

A close-up photograph of a dandelion seed head, showing the intricate structure of the seeds and their feathery pappus. The seed head is positioned on the right side of the frame, with some seeds in sharp focus and others blurred. The background is a soft, out-of-focus teal color.

KALVI

Towards a Journey in
Consciousness

Educational Materials
for Integral Education

ABOUT US

We are a group of people who engaged with Integral Education in Auroville, The City of Dawn, an experimental township in India dedicated to the ideal of human unity.

Inspiring with our work we've created Kalvi unit which is the core center of our research, work and creating new educational materials.



OUR VISION

“Our consciousness is like a young bird; it must learn to use its wings”

The Mother

The motivation and passion for our work is to actively contribute towards the evolution of humankind. We believe that through education there can come a change in the world.

Through each individual's progress, society will progress. Therefore education should nurture the aspects that can bring a new depth to humankind. To be truly educated, a person would develop an inner awareness and knowledge, learn to listen and be guided by it.



OUR VISION

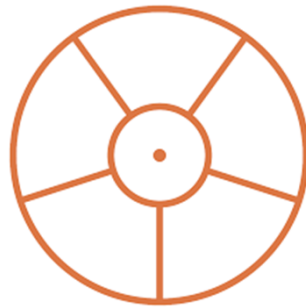
Such an Integral Education needs to be looked at through a new and unconditioned lens. Education needs to be designed in a new light, with a deeper purpose.

With this in mind we endeavour to develop educational materials in the form of games and activities that will require insight and creative intelligence to delve deeper.



THE FOUNDATIONS OF OUR WORK

Anyone engaged in one of the games would initially need to let go of preconceived notions which prevent him/her from approaching the activity as a refreshing novelty. After this letting go of past experience they will begin to sharpen their sense faculties. Some qualities that will facilitate a deeper understanding and engagement in the activity are creativity, perseverance, peacefulness, poise, silence, and receptivity.



THE FOUNDATIONS OF OUR WORK

The materials we design are based on three principles of learning, the foundation of an Integral Education:

- Nothing can be taught (to allow the child to learn through explorations and discoveries, self-directed, self correcting)
- The mind must be consulted in its own growth (to allow individual pace, curiosity, development and interest)
- From the near to the far, from that which is to that which shall be (to build on the skills that the child already has, sequenced steps within each material)



THE FOUNDATIONS OF OUR WORK

To build consciousness, the education of a child needs to address the different layers of the mind. This is something that is a key component in all the educational materials that we create.

The layers of the mind are:

- Memory
- The sense/emotional mind
- The ordinary mind



THE FOUNDATIONS OF OUR WORK

Memory

This is the intersection between the mind and the physical. The child builds memory through all the impressions that come to her/his mind through every life event, and stores these memories subconsciously.



THE FOUNDATIONS OF OUR WORK

The Sense/Emotional Mind

This layer of the mind builds the relation to outer life, through sensory experience. It is the part of the mind that makes comparisons, associations, creates order. It steers the vital mind that reacts to stimulus. It is driven and dependent on experiences, and acts like a first filter to the next layer of the mind - the thinking mind.

This layer of the mind has a special sensitivity and receptivity during the first 6-7 years of life. During this time the mind is most active, awake and absorbent, and this is the time to bring consciousness into sensorial explorations, develop the ability to concentration, beauty and harmony.



THE FOUNDATIONS OF OUR WORK

The Ordinary Mind

This is what sets us humans apart from animals, with which we share the previously described layers of the mind (memory and sense/emotional mind). This is also the part of the mind that take us on a journey of consciousness, a collective and individual evolution of mankind. Sri Aurobindo divides the mental consciousness into different sub planes, where the ordinary mind is the starting point to start working toward a deeper consciousness.

Our capacity to reason, of intellect, of observation, objectification and subjectification are all a part of this layer of the mind. This is what gives us the capacity to be self-aware.

This layer of the mind can be divided into three different parts: *the expressive mind, the dynamic mind and the thinking mind.*



THE FOUNDATIONS OF OUR WORK

The Expressive Mind

This part of the mind brings mental ideas into the physical world. It brings concepts and ideas into creative exploration. The child should be offered the possibility to development of this part of the mind, with responsibility, independence, creativity and imagination.

