



**J. Krishnamurti
and the
Contemporary World Crises**

A Free Online Conference

February 19-21 and February 26-28, 2021

11:00 am—1:00pm Atlantic Standard Time

8:30 pm—10:30 pm Indian Standard Time

CONFERENCE PROGRAM

About the Conference

The world-renowned Indian philosopher and educator J. Krishnamurti has offered some of the most novel insights into the nature of human consciousness and our conflicts. In this conference, Canadian and Indian scholars, educators, and alumni of Krishnamurti schools, will engage in a cross-cultural and multi-disciplinary dialogue aimed at understanding contemporary world crises (including the COVID-19 pandemic) through the lens of Krishnamurti's philosophical and educational ideas.

The diverse and multi-national community of thinkers gathered for this conference represent disciplines ranging from law to physics to education. They will draw on their own insight and personal experiences to deepen our understanding of J. Krishnamurti's ideas in modern contexts. The keynote addresses will be delivered by Dr. Meenakshi Thapan, Dr. Ravi Ravindra, and Dr. Hillary Rodrigues, who combined, have decades of experience engaging with Krishnamurti's insights into human consciousness, conflict, dialogue, and the art of awareness.

Over six two-hour sessions, panellists and attendees will explore such questions as:

- What are the primary crises that face modern society? How have these been highlighted or exacerbated by the COVID-19 pandemic?
- How might the ideas of J. Krishnamurti help us identify the root of our crises and conflicts and to identify possible responses?
- Considering the crises that face humanity, what should the education of children and youth entail?
- How have students educated in Krishnamurti schools been prepared for life— its conflicts, struggles, and demands?

Conference Organising Committee

Dr. Ashwani Kumar and Dr. Nayha Acharya (Conference Co-Chairs), Bonnie Petersen, James Caron, and Michal Jeszka

We gratefully acknowledge that this conference has been funded by the Shastri Indo-Canadian Institute Program Development Grant.



About J. Krishnamurti

J. Krishnamurti (1895-1986) was a world-renowned educator, philosopher, and institution builder of Indian origin who contributed profoundly to the fields of philosophy, education, religious studies, consciousness studies, and psychology. His greatest contributions lie in his deep insights into the conflict-ridden nature of human consciousness due to our fears and insecurities, his incisive understanding that such an internal state of conflict is the root of our destructive external conflicts, and his assertion that understanding the art of awareness can transform human consciousness.

A meditative inquiry into consciousness forms the foundation of Krishnamurti's views on education and life, both of which, he suggests, should be oriented towards transforming human consciousness and society by freeing the individual through self-knowledge. His insights regarding life and education are contained in more than 70 books and hundreds of audio and video lectures and discussions that he held around the world. He created several schools in different parts of the world that continue to thrive even after his death and offer an alternative vision of education to the world. In his schools, awareness, freedom, and inquiry form the core of curriculum and pedagogy.

Consider reviewing these links to know more about Krishnamurti, his ideas, and his schools:

Krishnamurti and his ideas:

<http://www.jkrishnamurti.org/about-krishnamurti/the-core-of-the-teachings.php>

Krishnamurti's schools:

<http://www.jkrishnamurti.org/worldwide-information/schools.php>

Association of Krishnamurti Studies:

<https://www.krishnamurtistudies.org/>

Documentaries on Krishnamurti's life and work:

Krishnamurti: The Challenge of Change

<https://www.youtube.com/watch?v=lWVtovuTREo>

Krishnamurti: With A Silent Mind

<https://www.youtube.com/watch?v=TPAzpDl7VvM>

Conference Summary

February 19th		Welcome Remarks and Keynote Panel	
11:00—11:30 am AST (8:30—9:00 pm IST)		Julie McMullin, Prachi Kaul	
11:30 am—1:00 pm AST (9:00—10:30 pm IST)		Meenakshi Thapan, Ravi Ravindra, Hillary Rodrigues	
February 20th		Practitioners' Panel	
11:00 am—1:00 pm AST (8:30—10:30 pm IST)		Mukesh Gupta Ashutosh Kalsi	
February 21st		Scholars' Panel One	
11:00 am—1:00 pm AST (8:30—10:30 pm IST)		Jack Miller, Kathryn Jefferies, Morgan Selvanathan	
February 26th		Scholars' Panel Two	
11:00 am—1:00 pm AST (8:30—10:30 pm IST)		Vikas Baniwal, Nayha Acharya, Ashwani Kumar	
February 27th		Indian and Canadian Teachers' Panels	
11:00 am—12:00 pm AST (8:30—9:30 pm IST)		Shailesh Shirali, Anantha Jyothi, Vaishnavi Narayanan	
12:00—1:00 pm AST (9:30—10:30 pm IST)		Michael Cosgrove, Kristen Amiro, Carolyn Prest	
February 28th		Krishnamurti Alumni Panel and Closing Remarks	
11:00 am—12:30 pm AST (8:30—10:00 pm IST)		Aashrita Kamath, Chinmay Tumble, Jyotsna Sara George, Kartik Srinivasan, Tara Brahme	
12:30—1:00 pm AST (10:00—10:30 pm IST)		Antony Card, Derek Fisher Ashwani Kumar, Nayha Acharya	

Free registration: <https://us02web.zoom.us/meeting/register/tZEku6sqz0pHNfimkntLTvSF48cC0jFkgHp>

Contact email: krishnamurticonference@gmail.com

Facebook: <https://www.facebook.com/krishnamurticonference2021>

All sessions will be recorded and shared on Youtube. Links will be provided on our Facebook page.

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February 19th		
<p>Welcome Remarks</p> <p>11:00—11:30 am AST (8:30—9:00 pm IST)</p>	<p>Dr. Julie McMullin, VP Academic and Provost (Mount Saint Vincent University)</p> <p>Dr. Prachi Kaul, Director (Shastri Indo-Canadian Institute)</p>	
<p>Keynote Panel</p> <p>11:30 am—1:00 pm AST (9:00—10:30 pm IST)</p>	<p>Meenakshi Thapan</p>	<p>Krishnamurti, School Culture and Learning My talk will focus on my encounter with Krishnamurti in November 1973 and my engagement with his educational thought over the years. In addition, I will examine how school culture or school ethos is such a significant part of the Krishnamurti schools where relationships are built and through which learning takes place both for the teacher and the learner. This unique aspect of the KFI schools and Rishi Valley in particular is what makes a Krishnamurti school vastly different from other mainstream schools in India. I will end with the question: is it possible to build such an ethos so that learning is elevated from mere academic subjects to understanding what life is.</p>
	<p>Ravi Ravindra</p>	<p>Listening to Krishna Krishnamurti always drew attention to an intelligence beyond thought. To allow the mysterious and subtle Reality permeated by Truth, Love and Beauty to touch us requires an impartial self-inquiry and freedom from thought. Speaking from the Source like all the great sages, he brought timeless insights. We ordinary human beings may respect these insights but we don't generally practise them, except occasionally in dire situations. K himself reminded me on one occasion, "Sir, You don't see that the house is on fire." The present global situation with the pandemic, enormous climate change and political chaos should invite us to take K's teaching seriously.</p>
	<p>Hillary Rodrigues</p>	<p>The Crisis is in Our Consciousness Although Krishnamurti spent virtually the entirety of his life meticulously addressing the problems that we face globally and personally, his teachings are often misunderstood as promoting a form of abstract introspection that does not translate into viable action in response to these challenges. In this talk, I address some causes for such misunderstandings, and what I understand to be Krishnamurti's actual message. I suggest that Krishnamurti grounds the crises of the world in our own minds, which require an awakening of intelligence and love through awareness.</p>

