



**"Greater energy and greater passion is more extraordinary than greater genius."  
— Lt. General Arjun Ray, (Retd.), PVSM, VSM**

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**Dear Friends,**

## **Human Potential**

*Intelligence without discipline is a waste of human potential*

The purpose of sending a child to school is ultimately to provide an exceptional quality of life filled with happiness, creativity, and fulfillment. We accept her with her multiple intelligences, a veritable storehouse of potential. When potential is explored and developed, she can then be motivated to contribute to society in manifold ways for herself, her family and neighbors.

As a corollary, those who begin to unleash this assumed potential often find themselves directing their actions within society, towards helping others to release their potential. We see this in the role of every teacher.

Personal development is not necessarily measured by financial, social or external success. Instead it is determined by our efforts to develop our intellectual, physical and spiritual aspects in order to reach our full human potential.



Positive social change can only be brought about by persons who cultivate their human potential. While this does not compromise the realization of individual potential to work, to earn and amass the wherewithal to lead a comfortable or even luxurious life, it also brings in another vital aspect of human development. When a learner invests in her personal development, she becomes the agent, the doer, and the effecter.

Abraham Maslow coined the term 'meta-motivation' to describe the motivation of people who go beyond the scope of basic needs and strive for constant betterment. These are children and young people who are curious, open-minded and willing to take risks. Honesty and reliability are also found to be a part of their natures. They are reflective and introspective individuals who always question what they can do to share, to understand, to help and to know how to choose between ease, gratification and greater challenge.

Development of potential is not something that can be acquired overnight, or by passing examinations. Every child's multiple intelligences and talents require careful nurture and persuasion to grow and self-actualize. It is a deliberate, disciplined process, achieved by reflection, introspection, and self-awareness.

Sadly, today's learners and parents support the culture of instant gratification. Children are in a hurry to acquire wealth, fame, and material luxuries. Personally, their goals are also strictly material: they wish to be rich, smart, handsome, slim, trendy, and immediately appealing to their peers. This is why leadership learning must begin early, with the exploitation and development of human potential. The years of discovery and polishing this potential – academic, co-curricular, social and moral – must begin even in pre-school. Discipline, study, dialogue and active leadership learning is not a future goal. It is current and urgent; it is an imperative to save the society of the future.

With warm regards,

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**Chief Executive Officer**  
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