

**PROPOSALS**  
**for activating the educational program of the University of Planetary**  
**Synthesis**  
**and accelerating the launch of the University**

**INTRODUCTION**

The need to submit these proposals is based on three factors.

**1. The rationale for establishing the University of Planetary Synthesis.**

On the IPS website, it is emphasized that humanity still has “certain weak points in its understanding of itself,” which lead to competition and conflict. The text also states the need for a new discipline — **the Science of Man**.

This idea remains relevant, but 46 years have passed since the first plan was created, and the global situation has changed so significantly that an updated approach is required.

**2. The role of IPS as the foundation of the University**

The Institute for Planetary Synthesis is a unique structure:

- it stands at the highest point among spiritual-educational initiatives,
- it operates in a time when the **idea of Synthesis** has become central, [1]
- its consultative status with the UN allows it to influence global educational projects, which are now numerous but fragmented. [2]

**3. A new cycle of human development**

According to the Teachings, humanity entered a new cycle after 2025. [3]

The first plan of the University, proposed by Dr. E. Krishnamacharya, is a precious contribution and should remain the basis for attracting people into the 10 seed groups. [4]

However, the University has not yet been launched.

Therefore, the following proposals may help initiate discussion and accelerate the process.

**THREE PROPOSALS**

**I. Introduce, at the initial stage of training, a course on modern scientific directions that synthesize science and ancient esoteric knowledge**

Over the past 46 years, scientific and practical fields have made enormous progress.

Most importantly, scientists have begun to **turn to ancient esoteric knowledge** as working hypotheses to explain newly observed phenomena.

Below are several (shortened) examples:

**1. Research on nonlocal interactions and consciousness**

- *Telepathic correlations (Jacobo Grinberg, UNAM; Institute of the Brain, RAS).*
- *Group meditation effects (“Maharishi Effect”, USA, India, Israel).*
- *Photon emissions from meditating bodies (Duke University).*
- *Quantum teleportation of microwave coherent states.*

**2. Research on subtle effects**

- *“Spatial memory effect” (China, USA).*
- *“Shape effect” (Grebennikov, Reich).*
- *“Phantom leaf effect” (Kirlan; USSR, India, USA).*
- *Biophoton studies (Gariaev, Oldfield).*
- *Torsion models (Akimov, Shipov).*
- *Structural resonators (Kaznacheev, Devyatkov).*

**3. Attempts to create new metatheories**

- *Integrated Information Theory (Tononi).*
- *Orch-OR (Penrose–Hameroff).*
- *Morphogenetic fields (Sheldrake).*
- *Integral Theory (Wilber).*
- *Transpersonal psychology.*
- *Systemic and field approaches.*

All these directions point to one thing:

**science now requires a new methodology and a new language** capable of unifying these diverse results.

**Proposal:**

Introduce a first-year course that provides an overview of these directions and forms a foundation for synthesis.

**II. Create a synthetic metatheory of being/consciousness and a neutral metalinguistic glossary**

The University of Planetary Synthesis positions itself as an institution transmitting a synthetic approach to understanding the human being.

However, today’s students come from different traditions, cultures, and worldviews.

This creates difficulties:

- conflicting terminology between traditions,
- inability to “switch” traditions within a short training period,
- cognitive dissonance,
- lack of a unified semantic language.

Modern people seek **meaning**, not adherence to a tradition.

Therefore, education must rely on **semantic cores**, not on the terminology of any single school.

**Example: the term “Higher Self”.** Different traditions interpret it differently: *Atman (Advaita Vedanta); Purusha (Yoga/Samkhya); Nous (Gnosticism); Inner man (Christianity); Sirr (Sufism); Transpersonal Self (psychology); metacognitive self-model(neuroscience), Observer level 2 (Quantum directions); Witness/Self-as-awareness (Integral Theory Wilber`s)* and many other terms.

But the semantic core is the same: *“the upper level of subjectivity — the point where individual consciousness rests on a wider source of awareness.”*

A neutral metalinguistic glossary removes cultural and religious barriers.

**Proposal:**

Create a mini-glossary of synthetic metatheory and include it in the initial phase of training.

We hope that the educational initiatives of the IPS as an NGO can become official recommendations through the UN. One of these conditions should be that the idea be expressed in secular, scientific, and neutral language. [ 5]

### **III. Expand language requirements for students**

A metalinguistic glossary automatically reduces the need for advanced English.

The Teachings say that in the Aquarian Age, telepathy will be accessible only to the spiritually prepared.

Telepathy is **exchange of meaning**, not words. [6]

Therefore:

- basic English is sufficient,
- the metalinguistic glossary becomes the main tool of communication,
- AI can support translation and communication,
- this allows students from all countries to participate, including regions with low English proficiency.

### **CONCLUSION**

The three proposed steps:

1. Introducing a course on modern synthetic scientific directions.
2. Creating a metatheory and metalinguistic glossary.
3. Expanding language conditions.

can form the basis for updating the University project and accelerating its launch. I am ready to continue working on the detailed program and preparing a broader presentation after the initial discussion.

With respect,

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## APPENDIX — References and Source Citations

### 1. On the Avatar of Synthesis and the Energy of Synthesis

*Alice A. Bailey (Djwhal Khul)*

- *Problems of Humanity* — p. 178
- *The Externalisation of the Hierarchy* — pp. 396–420, 421–445, 699–709
- *The Rays and the Initiations* — pp. 117–123, 255–265, 420–430
- *Telepathy and the Etheric Vehicle* — pp. 110–115

*On the Energy of Synthesis (without mentioning the Avatar)*

Referenced in:

- Agni Yoga (Roerichs)
- Shaivite Tantra (Kashmir Shaivism)
- Advaita Vedanta (late Upanishads)
- Zoroastrianism
- Gnosticism (Valentinians)
- and others.

### 2. IPS Consultative Status with ECOSOC

IPS holds **Consultative Status with the United Nations Economic and Social Council (ECOSOC)**.

It is not an organ or agency of the UN.

IPS may:

- participate in ECOSOC meetings and committees,
- submit written statements,
- speak at sessions,
- participate in UN events as an accredited NGO,
- propose initiatives,
- join working groups,
- contribute to documents.

### 3. On the 25-year Hierarchical cycles and the significance of 2025

- *Alice A. Bailey (Djwhal Khul) The Externalisation of the Hierarchy* — paragraph 674

### 4. On the Ten Seed Groups

*Alice A. Bailey (Djwhal Khul)*

- *Discipleship in the New Age*, Vol. I — pp. 35–60
- *Discipleship in the New Age*, Vol. II — pp. 1120–1150
- *The Externalisation of the Hierarchy* — pp. 505–520

### 5. Can IPS educational initiatives become official UN recommendations?

Yes — **if three conditions are met:**

1. The idea aligns with the current UN agenda

2. (sustainable development, inclusive education, digital literacy, human rights, climate agenda).
3. The idea is supported by major states or major NGOs.
4. The idea is expressed in **secular, scientific, neutral language**
5. (any esoteric terminology is automatically excluded).

IPS can influence global education **indirectly**, if it:

- creates educational programs,
- builds networks of schools,
- implements methods in practice,
- demonstrates successful cases,
- presents them as “best practices” under SDG 4 (Quality Education).

IPS cannot impose ideas “from above,” but can introduce them **from below** — through practice, pilots, secular language, and evidence.

#### **6. On the mental level of telepathy**

- *Alice A. Bailey (Djwhal Khul) Telepathy and the Etheric Vehicle*