

# A Flame of Learning



KRISHNAMURTI  
WITH  
TEACHERS

# A Flame Of Learning Krishnamurti With Teachers

**Denis Coelho**



## **A Flame Of Learning Krishnamurti With Teachers:**

**A Flame of Learning** Jiddu Krishnamurti, 1993      **Teaching, Learning, and the Meditative Mind** J. Richard Wingerter, 2003 Though there is general awareness of the need for change in education relative to school organization teaching and learning curriculum and school administration most if not all of what is said as regards such awareness is partially functioning mind related The need for profound revolutionary change in education is highlighted in this work

*What Are You Doing with Your Life?* Jiddu Krishnamurti, 2001 WHAT ARE YOU DOING WITH YOUR LIFE J KRISHNAMURTII TEACHINGS FOR TEENS edited by Dale Carlson Teens learn to understand the self the purpose of life work education relationships Through paying attention rather than accepting the authority of their conditioning they can find out for themselves about love sex marriage work education the meaning of life and how to change themselves and the world The Dalai Lama calls Krishnamurti One of the greatest thinkers of the age      **Live in Freedom** Miriam Subirana, 2009-07-16 This book offers different ideas questions and reflections so that you might embrace life change and uncertainty For you to live in enjoyment laugh accept confront love and share For you to let go of the baggage that you do not need      **J.**

**Krishnamurti and Educational Practice** Meenakshi Thapan, 2018-07-27 First in the series on Education and Society in South Asia this volume focuses on the educational thought of a world renowned teacher thinker and writer Jiddu Krishnamurti 1895 1986 This edited volume examines Krishnamurti s work and explores his contemporary relevance in educational endeavours and practices in different parts of the country The contributors to the volume argue that Krishnamurti sought to change the way education is perceived from the mere teaching of curriculum into a life changing experience of learning from relationships and life Through a range of essays that address diverse issues and themes the contributors seek to uncover the practices and processes at some of the institutions that Krishnamurti established in different parts of rural and urban India These include essays on curriculum building inclusive education pedagogy debates on educational philosophy and practice and teacher education They help bring out the barriers and breakthroughs in the educational processes as practiced in these schools and how they may further be applied to other educational institutions

**Insight into Meditation and Yoga** Yogi Surajnath, 2023-03-19 There is the way and not ways This is about the learning of our consciousness in its movement as it is which basically is movement of feelings and sensations That is the learning of life per se is possible only in the fire of observation of feelings and sensations with skill and diligence involving the awakening of bodhi or intelligence on its own from nowhere and their emptying We need to understand this absolutely clearly Look you drive a car by learning driving skills how a car works traffic rules etc however when you drive a car if you miss attention for a second you will have an accident Attention cannot be learned and achieved by any gradual preparation learning some methodology or science Thought has no role in learning about and coming to attention Attention can use thought and its skills in different fields but not vice versa Round the other way inwardly thought has no potential to behold

the movement of feelings as they are and the tremendous speed of sensational waves and learning life beyond the known Understand this well and realize the futility of different ways traditions beliefs in the name of religion The sense of siddhas and buddhas is the way of attention or meditation and virtue which is not such a difficult thing to understand and to live with Our ears listen and eyes see and it is not that somebody else's eyes listen ears see That is the part of religion In attention in right meditation with skill and diligence you are open to learning the infinite depths and mysteries of life And this text is a rare guide that shows what easy sweet and natural way or flowering of meditation is The water of the word is ambrosia not yet drunk learn about pain and sorrows in the blood Nath says this wisdom is peerless look behold don't fall in the pit Gorakh Sabadi 303 *Curriculum as Meditative Inquiry* A. Kumar, 2013-05-01 2013 Outstanding Academic Title by Choice Review Kumar asks in this volume Since characteristic features of human consciousness fear conditioning and fragmentation work against the educational experience how can we re-imagine curriculum as a space for meditative inquiry and allow it to provide transformative educational experiences to teachers and their students **J. Krishnamurti and the Nameless Experience** Rohit Mehta, 1979 J Krishnamurti is one of the most revolutionary thinkers of our age To listen to him or to read his books is an experience by itself He challenges every norm and value of individual as well as social life He is not interested in mere outer changes he stands for a fundamental transformation what he calls the Mutation of the Mind He states that there must arise first the New Man before a New Society can be brought into existence The present book deals comprehensively with all aspects of Krishnamurti's teachings his philosophy his psychology and a practice of no practice Krishnamurti says Society is always static only in the individual can there be a radical revolution It is with this individual revolution that this book is fundamentally concerned **The Flame of Attention** Jiddu Krishnamurti, 1983 Selected talks given by the author during 31st October 1981 to 4th September 1982 in India U S A Switzerland and England

**Integrative Learning** Daniel Blackshields, James Cronin, Bettie Higgs, Shane Kilcommins, Marian McCarthy, Anthony Ryan, 2014-11-13 Current teaching learning and assessment practices can lead students to believe that courses within a programme are self-sufficient and separate Integrative Learning explores this issue and considers how intentional learning helps students become integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions Written by international contributors who engaged reflectively with their teaching and their students learning the book seeks to develop a shared language of integrative learning encouraging students to adapt skills learned in one situation to problems encountered in another and make autonomous connections across courses between experiences and throughout their lives More informed teachers can help students develop the necessary attributes for intentional learning which include having a sense of purpose fitting fragmentary information into a learning framework understanding something of their own learning processes asking probing questions reflecting on their own choices and knowing when to ask for help Integrative Learning draws on international research and vast studies to provide the reader

with the resources to ensure access to a unified learning experience The book discusses conceptual and technical tools necessary for facilitating integrative learning across a range of disciplines as well as providing learning pedagogies and considers integrative learning in the context of the relevance of higher education in the complexity and uncertainty of the 21st century It will appeal to academics and researchers in the field of higher education as well as those generating higher education curriculums

