

Schooling and Logical Evolution of Human Brain

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Abstract

The brain of all the species of this physical world is a natural and special creation of cosmos and nurtured by the eco-system to which it belongs. The human brain as the Logical Centre (LC) is the ultimate creation of nature. The various interfaces of the eco-system to which a human brain belongs, like physical care system, emotional care infrastructure, schooling curriculum, the mentors empowering it, existing well established references of performances, success and failure norms and last but not the least the existence and identity criteria as adopted by the society, play their pivotal role involving the various faculties of the human brain. Learnings from these interfaces forms the basis of individual human brain which invokes various logical and conceptual dimensions. With the above legacy of brought up of human brain, it proceeds accordingly to behave and adds its own creations and innovations in the eco-system. It is the ultimate super computer produced by nature in all respect. It has infinite capacity of not only memory and functioning but thinking and imagination also. A human brain is intrinsically equipped with nearly infinite number of Logical Probes (LPs) of two types: Receptor Probes (RPs) and Transmitter Probes (TPs), with ultimate ability and power. The transmitter probe contents are followed by the observations, knowledge and logical understanding in form of perceptions and conclusions derived by the receptor probes. TPs are always open from the time of conception itself, but the RPs opening are the functions of time. Similarly, there is an Emotional Centre (EC) which has its own Emotional Probes (EPs) which are also of two types: Receptor Probes (RPs) and Transmitter Probes (TPs). The EPs are always open but activated and becomes operational in the proper age group. In this communication, we have attempted to present a novel concept to prepare the course-content at different schooling levels, the standards of mentors and the inculcating-learning methodologies not only to sharpen the human brain and emotions but groom also, from basic schooling to higher education, in terms of desired abilities of: Observation, Experimentation, Analysing the existing knowledge, and creating new knowledge of expertise acquired.

Keywords: Logical Centre, Emotional Centre, Schooling.

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I. Introduction:

The nature always creates the latest human brain and emotional content as well as context with two basic properties: *more intelligent and more powerful*, which is one of the fundamental laws of nature also. This is so, because in the cosmic cycle of time, the future events, processes and man-nature interacting interface arguments are tougher and more challenging and a mindset, made up of logical centre and emotional centre, weaker in any aspect cannot survive. The evolution of these two centres are time bound functions. The Logical Probes (LPs) are of two types: conscious and sub-conscious. From conception till birth, the conscious probes are nearly completely closed while the sub-conscious probes are completely open and fully activated. They receive the information of all kinds from all the interacting interfaces and forms a deep *belief system* about the existing physical world in which the birth has taken place. Similar is the case with Emotional Probes (EPs), fully open and activated in mother's womb itself. After birth, the EPs are open, active and becomes operational with the passage of time. The LPs of the brain are nearly 3 percent opened while almost 97 percent is still closed but opened part is still without any loaded logical ability as a software to perform any task. The sub-conscious part is fully opened, activated and mature from the beginning itself. It is the 97 percent part of brain needs to be opened and activated along with the 3 percent already opened with time at different stages of schooling and mentoring. Since the LPs and EPs are the functions of time in their evolution, receiving ability and transmitting power, the question is *how to activate, sharpen and nurture* these probes to materialize the nature's gift in form of indispensable asset to this physical world.

II. Probes of Human Brain and Emotions:

2.1 Human Brain:

In the organic view of human body, there are nearly about 30 trillion cells each of their own mind and a complete well-defined entity. The human brain is the ultimate creation out of all the organic units of human body. The brain is the master of guiding both: Existence and Identity of a human being. Like the growth of biological cells are as time bound functions, the RPs and TPs of human brain are also the functions of time regarding opening, their activation, sharpness and being operational. For different aspects like: *talent, intellect, learning, argumentative ability, observational zeal, imagination processes, thinking dimensions* and many others, the respective RPs and TPs are opened and activated at different age durations. If, they are not activated and enriched with right information at the right time when their sharpness is at peak, we cannot load such required informations and practices later on with same expectations because when the opening period is over, the respective RPs and TPs are still open but their sharpness becomes very-very weak about the informations and subject matter to grasp and give due importance to it. The very important point is that if not taken care properly at right time, they may be filled by some unwanted informations and practices by the happenings in the surroundings and when the period of opening is over then these unwanted qualities become the permanent and weighted learning from which it is very tough to get rid of in later part of individuals life. Similarly, one after the other in different age groups, different RPs and TPs are opened, activated and operational with due sharpness nearly up to the age of 25years, to make the logic brain as fertile as possible and develop the power of ability, sharpness, problem solving skill, intuition etc. So, it is very important to know about the age periods in which: which type of probes are opened, they are sensitive to which type of qualities, topics/ideas/methodologies/tracks, etc., when they are opened and nearly for how long the probes will be opened with maintained peak of their sharpness. Accordingly, we should work-out *the course-content, curriculum and the qualified mentors at different stages of schooling, to impart and inculcate the noble, humorous, fruitful, dynamic and everlasting qualities of facts and facets along with the ability and expertise* to equip the brain to have the understanding and mindset of that age group. Accordingly, *the parents, guardians, caretakers, mentors, planners, sanctity of interacting-interfaces* as the infrastructure and ultimately the *intentions* involved at each and every level in all the factors, must be aware, prepared and readily available to involve themselves to groom the nature's gift to its full potential.

