

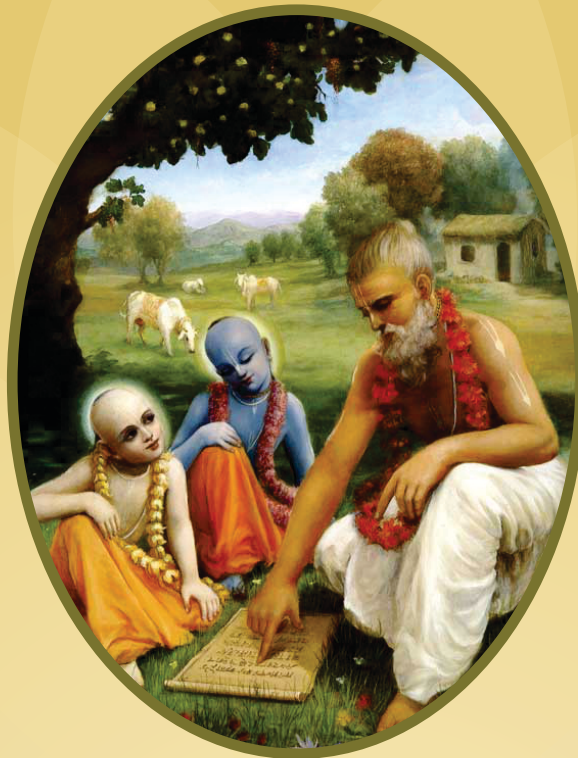
# *Viplavah*

**A Journal of the ISKCON Ministry of Education**

Dedicated to ISKCON Founder Acharya: His Divine Grace A. C. Bhaktivedanta Swami Prabhupada

Volume 1

August 2017



**REVOLUTION THROUGH EDUCATION**

*tad-vāg-visargo janatāgha-viplavo  
yasmin prati-ślokaṁ abaddhavaty api  
nāmāny anantasya yaśo 'ñkitāni yat  
śṛṅvanti gāyanti grṇanti sādhaḥ*

“On the other hand, that literature which is full of descriptions of the transcendental glories of the name, fame, form and pastimes of the unlimited Supreme Lord is a transcendental creation meant for bringing about a revolution in the impious life of a misdirected civilization. Such transcendental literature, even though irregularly composed, is heard, sung and accepted by purified men who are thoroughly honest.”

*SB 1.5.11*



<b>Introducing the Journal</b> .....	<b>4</b>
<b>Srila Prabhupada Uvaca</b> .....	<b>4</b>
<b>Message from the Minister</b> .....	<b>4</b>
<b>The Seattle Symposium</b> .....	<b>4</b>
Philosophy and Strategy of Education .....	<b>5</b>
Books are the Basis – Sastric Studies .....	<b>6</b>
Varnasrama Education .....	<b>6</b>
Pre, Primary and Secondary Schooling .....	<b>6</b>
University Studying and Teaching .....	<b>7</b>
Integrating the Western Hemisphere .....	<b>7</b>
<b>New Initiatives</b> .....	<b>8</b>
<b>Calendar</b> .....	<b>8</b>
<b>Next Issue</b> .....	<b>8</b>
<b>Contact</b> .....	<b>8</b>
<b>End Notes</b> .....	<b>9</b>

## Introducing the Journal



In June 2017, the **ISKCON Ministry of Education** had its *Fourth Annual Symposium on Education with ISKCON in North-America*. The event was hosted by the **Seattle Vedic Cultural Center** and one of the outcomes was formation of this Journal. It is aimed at integrating ISKCON's education initiatives and building a global education network.

This is the first issue of the Journal and it is being released on Radhastami (Aug 29<sup>th</sup>, 2017). It will be published quarterly and the following three issues will be released on Gita-jayanti (Nov 29<sup>th</sup>, 2017), Gaura-purnima (March 1<sup>st</sup>, 2018) and Nrsimha-caturdasi (April 28<sup>th</sup>, 2018).