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February 20th		
Practitioners' Panel 11:00 am—1:00 pm AST (8:30—10:30 pm IST)	Mukesh Gupta	A Crisis is an Invitation for Deeper Learning and Transformation We are going through an unprecedented global crisis in recent times. The ever growing uncertainty seems to have become a new normal and the fact of impermanence is becoming obvious in our daily life. This has a great implication from the point of view of learning and transformation since every crisis or suffering is a great teacher – provided one is open to listening to the teacher. It is a profound invitation for an inward cleansing and healing of our consciousness and the collective existence on this beautiful planet. This presentation explores some of the key questions and insights, in light of Krishnamurti's teachings, that a crisis may
	Ashutosh Kalsi	Can Non-action Bring Global Order? Of all the problems facing the world today – environmental crisis, global-social-personal conflicts, mental disorders, pandemics, poverty, incredible suffering of one and all – there is a widely held belief that more action is needed to meet these challenges. We need to examine whether that is indeed the case, or whether an entirely different approach is required. Do we need to go into each problem fragmentally, one by one, or do we need to approach the human crisis as a whole, all at once?
February 21st		
Scholars' Panel One 11:00 am—1:00 pm AST (8:30—10:30 pm IST)	Jack Miller	Natural Awareness I will focus on how I first got interested in Krishnamurti's work as a graduate student at OISE in the late 1960's and how it helped me in my work in holistic education. Today his work is needed so people can cultivate basic awareness. This awareness is fundamental to healing both ourselves and the planet.
	Kathryn Jefferies	Moving Beyond the Intellect I will share how I came to learn about Krishnamurti, what it is specifically that has shaped my teaching of teachers, and how I have attempted to live out his teachings. In this context, I will explain what I believe is, at cause, the same crisis humanity has always faced, now put under the spotlight by the pandemic: identification with mind. Indeed, with the shuttering of habitual activities and the subsequent throwing back of many of us upon ourselves, we are offered a tremendous opportunity to perceive the fearful nature of the
	Morgan Selvanathan	The Relevance of Krishnamurti's Ideas for Shaping and Influencing Leadership The current state of the planet with crises impacting not one but many systems – health, economy, climate etc., is probably due to the nature of how we think and relate to the world. Krishnamurti's ideas in unraveling the nature of consciousness has much relevance for leadership. I will attempt to relate contemporary leadership theories to Krishnamurti's philosophical and educational ideas and draw their relevance to educational and leadership practice. Vignettes of leadership exemplars influenced by Krishnamurti's ideas in

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February 26th

<p>Scholars' Panel Two</p> <p>11:00 am—1:00 pm AST (8:30—10:30 pm IST)</p>	<p>Vikas Baniwal</p>	<p>Reflections on Krishnamurti's Ideas for Philosophical Counselling</p> <p>In the wake of the global crisis of COVID-19, we are deconstructing our beliefs to uncover the assumptions of our life. This presentation focuses on insights for philosophical counselling rooted in the thought of Jiddu Krishnamurti who believes that self is an illusion created of mental images that tend to become so powerful over time that they hinder our genuine engagement with people and the world. This genuine engagement with others and the world is possible only through a non-judgmental state of mind which Krishnamurti calls 'choiceless awareness'. This presentation argues that Krishnamurti's perspective can inform philosophical counselling to deconstruct our images and give direction to one's life.</p>
	<p>Nayha Acharya</p>	<p>Krishnamurti, Law, and Conflict Resolution</p> <p>In this talk, I will discuss how I was introduced to J. Krishnamurti's philosophy and how it has influenced my teaching and research in law and conflict resolution. I will focus on how Krishnamurti's approach provides a stark contrast to conventional teaching in higher education, and I will share specific examples of what I do in my law school classes to better align with a more holistic educational approach. I will also share how my scholarship in law and conflict resolution has undergone a shift as I became more aware of conflict as an internal phenomenon and have come to appreciate the idea that true lasting transformation cannot be achieved through external regulation (i.e. through laws) but by internal transformation of the individual.</p>
	<p>Ashwani Kumar</p>	<p>My Personal and Academic Journey with J. Krishnamurti</p> <p>In this presentation, I will describe my journey with Krishnamurti's existential inquiry at a personal level and in the context of my academic life. I was introduced to Krishnamurti's work during my Bachelor of Education program in India in 2004. Since then, his insights have had a deep impact on how I view personal, educational, and social problems and how I approach teaching and research. Krishnamurti's perceptions into the crises of human consciousness and its problems—individual and collective—are more important than ever in a world ridden with conflict and suffering.</p>