2.2 Human Emotions:

Like, human brain as a logical centre in human body, there is nothing as such any single organic part in the human body where the emotions are produced. Emotions, produced and received, are the outcome of the interactive-interfaces of man and its eco-system as a cumulative perception of all the 30 trillion cells in the human body. EPs and LPs are interconnected to each other and supplement each other to learn, progress and perform. EPs are shaped and nurtured in terms of: *love, affection, care, concern, hospitality and belongingness*. They are always open but activated and becomes operational only with the age group their sharpness and sensitivity. They are never closed but after the age of around 25year, there is a saturation regarding there fertility and power both, for example: *emotions of childhood, adolescence, adulthood and maturity*. At the same foot note as human brain, EPs are also highly sensitive even sometimes more than the brain and due to any reason if they are ignored or felt ignored or not taken care with love, affection and watchfulness, these probes may derive unexpected and unaccepted perceptions, notions, practices, ideology etc., which may become a basic problem to the society as a whole.

The sub-conscious brain is the store-house of all the informations, perceptions, conclusions derived, logical fabrications in the conscious brain. Once the sub-conscious brain receives any kind of matter, it retains them permanently and based on these, builds up the belief system generated by the perceptions and conclusions derived by conscious brain and emotions. It is the organic part of human body to have all sorts of experiences, for example, results of any kind as: *courage/fear, love/hate, good/bad, peace/anger, kindness/brutality, caring/ignorance, optimistic/pessimistic* and so on. The very important aspect of Logical Centre (LC) and Emotions Centre (EC) is that they are not independent, actually they are integrated. They support each other, communicate each other and not only this, if not nurtured under proper guidance and training, they over power the domains of each other regarding taking final decisions in most of the activities and tasks. In broad terms, the human brain works out how to do an act and human emotions supplies energy in form of passion, commitment, devotion and dedication. Hence, the human emotions are the power house to supply energy for any act and the human brain is the logical machine to fabricate the mechanism about an act as how to do it. The *moral, ethical, humanity, fraternity and hospitality* are presented by the EC in form of emotions involved to perform an act fabricated by the brain as a logical machine. Due to any reason or reasons, if the above emotional inputs are absent partially or fully may be due to any reason, then the brain as a logical machine thinks only about self and rather than proceeding to *achieve* anything desired, it always approaches to *acquire* by any means and up to any extent like no other than him or her is important and exists in this physical world in any sense which is again an unfortunate state for the society.

III. Exposure of Human Brain and Emotions:

Probes of human brain and emotions are open in mother’s womb itself but at different capacity and sharpness. In the beginning, only RPs of brain and emotions are active and capable of receiving, remembering and feeling the: all kinds of informations, every logical concept, mechanisms of fabrications, etc. So, till birth of a child, it is very-very crucial to take care about mother’s environment of interaction, her perceptions about the incidences at various interacting interfaces. Under broad classification, the characteristics of various LPs and EPs are: *energy/matter, good/bad, attitude/arrogance, peace/anger, kindness/cruelty, love/hate, courage/fear, togetherness/loneliness, help/ignore, accepting challenges/surrender, morality/immorality, discipline/naïve, ethical/unethical, excellence/inadequacy, success/failure, integrity/dishonest, justice/injustice, wisdom/folly, cooperate/selfish, etc.* There is a single probe for each distinct characteristic as e.g., peace/anger. If it is sensitised with peace the anger will disappear, because only either type but only one kind can exist at a time. They are equally open, active, sharp and powerful to conceive the informations and activities, and transform in to reality in the life time. They are intrinsically integrated with the eco-system and cosmos. The question is: which one wins? The answer lies in the fact that which one is fed most and on time because of their cosmic creations all the qualities wanted or unwanted both appears together with equal strength. Here, comes the role of parents, relatives, mentors and schooling to nurture and groom the human brain and emotions to shape the: *talent, intellect, potential, perception and ideology as we want.*