## Srila Prabhupada Uvaca



‘There is no institution, no school, no college, no university where this education is given, that ‘What I am? Am I this body, or I am something else? No. I am something else.’ So this education can be given through this Kṛṣṇa consciousness movement. On the basis of Śrī Bhagavad-gītā, everything is explained very vividly.” (La Trobe University Lecture -- Melbourne, July 1, 1974)

Srila Prabhupada desired schools, colleges and universities, for the devotees as well as for people in general, that would teach real education; “This human life is meant for understanding Brahman. Ahaṁ brahmāsmi. This is real education.” (Lecture on BG 3.27 -- Madras, January 1, 1976) ISKCON now has hundreds of temples and preaching centers but we pray that as many educational programs will develop in order to fulfill Srila Prabhupada's vision. (See End Notes for “Srila Prabhupada's Vision” by Indira-sakhi Devi Dasi)

## Message from the Minister



“This first issue of *Viplavaḥ* harbinger a practical step forward for the service of the Ministry to ISKCON managers, members, teachers and students. Any society that is growing is constantly in need of updating its paradigm, or worldview. We can do this by violent conflicts such as the East meeting the West in the conflicts in Vietnam and other parts of Asia, or we can do it through education. Please join as a reader, writer, or distributor of this *Viplavaḥ* journal for a spiritual revolution through education.”



## The Seattle Symposium



### Reception and Orientation

“The 4 day symposium, began on June 15<sup>th</sup>, with the keynote address ‘*Creating a Paradigm Shift by Education*’ delivered by H. G. Sesa dasa “(Chairman, Ministry of Education).

For the next few days devotees gave several enlivening presentations, followed by discussions.

### Topic Areas

1. Philosophy and Strategy of Education
2. Books are the Basis – Sastric Studies

3. Varnasrama Education
4. Pre, Primary and Secondary Schooling
5. University Studying and Teaching.
6. Integrating the Western Hemisphere
7. Education with ISKCON, Building a Global Network.

All of the presentations were professional and showcased projects with solid content and results. It became abundantly clear that there is great potential for growth. There were strong feelings of respect and even awe amongst the participants. Recordings of the presentation may be viewed at [www.youtube.com](http://www.youtube.com), search for "vedic cultural center ISKCON Education Conference". We would like to summarize the presentations with a focus on how you can become involved, and then close this issue with the same: how you can become involved in this Journal.



## Philosophy and Strategy of Education

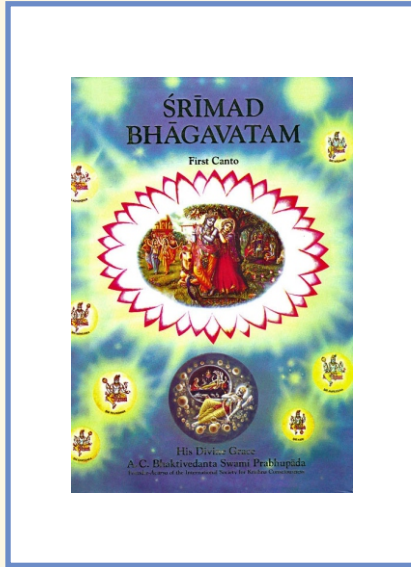
This was commandeered by H. H. Hanumatpresaka Swami and H.G. Harivilasa Das. Harivilasa Prabhu gave excellent citations showing the importance of negotiating from strength, collecting the rich heritage of our knowledge and creating our own curriculum, rather than starting with the current materially staunch perspective of the major society and adjusting to it.



Hanumatpresaka Maharaja presented a model based upon *The Nectar of Instruction*, which constitutes first instructions for neophyte devotees. Sankirtan is the heart, mission and means of our strategy for education. He stressed the need to turn out devotees who know their place in Lord Caitanya's Sankirtan. This should be backed up with a little training in the basic principles of Varnasrama-dharma which intuitively follows from the recitation of the *Srimad Bhagavatam*. He quoted, "Our eternal relationship with God can be revived in the human form of life, and that should be the **goal of education**. Indeed, that is the perfection of life and the perfection of education." SB 7.6.2(p). This progress to perfection or

*prema* can be easily evaluated by learning the verse, *Bhakti-rasāmṛta-sindhu* (1.4.15–16), "ādau śraddhā tataḥ sādhu-saṅgo 'tha bhajana-kriyā". A first grader can be on the level of *bhava*, almost a graduate, *prema-bhakta*. Maharaja concluded by emphasizing that our 'Strategy in Education' should evaluate the student's VAD situation, evolution toward *prema*, and how they can be engaged in Sankirtan.