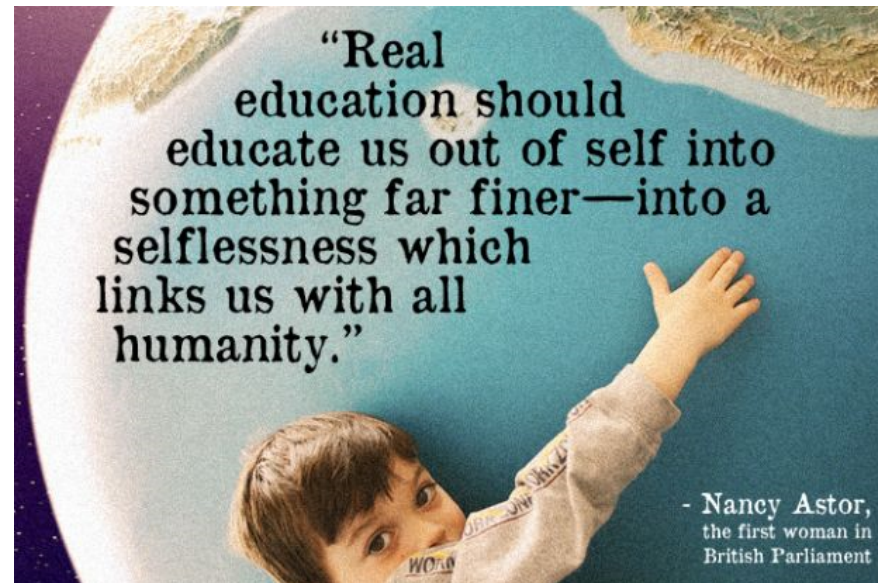


THE FOUNDATIONS OF OUR WORK

The Dynamic Mind

The dynamic mind deals with planning and the will. This part of the mind is the center of identification, where the formation of the “I “ in the small child, the ego constituted by nature take form. The work of education is for the child to shift this identification towards a more true self, through a consciousness of thoughts and actions.

When a child is 6-14 years old, there is a special sensitivity and deepening in what is right and wrong, to justice, and social relationships. Education should make use of this natural period in the child's development to develop this part of the mind with deeper consciousness.



THE FOUNDATIONS OF OUR WORK

The Thinking Mind

The thinking mind has two different types of faculties, biologically situated in the right and left brain. The left brain is specialised to work with numbers, quantities, logic, structure, information, and analysis. The right brain is specialised to work with meaning, feeling, understanding, intuition, comprehension, imagination, creativity and synthesis. In the left brain information is divided and studied. In the right brain understanding is created as it brings all things together in unity.



EDUCATIONAL MATERIALS TO DEVELOP THE FACULTIES OF CONSCIOUSNESS

To perfect the instrument of the mind, we create educational materials to develop the faculties of consciousness - thinking, seeing, hearing, speaking, vital and body.

Our research is based on child observations and hearing their experiences when using our materials as they are being developed. Through this research we then design, refine and perfect our educational materials.



What is God after all?

*An eternal child
playing an eternal game
in an eternal garden.
-Sri Aurobindo*



EDUCATIONAL MATERIALS TO DEVELOP THE FACULTIES OF CONSCIOUSNESS



THINKING

What is Thinking? How to be conscious in our Thoughts? How to manage brain wave activities. Silence in the mind. Concentration and Attention. Memory. Thinking skills: rational, logical, dialectic, analytic, synthetic, pragmatic, systematic, strategic, tactic, divergent, convergent, conceptual, symbolic, creative, intuitive etc.



SEEING

What is seeing? How do we see? Apprehensive cognition. Developing physical sight. What is subtle vision? Photographical memory.

EDUCATIONAL MATERIALS TO DEVELOP THE FACULTIES OF CONSCIOUSNESS



HEARING

What is hearing? How do we really hear? Comprehensive cognition. Developing physical hearing. What is subtle hearing?