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February 27th		
Indian Teachers' Panel 11:00 am—12:00 pm AST (8:30—9:30 pm IST)	Shailesh Shirali	Role of a Teacher in School: J Krishnamurti on Education Looking around us, we see the world in a terrible mess. We see political systems in disarray. We see people lost in the advancement of their careers, or lost in the world of entertainment, or lost in the pursuit of ideologies or religions. We see great loneliness. And we see the ecosystem utterly ravaged, close to breakdown. Where do all these problems originate? The ultimate origin, surely, is our pursuit of false values, which stems from our upbringing. The question then naturally arises: <i>What is the role of a teacher in school?</i> We will look at various aspects of this question.
	Anantha Jyothi	Reflections Through Poetry: Exploring the Question 'Who are You?' with Class 7 Students Taking the lead from Krishnamurti's response when somebody asked him 'Who are You?', this presentation briefly showcases how this question was further explored with 12-year olds through some poems.
	Vaishnavi Narayanan	Learning— A Continuum <i>An educator is not merely a giver of information; he is one who points the way to wisdom, to truth.</i> — J Krishnamurti The school is a learning centre not only for the student but also the adult (the teacher and the parent). Relationship with oneself and others lays the ground for the process of learning through life. I will be attempting to reflect upon and examine some of the questions I hold in the light of my experiences as a teacher in school.
Canadian Teachers' Panel 12:00—1:00 pm AST (9:30— 10:30 pm IST)	Michael Cosgrove	Teaching Krishnamurti in a Canadian Public High School This panelist will discuss how students respond to Krishnamurti's <i>Freedom from the Known</i> and <i>Education and the Significance of Life</i> , as well as looking at specific questions to Krishnamurti's works that led to energetic dialogue in the classroom.
	Kristen Amiro	John Steinbeck, Jiddu Krishnamurti, and Holistic Education This talk is about holistic education as informed by the writing and talks of Jiddu Krishnamurti, the literature of American writer John Steinbeck, and the multidisciplinary work of Ed Ricketts, early marine ecologist. These contemporaries may have met in California between the 1920s and 1940s, or perhaps not, but their complementary worldviews offer insights into the meaning of education, and its potential to reduce conflict in the self and the world.
	Carolyn Prest	Crises, Identity and Krishnamurti in Rural Populations In her presentation, Carolyn will share some observations garnered over her teaching experience in relation to the teachings of J. Krishnamurti, particularly the importance of self-knowledge and the impact of loss of identity in rural populations. Additionally, she will share her take on how global crises affect a specific population of our youth, and will contemplate the path forward using Krishnamurti's observations and teachings.