## Books are the Basis – Sastric Studies



There are many individual, systematic studies of Srila Prabhupada's books. This is the perfection of life. Simultaneously, we must be fully integrated with a global system of Sastric Studies. One of Srila Prabhupada's requirements is for "everyone to rise early in the morning, by four A.M., and attend *maṅgala-ārati*, or morning worship, then read *Śrīmad-Bhāgavatam*, perform *kīrtana*, and so forth." (NOI 3, p.) Without a practical study of *Srimad Bhagavatam* in the Temple in the morning, how can we call it a Temple? Subsequently, Srila Prabhupada suggested, and evolved, the titles of Bhakti-sastri, Bhakti-vaibhava and Bhakti-vedanta. These diploma programs are in diapers and will only progress because of your sincere effort. You can contact Hanumatpresaka Swami about this through his web-page: [www.JayaRama.US](http://www.JayaRama.US)

## Varnasrama Education



The **Grhasta Vision Team**, represented by Partha Das and his esteemed wife, Uttama Devi Dasi, explained that resources are available to organize premarital education, training and retreats for married couples, etc. in your community with astonishing results. <http://vaisnavafamilyresources.org/>

Ananta-rupa Das from Boise, then gave an excellent presentation about our great loss in not organizing the participation of **Vanaprastha** age devotees in our ISKCON movement with practical references of USA organizations.

Hanumatpresaka Swami presented **Sannyasa** education in ISKCON with references from Yadunandana Swami's new book on *Sannysas in Modernity*.

## Pre, Primary and Secondary Schooling

As per our information, there are five regular ISKCON Primary and Secondary Schools functioning in North America and Canada:

**TKG Academy** in Dallas, TX: <http://www.tkgacademy.com/>

**Bhaktivedanta Academy** in Alachua, FL: <http://www.bhaktischool.org/>

**Govardhana Academy** at Saranagti Community near Vancouver:

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

**Synergy Learning Academy** in Seattle, WA: <http://synergylearningacademy.com/>

**Goswami Academy** in Houston, TX: <https://goswamiacademy.org/>

They all participated in the Symposium with reports of challenges and substantial



successes. Schools are accredited even through the second year of high school and some are accredited Montessori schools. (See End Notes for Subhra Devi Dasi's article from the Goswami Academy)

Mother Aruddha Devi Dasi, <http://krishnahomeschool.org/>, came online and made a thought-provoking presentation on **Homeschooling** and briefly discussed her new book, "*Srimad Bhagavatam: A Study Guide for Children*".

Ramagiridhari Das explained that the first phase of a pan-ISKCON **Sunday-school** curriculum and Teacher Training was being developed. Ananda Vrindavana Devi Dasi presented the extensive results of their Sunday-school program, **Little Krsna Kids**, which has expanded into several schools around the San Francisco Bay Area as well as Pre-school programs. (See End Notes for more details on the 'Little Krishna Kidz' program by Ananda Vrindavan Devi Dasi)



Navin Krsna Das dialed in from the **Avanti School**, <http://avanti.org.uk/>, in England to offer developing partnerships with North American schools. Their program is developing in co-operation with Cambridge University.

## University Studying and Teaching



Radhika Ramana Das

Radhika Ramana Das, Prof. Ravi Gupta, was the Chairman for Study and Teaching at the University level. He gave some very practical advice and perspective for the Primary and Secondary schools related to how to prepare their students for the University atmosphere. (See End Notes for a detailed article on "Higher Education in Relation to Other Aspects of ISKCON Education" by Rādhika Ramaṇa Dāsa). Hanumatpresaka Swami presented the work that NIOS (North American Institute for Oriental and Classical Studies) has been doing with their last success in Peru with the National Library ([youtube.com](https://www.youtube.com), Key-word Search, "psychology and the sacred 2016"). In addition, Bhaktivedanta College in Radhadesh, Belgium, is still continuing with their graduate program and there are other programs developing that need to be cataloged.