SPEAKING

How to speak consciously? Recognition of intention and the context. Communication skills. Research for an identity of name and form.

EDUCATIONAL MATERIALS TO DEVELOP THE FACULTIES OF CONSCIOUSNESS



VITAL

Cognition of emotions, feelings and sensations. Purification of vital being. Awareness and discrimination in vital experience. Developing vital dynamism and creativity. Negation of stress, fear, anger, lust, greed, desire.



BODY

What is body awareness? Harmonious perfection of the body. Awareness in nutrition and nourishing of the body. Why are the physical body skills - plasticity, flexibility and endurance - so important? Negotiation of habits, desire, inertia, illnesses and etc.

OUR TEAM



MAYA SHAKTI

Integral Education, Child Development, Didactic materials

B.Ed., M.A. in Science of Didactics, Teacher trainer, and has studied Learning Study, Pedagogy, Montessori and Global Education. Researcher in the practice of Integral Education, Educational material developer and school organization consultant.

Auroville, India



PAULA CAESAR

Integral Education, Research, Intuitive Explorations, Data Collection, Analysis

R.N., B.A. in psychology, Class teacher, diploma in Ayurveda, Researcher in the practice of Integral Education, Offering space for children to explore Aurogames and other activities.

Auroville, India

OUR TEAM



NATALIA PAVLOVSKAYA

Ideas, Scenarios, Production, Project management

Researcher in Integral Paradigm of Knowledge, business management skills, specialization in start-up projects.

Moscow, Russia



NAIMEH GHABAIE

Illustration, Graphic design, Film and Animations

B.A. in Animation Directing, M.A. in Illustration, Design and development of educational materials and resources.

Auroville, India

OUR TEAM



ARATI KUMARI

Research, Documentation

M.Phil and PhD in Germanistic, Writer Translator
(English, Hindi, German), Offering a space for
children to explore Aurogames.

Auroville, India



AUROCULTURE

*Aurogames creator, Work with plants and flowers at
Samadhi in Sri Aurobindo Ashram in Pondicherry
and at the Matrimandir gardens in Auroville.*

Auroville, India

OUR CURRENT WORK

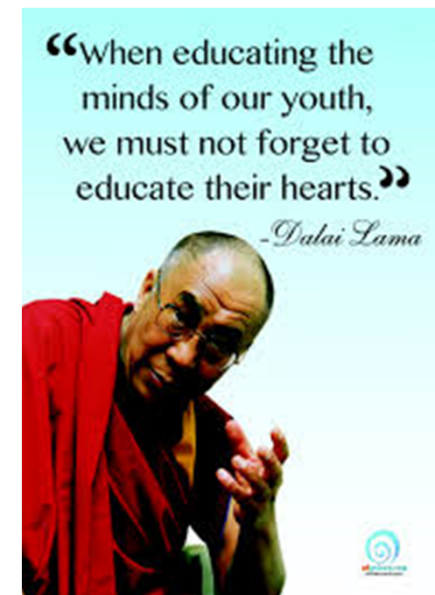
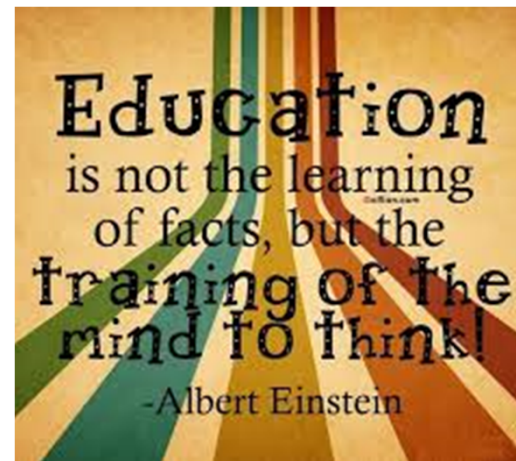
As a part of our active research we are currently exploring “Aurogames”. They are educational games developed by Auroculture. Auroculture arrived in Sri Aurobindo Ashram, Pondicherry, in 1971, and then moved to Auroville in the mid 1990s. During her time in the Ashram she was asked by the Mother to create educational games. The games she developed are called Aurogames.