3.1 From Birth to the Age of 5 Years:

The EPs and LPs both are open and strongly active in this age group regarding the qualities as given in Table-1. The sub-conscious mind, regarding these aspects, is very powerful and whatever is fed, it accepts strongly without any argument and becomes almost permanent print in the mind and forms the beginning of belief system and faith.

In this age group, both the EPs and LPs are very fascinated about the physical world appearing, exposed and continuously interacting. Actually, all these probes are not only live entity but also have their own mindset as a complete unit. Nearly, **30 trillion cells** hence these many mindsets in a human body and with these probes they interact with themselves too.

Table-1: The Emotional Probes (EPs) and Logical Probes (LPs) open and active during the age group of birth to the 5 years of age.

EPs open and active	LPs open and active
<ul style="list-style-type: none"> ● Love/Hate ● Affection/Indifference ● Care/Disregard ● Concern/Negligence ● Fun/Boredom ● Togetherness/Loneliness 	<ul style="list-style-type: none"> ● Curiosity to know ● Observational ability ● Sensitivity to behaviour ● Possessive character ● Secure/Insecure ● Courage/Fear

So, this age group is the *first crucial stage* for the social agents responsible and accountable to nourish and groom, as already mentioned, to be very alert and watchful regarding: *what are the food materials for physical, logical and emotional health and how these are fed along with what are the intentions behind.*

3.2 The Age Group of 5 – 10 Years:

The EPs and LPs which are additionally open and strongly active along with the Table-1, in this age group are given in Table-2. The sub-conscious mind, regarding these aspects, is very powerful and whatever is fed, it accepts strongly without any argument and becomes almost permanent print in the mind but indirectly. Mostly, it perceives the interacting interfaces events in form of faith and belief system. The conscious mind already open, and active now becomes operational in continuation with the already EPs and LPs operational in the age group from birth to the age of 5 years.

This is the period during which the EPs and LPs, given in the Table-2, are very sensitive and curious about the compositions of the eco-system and the matter taught and instructed in form of: **what, how, why, when and to whom** about this physical world. These enquiring words regarding our existing physical world, take birth during this period of time itself and full of sharpness and sensitivity.

How these enquiring words are *attended and addressed* by the parents/guardians/mentors and the spirit behind, forms not only the foundation of individuals but the back-bone of the whole life too.

The *spirit, intentions, capabilities, approach and methodologies* employed by the addressing agencies, formally or informally, to address the curiosity generated in the innocent and curious brain and emotions, shapes the

capabilities of logical brain and passion of emotional involvement about the happenings and their learning in this physical world.

Table-2: The additional Emotional Probes (EPs) and Logical Probes (LPs) open, active and operational during the age group of 5 – 10 years of age.

EPs open, active and fully operational	LPs open, active and fully operational
<ul style="list-style-type: none"> ● Love/Hate ● Affection/Indifference ● Care/Disregard ● Concern/Negligence ● Fun/Boredom ● Togetherness/Loneliness ● Pride/Ego ● Fun/Boredom ● Courage/Fear ● Self /Others ● Morality/Immoral ● Hygiene 	<ul style="list-style-type: none"> ● Curiosity to know ● Observational ability ● Sensitivity to behaviour ● Possessive character ● Security/Insecurity ● Discipline ● Quest to Observe ● Memory ● Learning the existing knowledge ● Hunger to know new things ● Identity ● Expressing the learned

So, the school-infrastructure and the mentors, assigned to look after and nurture this age group brain and emotions, should be trained and educated enough to attend and address the queries: *in a interesting and conversational manner, logical explanation, encouraging to ask the questions, instructions to question the answers provided and to be convinced rather than simply accept and reply back when asked during examining sessions.* The most important aspect of this age group probes is that the teachings and lessons of the **moral values** and **ethical practices** taught and convinced, which are definitely the fundamental part of the noble, novel and glorious life, must be supported by the existing examples because in this age group itself these qualities are planted in form of seeds to generate the healthy life norms. Once these qualities are planted, the opposite undesired qualities are automatically out of reach in the probes. Rather than only imparting the existing knowledge, instructions and norms, in this age group we should invoke are as follow:

- Asking questions ability.
- Thinking ability about the answers provided.
- Observations of happenings and practices in the surrounding.
- Whatever followed, argue with why it is so? And so on.