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February 28th		
Krishnamurti Alumni Panel 11:00 am—12:30 pm AST (8:30—10:00 pm IST)	Aashrita Kamath	What I Learnt as a ‘K’ Kid Without Even Realizing It Having spent 13 years of my life as a student of two Krishnamurti schools, my talk is a reflection on the impact that it has had on shaping me and my approach to life. In today’s tumultuous world, I dwell on the importance of that education and how I now recognize it to be a strong grounding force.
	Chinmay Tumbe	Competition vs. Excellence I will outline how my experience at Rishi Valley School from 1993 to 2000 shaped my ideas on competition: its relative absence in school, its seeming abundance outside, and how to deal with this dichotomy.
	Jyotsna Sara George	Reflections on “Responsible Citizenship” I will share my reflections on what it means to be a “responsible citizen” in this world— a theme that I have found myself coming back to more frequently in the last few years. I will reflect on the idea of “responsibility” as it relates to my personal activism and explore how my education at RVS shaped my understanding of “responsibility”. I will also share reflections on how this idea of “responsibility” intersects with the urgency of cultivating empathy, tolerance and acceptance.
	Kartik Srinivasan	How Krishnamurti’s Philosophy Helped Me Choose to Live a Sustainable Life I’m going to be talking about how Krishnamurti’s philosophy influenced me and helped me choose the path I’m on, and the various ways in which having this education shaped my outlook on life and gave me the confidence and self assurance that life is more than just following the rat race. I will share the valuable lessons I’ve learnt and benefitted from as I continue this journey through life.
	Tara Brahme	Reflections on Freedom as the <i>Real</i> Goal of Education As young people inheriting a world that has been conditioned to believe in individualism, one of the things I find us having to deal with (in varying measure) is a feeling of isolation. Simultaneously, we are also part of a generation that is so connected that we’re forced to consume information at break-neck speed; this leaves us hardly any time to think and reflect on today’s circumstances before we have to confront the future. With this in mind, I will try and articulate some of my reflections on Krishnamurti’s writings on freedom, as something that I come back to when I think about how school has equipped me to understand the world around me.
Closing Remarks 12:30—1:00 pm AST (10:00—10:30 pm IST)	Dr. Antony Card, Dean of Education (Mount Saint Vincent University) Dr. Derek Fisher, Associate Vice President Research (Mount Saint Vincent University)	

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Biographies

Nayha Acharya	Nayha Acharya is an Assistant Professor of Law at the Schulich School of Law, Dalhousie University. She teaches and writes in the areas of civil procedure, legal ethics, and alternative dispute resolution. Recently, Nayha has been finding ways to incorporate a pedagogical style rooted in J. Krishnamurti's educational philosophy in her classrooms, and she has been working on developing a framework for conflict resolution also grounded in J. Krishnamurti's philosophical ideas about conflict.
Kristen Amiro	Kristen Amiro grew up in Pubnico, Nova Scotia, Canada, and lives with her husband and two daughters in Dartmouth. She teaches English and Social Studies at the secondary level. Her non-fiction writing has been published in The Steinbeck Review and Aviso, and her poetry has been published in literary journals. Kristen has a poetry collection called The World and I Both, available online as an e-publication. She holds Masters degrees from Mount Saint Vincent University in Arts and in Education.
Vikas Baniwal	Dr. Vikas Baniwal is currently serving in the capacity of an Assistant Professor at the Department of Education, Delhi University. He has been a General Fellow for his post-doctoral work at I.C.P.R. He completed his doctoral studies at University of Delhi in Education in 2015. Overall, he has about 12 years of experience in school teaching, higher education, research, and administration. He has many publications in prestigious journals to his credit and his key research interests include inter-subjectivity, dialogue, inclusion, mental health, self and identity.
Tara Brahme	Tara Brahme is a second-year BA Humanities student at Azim Premji University, Bangalore.
Michael Cosgrove	Michael Cosgrove received his B.Ed. from the University of British Columbia and his M.Ed in both Educational Foundations and Curriculum Studies from Mount Saint Vincent University. Michael resides in Dartmouth, NS with his wife and two daughters where he teaches English and Philosophy. He has written a book titled <i>Salt of the Turf</i> (2017), and is a regular contributor to Halifax Magazine
Jyotsna Sara George	I am an activist and facilitator based in Dharamshala, Himachal. While I was born and spent my early years in Delhi, I grew up at Rishi Valley School. I finished my graduate studies from Delhi University and Sciences Po, Paris. I now spend my time facilitating workshops and conversations to dismantle oppressive systems of gender, race, class and power dynamics, particularly in progressive social justice organisations. When I'm not exploring privilege and oppression, I like to spend my time reading, gardening, baking and hiking.