## Integrating the Western Hemisphere

Jagad Guru Das (<https://www.facebook.com/jagadguru.das>), who received training as an intern with CNN and several study grants to go to India as a journalist came from Chile in South America at a great personal and community sacrifice and expense. He made presentations of the Sastri and other educational efforts in Mexico, Peru, Bolivia, Argentina, Brazil and Chile. These have trained hundreds of Bhakti-sastri students, many with parallel programs of some of the most intense book distribution in the world. Integrating the efforts between USA/Canada and Latin America can have incredible results. Devotees from the large and old educational programs in Brazil were also present in Seattle.

## Education with ISKCON, Building a Global Network



In his concluding address, Sesa Das pointed out that the symposium was labeled as 'Education in ISKCON in North America' but it was without doubt an international symposium. Apart from participants from Canada and Latin America, Tapan Misra Das and his esteemed wife Indira-sakhi Devi Dasi from Mayapur were also present and contributed strongly with dynamic perspectives of education within ISKCON.

The Ministry of Education would like to invite devotees from all over the ISKCON world to connect with us so that we can have exchange of ideas and best practices and help each other to serve Srila Prabhupada.

## New Initiatives



Three **Working Committees** were established:

1. This Journal
2. Teacher Training and Curriculum Development
3. Registration, Evaluation and Certification of ISKCON Educational Programs

**Zonal Representatives** to serve North America were appointed:

West, **Bali-mardana Das**

Central, **Gopi-gita Devi Dasi**

East, **Visvambhara Das**

**Hanumatpresaka Swami** will travel in South America and try to generate a **Spanish Journal** like this one.

## Calendar



29<sup>th</sup> Nov, 2017: Next issue of the journal will be released on Gita-jayanti

June, 2018: Fifth Annual Symposium on Education with ISKCON, Alachua, Florida

## Next Issue



Additional content that will be covered in the upcoming issues is as follows.

- Book Reviews
- Your news and ideas
- Reports of Zonal Representatives
- News from Around the World
- More ideas about structure, content and focus of the Journal

## Contact



We would like this journal to be a two-way communication. Please share with us reports of the educational initiatives at your temple/congregations and we would be happy to publish it for the pleasure of our readers. Send us your ideas and feedback.

**Please contact:**

Indira-sakhi Devi Dasi (Member of the Executive Committee, Ministry of Education) at [viplavah.iskcon@gmail.com](mailto:viplavah.iskcon@gmail.com)



**Srila Prabhupada's Vision**

(by Indira-sakhi Devi Dasi)

Srila Prabhupada's ISKCON is a preaching movement and, for Prabhupada, preaching was synonymous with teaching and education.

The first of the seven purposes of ISKCON is “To systematically propagate spiritual knowledge to society at large and to educate all people in the techniques of spiritual life in order to check the imbalance of values in life and to achieve real unity and peace in the world.” Srila Prabhupada repeatedly stressed that ISKCON is an educational movement:

“In my opinion temples are centres for educating the public in spiritual values and I have a mission to organize all temples for that spiritual education.” (Letter to Visitors' Book -- Delhi 18 September, 1960)

“This is Kṛṣṇa consciousness movement. It is very scientific movement, authoritative movement. ... So our request is that you don't take this movement as something sentimental, religious faith. No. It is a very scientific, educational movement.” (Lecture on BG 2.9 -- Auckland, February 21, 1973)

Prabhupada not only wanted schools where Kṛṣṇa conscious education could be imparted to our children, (“In our Kṛṣṇa consciousness movement, the guru-kula plays an extremely important part in our activities because right from childhood the boys at the guru-kula are instructed about Kṛṣṇa consciousness. Thus they become steady within the cores of their hearts, and there is very little possibility that they will be conquered by the modes of material nature when they are older.” SB 7.5.56-57, Purport) but also desired that we open Vedic colleges and universities.

