b) There is a dire need to work on the skill set of Law students, in order to enhance the quality and inclusiveness of legal education. Law school examinations and writing requirements need to be reformed to emphasize the importance of students’ analytical skills.
- c) Law is ubiquitous and industries are evolving; therefore, a re-examination of the law curriculum is desired. Advanced optional and specialization in new Law subjects is the need of the hour, in order to prepare legal professionals who can address the challenges accompanying the continuous developments of the Indian economy.
- d) Internships in laws schools and colleges should be made a mandatory part of the curriculum. Also internships in various courts, central and state ministries, government offices, and PSU’s, should be made available through colleges.
- e) There must be frequent interactions between Law practitioners, Judges, Lawyers, Faculty and students in colleges.
- f) Government officers, Judges, Politicians and Diplomats should be allowed to be adjunct professors at Law colleges to give students insight into contemporary legal issues.

SAMPLE 'EDUCATION FOR TOTAL CONSCIOUSNESS' LESSON PLAN IN NATURAL SCIENCES

Topic: The Cell

Grade level: High School

If one were teaching about the 'cell', one can explain the composition of the cell and relate it to the composition of the human being. The DNA, the most stable molecule within the cell, contains genes which are the chemical basis of heredity to control the metabolic activities of the cell. The gene is the basic unit of information, which is a solidified form of thought.

The concentrated information encoded in DNA is materialized through protein synthesis. Only a few genes are active at a time—those that contain chemical instructions for making proteins. Repressor proteins deactivate the genes, chemically active ones synthesize RNA from DNA and guide protein synthesis.

The DNA contains concentrated information, or data, which can be called the "intellect" of the cell. The RNA is the flowing chemistry which can be called the "emotion, or mind," of the cell. The protein synthesis is the cell's action. "Thought -> emotion -> action" is a cyclical process that governs the behavior of the cell, just as it governs our own self. If the cycle is positive, the cell functions properly.

However, the cell begins to malfunction and die when the DNA message is incorrectly reproduced or chemical contamination, radiation, virus and or other external influences damage it. Therefore we can consider in ourselves when thought becomes negative or impure. The wrong signals from the DNA create disordered chemistry in the RNA and the cell's action is disturbed and irregular. In the same way, the individual's negative thought influences him or her emotionally, and negative feelings or disease can result in unusual, selfish or negative actions or decisions.

Improper functioning of the cell causes illness or disorder to the entire system of an individual, or even the society (group of individuals).

The imbalance in cell activities due to nutritional defects will also affect the biotic and abiotic factors of the environment through food chain and cycling of materials. This will upset the balance or stability of the ecosystem.

The Ecosphere (i.e., Earth) is a part of the solar system, or the universe. The sun is the primary source of energy. The sun's energy is transformed into chemical energy through photosynthesis. The stored chemical energy, or ATP molecule, is utilized for cellular metabolism. Without energy, we cannot live.

Thus teaching, the teacher enables the students to be aware that they are part of a single unit, the Universe, and a delicate balance is struck for a positively functioning system.



ALL-INDIA STUDENTS ENERGY PARLIAMENT

KERALA STATE SECRETARIAT ASSEMBLY HALL

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