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Biographies (cont'd)	
Mukesh Gupta	Mukesh Gupta is an international speaker and regularly gives talks and retreats inspired by the teachings of J. Krishnamurti in India, Europe, Israel and Canada. He has been engaging with the teachings of J. Krishnamurti for two and a half decades now. He sees that a deep non-authoritarian meditative process of self-inquiry, based on love, listening and looking from a silent state of mind and heart, is essential to establish peace and harmony in society. Mukesh currently lives in Varanasi, India and is the director of “School For Self-Inquiry”, a global forum devoted to creating dialogues around fundamental questions of life inspired by Krishnamurti’s teachings. His website: www.schoolforselfinquiry.org
Kathryn Jefferies	My master’s thesis and doctoral dissertation both focus on Krishnamurti’s philosophy of education. I have been teaching in the Faculty of Education at Lakehead University since 2013, while also leading workshops and counseling in private practice. My new endeavour is creating the <i>Institute for Well-being in Education</i> (iWE) which offers certificate programs in self-inquiry for mental health to teachers and to Bachelor of Education students. I continue to be interested in right-brain experience & learning, ontological & social-emotional intelligence, and meditation & self-inquiry. I live in Ontario, Canada with my daughter. My website is kathrynjefferies.com
Anantha Jyothi	I completed my PhD in English in 1995 and joined Rishi Valley School soon after as a teacher of Social Studies and English. Though I was familiar with Krishnamurti’s philosophy, I was not fully prepared for what unfolded in the next phase of my life as a teacher. It is difficult to say when the lines between the professional and the personal in me blurred and blended—teaching in Rishi Valley is not just a career but it is a way of life. I took a short break from Rishi Valley. In this interim period, I did my teachers training in UK and taught there briefly. Eventually, like a homing bird, I returned to Rishi Valley.
Ashutosh Kalsi	Ashutosh Kalsi lives with his family in Vancouver, Canada. He did his Ph.D. in philosophy from State University of New York after completing his B.Tech in Computer Science from Indian Institute of Technology. The focus of his doctoral research was on J. Krishnamurti. Ashutosh has previously taught in Simon Fraser University and Krishnamurti school in India. He currently works for a non-profit as a clinical psychotherapist.
Aashrita Kamath	Aashrita Kamath is a Los Angeles based Production Designer and Art Director. She grew up in Chennai and studied at The School KFI before moving to Rishi Valley School, to finish her education. It was at Rishi Valley’s film club that she discovered her love for film. What was, at the time, an excuse to watch an extra movie every week, soon turned into a lifelong love affair with the magical world of movies. She is currently working as Art Director on James Cameron’s Avatar 2 and 3. When she isn’t working, Aashrita spends her time hiking, reading and working with ceramics.

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Biographies (cont'd)

Ashwani Kumar	Ashwani Kumar is an Associate Professor of Education at Mount Saint Vincent University. His teaching and research are rooted in the work of J. Krishnamurti and focus upon a philosophical and pedagogical concept called meditative inquiry—a self-reflective and aesthetic approach to teaching, learning, and living. He has conceptualized several key educational concepts, namely, <i>curriculum as meditative inquiry</i> , <i>teaching as meditative inquiry</i> , <i>music as meditative inquiry</i> , and <i>dialogical meditative inquiry</i> . He is the author of two scholarly books: <i>Curriculum As Meditative Inquiry</i> (Palgrave Macmillan, 2013) and <i>Curriculum in International Contexts: Understanding Colonial, Ideological, and Neoliberal Influences</i> (Palgrave Macmillan, 2019).
John (Jack) Miller	John (Jack) Miller has been working in the field of holistic education for over 40 years. He is author/editor of 20 books on holistic learning and contemplative practices in education which include <i>Whole Child Education</i> , <i>The Holistic Curriculum</i> , <i>The Contemplative Practitioner</i> , and <i>Love and Compassion: Exploring Their Role in Education</i> . His writing has been translated into nine languages. Jack has worked extensively with holistic educators in Japan, Korea and Hong Kong for the past 20 years. Jack teaches courses on holistic education and contemplative education at the Ontario Institute for Studies in Education at the University of Toronto where he is Professor. https://en.wikipedia.org/wiki/John_P._Miller_(academic)
Vaishnavi Narayanan	Vaishnavi Narayanan is a teacher, and Vice-Principal at The School KFI and has taught different subjects—English, Economics, History, Geography, Math and Hindi— across different sections of the school for the past 15 years. Before coming into The School, she also taught briefly for a period of three years in another school in Chennai. She is a post-graduate in Economics from the University of Delhi along with a degree in Education. Her interests span reading, writing, painting, singing and theatre to name a few. She has written articles for a few journals on the topic of education and learning. She is an avid trekker and her love for the mountains is reflected in the treks she goes on every year in the Himalayas. She enjoys working with young people and her own tryst with education has found her delving deeper into questions around it.
Carolyn Prest	Carolyn Prest was raised in rural Nova Scotia. While she has spent time living in more urban locations, she has chosen to continue to work and live rurally. After 10 years of teaching in schools in various small communities in Nova Scotia, she is beginning to acquire a unique perspective on teaching and educating youth. She has a large appreciation for nature and values the education that can occur through fostering this connection in school-aged youth.
Ravi Ravindra	Ravi Ravindra is Professor Emeritus at Dalhousie University, Halifax, Canada where he had taught courses in the departments of Physics, Philosophy and Religion. He met Krishnamurti in 1965 and had many individual and small group meetings with him over the next twenty years, as described in his small books <i>J. Krishnamurti: Two Birds on One Tree</i> and <i>Centered Self without being Self-Centered: Remembering Krishnamurti</i> . More details at www.ravindra.ca .