**Reflections on the Self** J. Krishnamurti, 2024-07-18 Is it possible for the mind for the self not to project not to desire not to experience Do we earnestly seek to put an end to the cause of sorrow Why are we tortured by desire What is wrong with desire What is happiness Is there a state of happiness that is beyond the mind Find answers to these and many such profound questions that invite you to embark on a journey of self discovery and introspection In *Reflections on the Self* J Krishnamurti globally regarded as one of the most influential philosophers and spiritual teachers explores the intricacies of the human mind by challenging conventional wisdom and urging readers to question their assumptions about identity consciousness and the nature of existence Through this collection of contemplative essays and dialogues Krishnamurti challenges the very essence of what we perceive as the self unravelling the layers of conditioning that shape our identities Those who wish to engage creatively with their inner life of conflicting thoughts and emotions and embark on a quest to attain freedom and happiness will find answers in this book

*The Collected Works of J. Krishnamurti* Jiddu Krishnamurti, 2007

**Idealistic Thought of India** P T Raju, 2013-10-16 When first published in 1953 metaphysical idealism was still the dominant philosophy of India This volume depicts the metaphysical strands of the life and philosophy of India in the light of those of the West and brings out the deeper implications of idealistic metaphysics

**The British National Bibliography** Arthur James Wells, 2002

*The Collected Works of J. Krishnamurti* Jiddu Krishnamurti, J. Krishnamurti, 1991 In this volume Krishnamurti takes great care to elucidate this necessity of a revolution within our consciousness where the problem lies before we expect any kind of revolutionary change outside of ourselves Krishnamurti posits that if the politicians and scientists wanted to end starvation in the world it could be done It could be done but they are not going to do it as long as their thinking is based on nationalism on motives of their own personal profit And even if this far reaching outward change were brought about it seems to me that the problem is much deeper The problem is not merely starvation war the brutality of man to man it is the crisis in our own consciousness Fundamentally the problem lies within p 295

**The Nameless Experience** Rohit Mehta, 1973

**Indian Educational Review**, 1992

**Changing Perspectives in Education** Denis Coelho, 1995 Contributed articles on educational development in India

*Learn and Grow Daily!* Sanford Berenberg, 2009-03 *Learn and Grow Daily* is about a journey toward self improvement for everyday people like you and me It is a journey which can start from wherever you are in life now no matter who you are or where you are in your life *Learn and Grow Daily* is about personal transformation from being a passenger in life to becoming a life long learner and taking control of life It is a story of how anyone can take the same journey and learn and grow daily to become the person

you were meant to be Learn and Grow Daily is a compilation of knowledge gained from some of the world's most gifted researchers, consultants, and leadership experts. Learn and Grow Daily opens your eyes to improvements you can make within your own life by reading, learning, and applying to growing daily. Are you ready to learn and grow? Sanford Berenberg is an everyday person like you. In his travels through life, going to school, college, and entering the workforce, he found it was not enough to survive, much less thrive, in today's complex society. Downsized and running out of options, Sanford made a decision to change the direction of his life. He became a life-long learner and turned his life around. He has now started reaching out to help others to do the same through his continued learning and his Messages of the Day, and this first book, Sanford is a 20-year veteran of the customer service industry, having worked in the software development, bank card, health insurance, and professional services industries from entry level to middle management. He has a Bachelor's degree and an MBA from the University of Phoenix. Sanford lives in Louisville, Kentucky, with his loving wife Karen and two wonderful step-daughters, Stephanie and Samantha.

**Dialogue as a Means of Collective Communication** Bela H. Banathy, Patrick M. Jenlink, 2006-02-28 Dialogue as a Means of Collective Communication offers a cross-disciplinary approach to examining dialogue as a communicative medium. Presented in five parts, the book takes the reader on a journey of exploring the power and potential of dialogue as a means for communication. In particular, this volume comes at a time when the global society's attention has been directed to creating more productive conversations in the name of world peace and harmony. It provides a unique new work on dialogue that brings the reader into a dialogue with dialogue, offering an opportunity to understand the communicative potential of dialogue. In the book, readers are introduced to five sections. Section I examines the historical and cultural perspectives of conversation. This examination helps to create a foundation for a deeper study of the emergent and salient aspects of conversation as it relates to cultural creativity and human systems design. Section II offers the reader an examination of dialogue through different philosophical and theoretical perspectives, as well as methodological ideas related to conversation. Section III explores different modalities of conversation and the application of design conversation within and across various types of design settings and human experiences. Section IV examines the field of practice as related to use of different forms of conversation. Here, various authors will share their different approaches to conversation and their reflections and insights in using conversation in a variety of settings. Concluding the book, Section V reflectively examines the authors' contributions to the book and provides the reader with a focus on the future.

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