Since, the moral values and ethical practices are not only the matter of teaching and preaching, they require live examples in practice, by the nurturing and grooming agencies formally and informally both, in their day to day activities. Due to any reason or reasons if these probes are not sensitised as desired for a healthy personality, they become blunt with time in other age groups and almost like permanently muted forever, because after this age group the probes are nearly going to be nearly closed like petals of lotus in night. In other age group, it is almost impossible to inculcate such qualities and there is a permanent inability of these qualities for life time.

3.3 Age of 10 – 13 Years:

The proper nurturing and grooming in previous age groups gives confidence, guts feeling emotions and momentum towards self-reliant in nearly all the fields as mentioned in Table-3 in form of quest of new knowledge and having a lot of fascinations. Due to hormonal changes and secretion of variety of chemicals in the body in this age group, these probes are very sharp, active, and so powerful that individual feels at the top of the world. Senses are operational and experiences everything as a strange and delightful. At this age group, RPs and TPs both are fully operational with full potential and energy accelerated by quest of knowledge and new experiences. In this age group there is a **burst of energy** in mind and body both, and during this, individuals feel like anything is possible which is very correct and true also because during this age group, the mind and body are guided as only

Table-3: The additional Emotional Probes (EPs) and Logical Probes (LPs) open, active and operational during the age group of 10– 13years of age.

EPs open, active and fully operational	LPs open, active and fully operational
● Love/Hate	● Curiosity to know
● Affection/Indifference	● Observational ability
● Care/Disregard	● Sensitivity to behaviour
● Concern/Negligence	● Possessive character
● Fun/Boredom	● Security/Insecurity
● Togetherness/Loneliness	● Discipline
● Pride/Ego	● Quest to Observe
● Fun/Boredom	● Memory
● Courage/Fear	● Learning the existing knowledge
● Self /Others	● Hunger to know new things
● Morality/Immoral	● Identity
● Hygiene	● Expressing the learned
● Pride	● Pathology
● Attitude	● Imagination
● Identity	● Dreaming
● Existence	● Problem solving
● Sociology	● Thinking
● Psychology	● Fascination towards Talent
● Physiology	● Intellectual achievement
● Biology	● Supersede

around 30 percent by the eco-system, the remaining 70 percent is not only guided but energized too by the cosmic energy where everything is possible. This is the **golden period** of every child and **golden opportunity** to the parents/guardians/mentors/instructors/school-curriculum, to shape the brain with full of logic and emotions with full of courage, possibilities and hope. In this age group, the passion, fascination and willpower to achieve something, sometimes deviate from the sanctity and nobility of the path to be followed. Here, there is the strong need of the presence of already mentioned agencies to look after, guiding, addressing, encouraging along with ignoring various mistakes supported by counselling and belongingness, love and affection rather than severe punishments. The schooling system should be of such a curriculum that in the morning when wake up, a student is automatically and strongly driven to the school campus and like to spend more time with the mentors. After completion of this age group schooling, a student is fully prepared in terms of: *logic, reasoning, arguments, questioning, narrating, experimenting, imagination and fabrication based on existing knowledge.*

3.4 Age of 13 – 17 Years:

This is the age group during which the human mind attains a state of direction and excitement about self and towards the physical world both and proceeds in the direction of specialization with the blinking light of realization of dreams visualised during the golden period of age. This is the high time for the mentors to sensitize the brain with latest problems and challenges in various disciplines and the attempts made to solve them. This is so because a problem cannot be solved at the same mind set at which it realized. One has to attain a new mindset of higher dimension and visualisation to attempt freshly. The additional sensitive probes open, active and partially loaded in the previous age groups schooling are given Table-4. During this age group, the schooling level should be equipped with the:

- Foundations of the subjects with their historical development as how the concepts were evolved.
- How a particular knowledge was coming into existence.
- How to apply an existing knowledge to fabricate a machine.
- Concept and importance of team work.
- Conceptual frame work of commitment, dedication, logic, mechanism, procedure and methodology to achieve a goal.