We are offering a space for children to play Aurogames. Through our observations and interactions with the children we are developing the games further, by adding new dimensions of free exploration. This way a game becomes the entrance to the child's own creativity.

OUR CURRENT WORK

We are also gathering a database of methodologies and educational materials already developed and in practice around the world, that support the learning as envisioned through an Integral Education. This way we would build a database of resources to help and guide educators in their work.

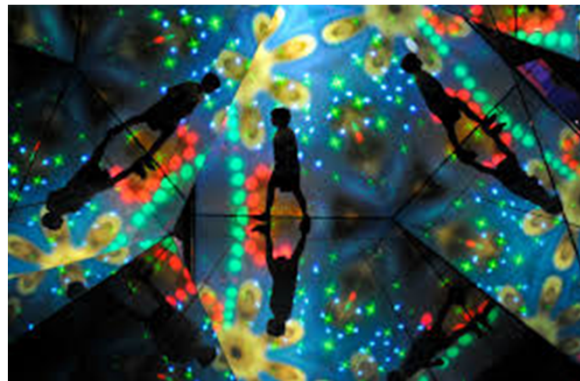


OUR EDUCATIONAL MATERIALS

... more than 30

KALEIDOSCOPE

To nurture an imaginative mind Auroculture created Kaleidoscope – puzzles that deal with artistically designed components which can be put together in endless ways in a kaleidoscopic manner. The usual sequencing in games of stereotypical parts is avoided as there are varied ways the games can be played imaginatively. The games encourage the children to learn in an atmosphere of equality, respect and harmony.



OUR EDUCATIONAL MATERIALS

KALEIDOSCOPE EXPLORATION BOX

This box contains a wide sequenced exploration of many faculties of sight and encourages a mind of openness, receptivity, flexibility and plasticity. There are activities to help the mind to hold an image with all its details, as well as to deconstruct it to its smallest component. To reconstruct in the same way or in a new way. The activities also help for the child to identify patterns by distinguishing one from another, as well as through memory. It opens up the attention to observe forms and shapes, size, composition, relationships, edges, spaces and other details. The work with the materials develop concentration, creativity, imagination, collaboration, and an appreciation for beauty and harmony.

The box contains at least 10 different activities, isolating different difficulties in a sequenced order.



OUR EDUCATIONAL MATERIALS

... more than 30

KALEIDOSCOPE

This is another kaleidoscope activity, the description is the same as for the KALEIDOSCOPE EXPLORATION BOX , but this one contains fewer activities.



OUR EDUCATIONAL MATERIALS

KALEIDOSCOPE MATCHING PATTERNS

This is a simpler activity with many of the same concepts as KALEIDOSCOPE EXPLORATION BOX. This game isolates and builds certain visual skills needed to be able to do more difficult activities of distinction.



OUR EDUCATIONAL MATERIALS

CIRCLE CENTER PLAY

This is game that makes the mind shift the focus from that which naturally catches the eye, to instead observe other details. The simplicity and similarity in the game pieces offer challenges in identifying and matching the flowers with the corresponding patterns on the boards. The different compositing for each combination is unique, although the size and colour combinations, and edges differ.



OUR EDUCATIONAL MATERIALS

PATTERN PLAY

This game offers the same exploration as the KALEIDOSCOPE EXPLORATION BOX, but with simpler patterns and fewer activities. It isolate difficulties of distinguishing the composition of the pattern, it's orientation.

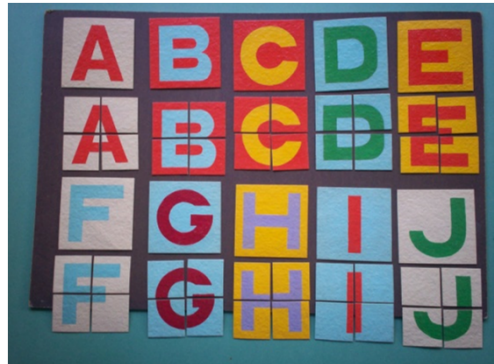


OUR EDUCATIONAL MATERIALS



ALPHABET PUZZLE AND MIRROR EXPLORATION

This is an activity introducing the letters of the alphabet decomposed. The relationship between the pieces of each puzzle needs to put together so that the letters face the correct way. The letters can be explored further through a hinged mirror. The child can creatively discover whether the letters can be reproduced or not using only one or two pieces of puzzle.