“Gurukula is only for the small children. Preliminary, primary. And when the children are grown up, they should be sent to the varṇāśrama school or college for further developed training.” (Morning Walk, 14 March 1974, Vrndavana)

“In our Vedic Universities we will not encourage anyone to be merely a bookworm. There must be life—rising early in the morning, attending mangala arati, taking prasadam, etc. The man who is studying will be brahmana, the farmer will be vaisya. In this way there will be divisions, but they are all one in service to Krishna.” (Letter to Tusta Kṛṣṇa -- Bombay 9 January, 1976)

In addition, Srila Prabhupada introduced the process for systematic study of our satras:

“I have also suggested for the GBC's consideration, that we introduce a system of examinations for the devotees to take. Sometimes there is criticism that our men are not sufficiently learned, especially the brahmanas. Of course second initiation does not depend upon passing an examination. How one has moulded his life—chanting, attending arati, etc., these are essential. Still, brahmana means pandita. Therefore I am suggesting examinations. Bhakti-sastri—(for all brahmanas) based on Bhagavad-gita, Sri Isopanisad, Nectar of Devotion, Nectar of Instruction, and all the small paper backs. Bhakti-vaibhava—the above plus first six cantos of S.B. Bhaktivedanta—the above plus cantos 7-12 S.B. Bhakti-sarvabhauma—the above plus Caitanya-caritamṛta. These titles can correspond to entrance, B.A., M.A., Ph.D.” (Letter to Svarupa Damodara -- Bombay 10 January, 1976)

ISKCON has made considerable progress in each of these spheres, and yet we have far to go before we can honestly say that we have come up to our founder acaryas' expectations. Therefore, we urge each

temple and center to made education a priority so that armed with the sword of knowledge the devotees can overcome all doubts and confusion and be prepared to fight for the mission of Caitanya Mahaprabhu.

*tasmād ajñāna-sambhūtaṁ  
hṛt-sthaṁ jñānāsīnātmanaḥ  
chittvainaṁ saṁśayaṁ yogam  
ātiṣṭhottiṣṭha bhārata*

*Therefore the doubts which have arisen in your heart out of ignorance should be slashed by the weapon of knowledge. Armed with yoga, O Bhārata, stand and fight. (Bg 4.42)*

## Education, Our Family Duty

(by Subhra Devi Dasi)

The education of our children is the collective responsibility of our society and shared spiritual commitment. In our efforts in this service, we need to be able to put our trials and difficulties into perspective and maintain the right focus.

As we keep the common goal in mind, we need to constantly remind ourselves to be caring and trusting, encouraging in our relationships with each other at all levels. In our communications, continued respect, transparency and the confidence to be able to have crucial conversations is needed.

In terms of support, pooling resources for training at all levels is important. Starting training for teachers, parents, school leaders and school management. Networking through this annual conference is one such avenue where ideas and resources are shared and insights for future education initiatives discussed.

Last, but just as significant is ensuring the protection, health and safety of our children. Remember to consistently prioritize training and workshops for our communities on child protection. Let us not neglect this duty.

In conclusion, the story of the broken water-pot comes to mind, where we may sometimes think that our efforts are futile when we move one step forward and 3 steps back, but even with little droplets of water the flowers are still sprouting, happy, safe, healthy and character bound. Together, as a family unit, we can serve together and pray to please Srila Prabhupada in our efforts.

**Goswami Academy** is where a balanced spiritual and academic education is taught to enable our children to realize the harmonious relationship between the divine, the soul, the body, and other living beings and the environment.

Established in 2014, Goswami Academy, at ISKCON Houston, currently serves 34 students from Pre-K3 to sixth grade. Many of the children are from our own congregation as well as ISKCON children from other states and the neighboring community. These include ISKCON devotee families from North Carolina; Columbus, Ohio; and Seattle, and Singapore heard about it through word of mouth and has already moved to Houston to enroll their children. There are also already a few students from outside the ISKCON community, whose parents were attracted to the school's values-based education and high academic standards.

Presently, the school shares a building with the ISKCON Houston Sunday School. However, we are excited to announce that construction of our new school building is in progress. The new

Goswami Academy building will have about 10,000 square feet of space with exciting and engaging facilities for the children. It will also accommodate more age groups, introducing a nursery for ages two and up (currently only students from three are accepted) and running all the way to eighth grade in middle school. It will be located just 1,000 feet from the temple. We are expected to open the door to the new facility for the 2018-2019 school year.