At the end of this age group, a properly nurtured and groomed mind with fully loaded logical brain and powerful emotions attains the state of: *confidence, self-reliant, feel of guts, search of glamour and speciality,*

belief in self and faith in others, rather than complaining addressing the problems and directed towards defining the physical world and proving the self. After this age group, even though a particular student is not able to proceed for higher education in the age group 17-21 and 21-25 years of age due to any reason, the human mind is still a great asset to the society because here nearly all the probes are well sensitised to proceed independently after addressing the issues responsible for discontinuation of education.

Table-4: The additional Emotional Probes (EPs) and Logical Probes (LPs) open, active and operational during the age group of 13– 17years of age.

EPs open, active and fully operational	LPs open, active and fully operational
<ul style="list-style-type: none"> ● Love/Hate ● Affection/Indifference ● Care/Disregard ● Concern/Negligence ● Fun/Boredom ● Togetherness/Loneliness ● Pride/Ego ● Fun/Boredom ● Courage/Fear ● Self /Others ● Morality/Immoral ● Hygiene ● Pride ● Attitude ● Identity ● Existence ● Sociology ● Psychology ● Physiology ● Biology ● Belongingness ● Leading character ● First among equals ● Influencing the surrounding ● Competitive character ● Dedication ● Devotion 	<ul style="list-style-type: none"> ● Curiosity to know ● Observational ability ● Sensitivity to behaviour ● Possessive character ● Security/Insecurity ● Discipline ● Quest to Observe ● Memory and Understanding ● Learning the existing knowledge ● Hunger to know new knowledge ● Expressing the learned ● Pathology ● Imagination ● Dreaming ● Problem solving ● Thinking ● Fascination towards Talent ● Intellectual achievement ● Supersede ● Excellence ● Aptitude ● Skill gain ● Specialization ● Ideology ● Logical analysis ● Self-reliant ● Doubting about existing knowledge

Due to potential, ability to think, analyse and dreaming character, till this age of education forms the roots and stem of human mind and emotions and its conviction to solve the problems. After this age group education, begins the higher education in form of specialization as branches of a tree. The student mindset attended, groomed and addressed till this age group forms the basis of life which is ever lasting. Now, the question is how to access the nurturing and grooming agencies regarding their success in the role prescribed? As per our experiences, observations and analysis, the testing criteria are as follows:

- The characteristics of C. C. C. establishment.
- The characteristics of H. H. H. establishment.
- The characteristics of P. P. P. establishment.
- The characteristics of R. R. R. establishment.
- The characteristics of A. A. A. establishment.

If these are fulfilled then we can be assured that our schooling system has achieved the objectivities to invoke the new brain and future mind to look after the affairs and responsibilities with commitment, dedication, devotion and accountability.

IV. Nomenclature:

A.A.A.: Appreciate, Analyse, Accept

C.C.C.: Cool, Calm, Composed

H.H.H.:Head, Heart, Hand

P.P.P.:Prepare, Practice, Perform

R.R.R.:Respect, Receive, Response

EPs: Emotional Probes

LPs: Logical probes

RPs: Receptor Probes

TPs: Transmitter Probes

EC: Emotional Centre

LC: Logical centre

V. Conclusions:

- i. The human mind is made up of two components: human brain and human emotions. Both the components are the functions of time to evolve and strengthen and they are interdependent and supplement each other.
- ii. For each age period, both human brain and emotions together, must be mentored by the experts to impart education centred around learning, understanding and purpose, all in phase and pace with each other.
- iii. In a given age group, the parallel growth of equipped human brain and nurtured emotions together as a human mind will be called an educated human mind in that age group only when they are in harmony with each other.
- iv. The human brain must be groomed and encouraged on the line of asking questions with: why, why not, what, to whom, when, where, how, how much, how long and so on rather than memorising only.
- v. Moral values, ethical practices, nobility, togetherness, fraternity, caring and concern along with dedication and commitment, these qualities are age sensitive. So, they must be imparted in right age group when such probes of brain are open and strongly receptive.
- vi. The economy involved, man-power and the infrastructure associated with this basic education is not the expenditure. It is the investment of nation and society to have noble citizen with high standard of thinking, imagination, fabrication and purpose of living as well.

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