OUR EDUCATIONAL MATERIALS

EXPLORING WITH QUANTITIES 1-5

This activity is designed to distinguish the quantities from 1-5, to be explored in different visual combinations. It is an introduction to addition. The material can also be used for a wide variety of early maths operations.



OUR EDUCATIONAL MATERIALS

NUMBERS AND COUNTERS 0-9

These two activities introduce the child to the connection between the symbol and quantity for the numbers 0-9.



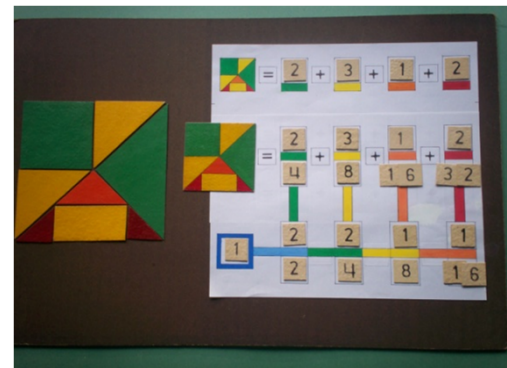
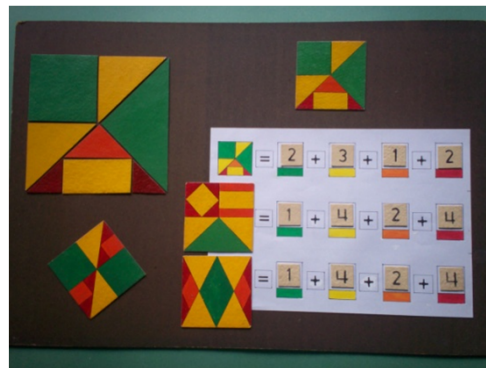
OUR EDUCATIONAL MATERIALS



NUMBERS AND COUNTERS 10-19

This activity introduces the child to the construction of the teens, connecting symbol and quantity.

OUR EDUCATIONAL MATERIALS



EXPLORING FRACTIONS

A creative way of exploring fractions, their composition, as well as simple addition. The kaleidoscope component is a part of this activity.

FUTURE PLANS



In our current explorations of the faculty of seeing, some of the elements we expect to utilize are geometry, mirrors, magnifying glasses, microscopes, Kirlian photography, crystals, flowers and plants. These will facilitate an understanding that our eyes cannot see everything. By engaging in an activity an individual will begin to open towards various energies and feel them. One who trains and develops these faculties may/will be able to embark on the journey home to their inner most self. It becomes the exploration of consciousness into matter. These are the kinds of opportunities we want to develop materials for.

FUTURE PLANS



We aim to make a film on the three principles of learning, which form the base of the Integral Education methodology.

- The first principle of true teaching is that nothing can be taught.
- The second principle is that the mind has to be consulted in its own growth.
- The third principle of education is to work from the near to the far, from that which is to that which shall be.

FUTURE PLANS

Online support in the shift towards an educational system based on the three principles of learning. Bridging the gap between theory and practice.

- Learning environments
- Didactic materials
- Workshops for educationalists
- Scheduling
- School organisation.



FUTURE PLANS



Educational Materials to develop
the 6 Faculties of Consciousness
(Thinking, Seeing, Hearing,
Speaking, Vital and Body)



THANK YOU!

To support our work you can contact us at kalvi@auroville.org.in

We are happy to get back to you to answer any questions,
and to tell you more about our work.



Kalvi - a unit of Auroville
Gaia
Auroville 605101
Tamil Nadu
India
+91 7598743286

We are supported by Art Studio “12 Qualities” - Qualities12@gmail.com



Free the child's potential, and you will transform him into this world.
Maria Montessori