At Goswami Academy, respect, safety and commitment to excellence are fundamental characteristics that pervade the learning environment. Development of healthy habits of the mind, body and soul are cultivated through values that are woven into the fabric of our curriculum. The curriculum is grounded in spiritual wisdom and guided by scientific reasoning, with the child at the heart of what we do, thus providing a holistic development of children. In addition to the basic academic subjects taught, there is Sanskrit, Shastra, Spanish, Gardening and Yoga.

To learn more about our school, please visit our website at [www.goswamiacademy.com](http://www.goswamiacademy.com) and our Facebook Page or contact us at: [info@goswamiacademy.org](mailto:info@goswamiacademy.org)

### **Lil' Krishna Kidz**

(by Ananda Vrindavan Devi Dasi)

**Lil' Krishna Kidz** is an innovative educational initiative in SF Bay Area for providing KC education to kids. It was founded in 2011 with one location in San Jose, but has grown to four locations in multiple cities of Bay Area. Many kids and families are introduced to KC and Srila Prabhupada's books through this program. The classes run on weekend only for two hours throughout the year. Also, we conduct annual summer camp in ISKCON of Silicon Valley and an annual event in different cities to attract more kids to this program. Our plans are to avail this program to other places in North America and we need support and approval from MOE for that.

In addition, we have started a part-time preschool named Navadwip Preschool in Bay Area since 2016 where kids are taught in a KC environment. Currently 2-4 year old kids are enrolled. There is a plan to extend it to a full-time preschool and an elementary school.

### **Higher Education in Relation to Other Aspects of ISKCON Education**

(by Rādhika Ramaṇa Dāsa)

#### **Benefits of Higher Education**

Post secondary education is essential for our children, whether it be vocational school, professional qualifications, or university degrees. Most children will go on to become grhasthas, and thus finding a secure career is essential to their material and spiritual stability. In today's economic environment, most jobs require some higher education for employment or promotion.

Furthermore, a university education develops awareness of modern standards of knowledge as well as social issues that are currently under debate. Being able to articulate our Kṛṣṇa consciousness in relationship to modern standards of knowledge is crucial to the personal and public life of a devotee. A devotee should be able to relate spiritual knowledge to material knowledge and apply spiritual knowledge to contemporary social issues. This will make the devotee's faith stable in the face of many alternatives, and allow him or her to convince others of spiritual life.

For all devotee children, a higher education develops strong quantitative and

communication skills—writing, public speaking, formal presentation, reading comprehension, and debate. These are essential skills for the life of a devotee. Overall, a university education continues to be one of the best investments a person can make.

### **Higher Education Initiatives Within and “Near” ISKCON**

As yet, there are few accredited degrees available within ISKCON. Bhaktivedanta College in Belgium offers an undergraduate degree in Religious Studies and an MBA in Business. Similarly, Bhaktivedanta College in Hungary offers degrees in Religious Studies, plus Yoga, Ayurveda, and a number of other related subjects. Bhaktivedanta Institute in Mumbai offers an M.S. in Consciousness Studies in affiliation with Indian universities. The North American Institute for Oriental and Classical Studies (NIOS) as yet does not offer degrees, but it is closely affiliated with several universities in Peru, where it hosts conferences, collaborates with faculty, and mentors students.

Outside ISKCON, we have the Oxford Centre for Hindu Studies, which has been successful in training a large cohort of devotee-scholars in Vaisnava theology, history, and philosophy. After receiving their Masters and PhDs, several have gone on to take up full time academic positions at universities around the world. A promising new PhD in Dharmic Studies has begun at Graduate Theological Union in Berkeley, where the first cohort is making its way through the program.

### **Preparing ISKCON's Children for Higher Education**

The vast majority of devotee children attend external universities, and thus it is essential for ISKCON's educational system to consider carefully how best to prepare our children for the secular university. Here are some pointers from my experience of teaching in several universities for over a decade:

1. During children's primary education, it is essential to focus on cultivating strong skills in reading, writing, and math. Other subjects are a bonus, but if children are adept in reading, writing, and math, they can catch up on the rest in college. If, however, students are weak in these basic skills, then professors spend all their time teaching students to read and write, rather than the more advanced skills of their field, like history, physics, or engineering.
2. The most important life habits for higher education are the ability to work independently, manage time well, and listen attentively. Indeed, the practice of sitting in Bhāgavatam class, although seemingly “old-fashioned,” teaches the valuable skill of attentive listening. Despite all the emphasis on visual, interactive, and engaged learning, there is no substitute for the fundamental role of listening.
3. As children approach college age, we can help them select a university that will be conducive for both their material and spiritual well-being. While there are many guides available for selecting a reputed, well-connected college, the single-most important factor for spiritual well-being is the association of other devotees. It is imperative for children to attend a university where strong devotee association is available, either through on-campus programs, a local temple, or bhakti-vṛkṣa.
4. Finally, it is useful to connect our college students with devotee faculty mentors in their chosen career or field of study. Vaiṣṇava faculty are experienced at negotiating the spiritual challenges that are specific to their academic field (more on that below) and they are usually happy to mentor devotee students. Indeed, we need to build a database of Vaiṣṇava scholars around North America who are willing to serve as mentors in their field.

### **Challenges for a Devotee in College**

The importance of good mentorship becomes all the more apparent when we consider the many challenges that a child must face upon entering the university. Here are a couple:

1. Campus hedonism – the university is the first opportunity for many young adults to express their independence and shape their identity. The normal social restrictions on sense gratification are much reduced, and the temptations to experiment are strong. The most

important counterbalance to campus hedonism is good Vaiṣṇava association (as discussed above), from which all other elements of Kṛṣṇa consciousness emerge.

2. The intellectual challenges are more subtle and therefore more powerful. These include the ideas of postmodernism, historical criticism, social criticism, and scientism, which can shake a person's faith to the core. These theories are pervasive in the university, even when they are not being explicitly taught in the classroom, and each one of them deserves a separate essay to explain fully. Suffice it to say that the strongest defense for faith is deep study of śāstra in a child's pre-college years.

### Śāstric Study in the Context of Higher Education

Regular study of śāstra in the early years is essential if we want our children to remain strong devotees later in life, particularly through the college years. The Śrīmad Bhāgavatam is especially important for our children to develop strong faith, critical thinking skills, and the intelligence to see the flaws in materialistic worldviews. My mother, Aruddhā Devī Dāsī, has written extensively about the benefits of studying Śrīla Prabhupāda's books with children, particularly Śrīmad Bhāgavatam, and formulated an effective method for doing so. This can be found in her book, *Homeschooling Kṛṣṇa's Children* (BBT) as well as *Śrīmad Bhāgavatam: A Comprehensive Guide for Young Readers* (Torchligh). Here, I offer just a few pointers in relation to higher education.

1. Often, children's śāstric education is reduced to “values” education—stories like Dhruva or Prahlāda are selected from the Bhāgavatam and then distilled for moral values, such as determination, tolerance, freedom from anger, etc. While this is an important element of śāstric education, focusing only on values shortchanges śāstra and does a disservice to our children. Śāstra can teach our children so much more than just values. They can learn how to think critically, how to argue against atheistic and materialistic worldviews, how to negotiate between shades of good and bad (since things are rarely black and white in śāstra), how to deal with apparent contradictions, and most importantly, how to build a deep, rational, and emotional relationship with Kṛṣṇa. Śāstra is not always predictable in its outcomes, but it is non-different from Kṛṣṇa, and so direct engagement with śāstra will do wonders for our children, and prepare them for the skeptical world of academia.
2. It is helpful for schoolteachers to be aware of the contemporary debates, theories, and social issues that children will face in college and beyond. Śāstric study is more effective (for adults and for children, at a level appropriate to their age) if we can apply śāstra to contemporary social realities, like environmental degradation, interreligious conflict, and human inequality, and defend it in the face of theories like postmodernism and scientism. Higher education provides this context, and thus it is a valuable companion to scriptural study.

There is little doubt that all components of ISKCON's educational system—primary and secondary, śāstric, varnāśrama, or higher education—need to work together. Each component relies on the others to function successfully and produce the best results for the good of society. This essay is a brief attempt to show the relationship between higher education and other elements of ISKCON education.



Hare Krishna Hare Krishna Krishna Krishna Hare Hare  
Hare Rama Hare Rama Rama Rama Hare Hare Hare