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Biographies (cont'd)

Hillary Rodrigues	Hillary Rodrigues is a professor of Religious Studies at the University of Lethbridge, Canada. His books include <i>Krishnamurti's Insight</i> and <i>Hinduism – the eBook</i> , one of numerous digital resources for the study of religion as a secular discipline. He is a member of the steering committee of the Association for Krishnamurti Studies (AKS), an online organization for academics in all disciplines interested in Krishnamurti's life and thought.
Morgan Selvanathan	Morgan Selvanathan is a doctoral candidate in the department of Leadership, Adult and Higher Education at the Ontario Institute of Studies in Education, University of Toronto. He has pursued the exploration of Krishnamurti's work for over two decades and has experience as a teacher in both Krishnamurti and other school contexts. With work experience in the government, non-profit, schools and higher education sectors, Morgan was also involved in leadership development programs in India. His interests relate to curriculum leadership in school contexts, leadership development & research, and
Shailesh Shirali	Shailesh Shirali has been with the KFI schools since the early 1980s. He is a trustee of the KFI and has served as Principal of Rishi Valley School; he is currently the Director of Sahyadri School KFI. He has also been in the field of mathematics education for over 3 decades. He is the author of several mathematics books for high school students and teachers, and serves as Chief Editor of the magazine <i>At Right Angles</i> . He has a particular interest in ancient Indian mathematics. He
Kartik Srinivasan	I'm a design graduate with a passion for sustainability. After a series of underwhelming jobs in the design industry, I've spent the last three years working on living off the land in the hills, expanding my design background and skill sets to incorporate a sustainable lifestyle that's morally and ethically in line with my beliefs. I've been using natural resources to build structures and provide the basic necessities including power and water. Eventually I want to expand this to food and develop a self sustainable community that offers workshops and retreats on Eco-conscious living all while being in tune
Meenakshi Thapan	Meenakshi Thapan is a trustee of the Krishnamurti Foundation of India and currently the Director, Rishi Valley Education Centre. She encountered Krishnamurti and his teachings early in her life, and has had an on-going engagement with his educational thought. She taught briefly at the Rishi Valley School and later conducted her doctoral field research within this school community, resulting in the publication of her first book, <i>Life at School: An Ethnographic Study</i> (Oxford University Press, 1991, 2006, 2 nd ed.). She has earlier held the positions of Professor (Sociology), Director, Delhi School
Chinmay Tumble	Chinmay Tumble loves to laugh and learn. He is a faculty member of the Indian Institute of Management Ahmedabad in the Economics Area and is the author of <i>India Moving: A History of Migration</i> (2018) and <i>The Age of Pandemics, 1817-1920: How they Shaped India and the World</i> (2020). He studied in Rishi Valley School between 1993 and 2000.