

Purpose of Education from a layman's perception

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“Success and virtue are a rare combination,” they say. From stoneage, humanity has been transforming to successful tribes learning newer and newer ways to improve life through improvised methods or techniques of application. We find initially this was a self-education process. As time passed and the tribes transformed to civilized society, the animal passion of instincts for survival also got transformed to learning and also teaching the growing up children to create a better society – a society of order and discipline that brings freedom from fear of getting attacked by the strong. This sense of discipline also brought with it a dress code covering sacred parts of the body with leaf and barks.

A couple of people with rare qualities of virtues turned to *tapass* and penance or the modern meditation (though the connotation of the last phraseology is very limited and diluted in the real meaning of the idiom). That, we find was a self-learning process from the inner mind involving the Divinity within: (read)

*Iswaraha Sarvabhoothanam Hrideshe Arjuna Thishtathi,
Bhramayan Sarvabhoothani Yantraroothani Mayaya”*
– Bhagavad Gita Chapter XVIII – 61).

From that we got Saints and Sages. Education perhaps began in a methodical pattern from them – in India we had a line of such great sages – Vasishta, Agasthya, Valmiki, Vyasa, Sandeepani, Drona – a long chain of Gurus and Guru-sishya parampara that came down to modern teachers.

In the pre-independent India and even till the seventies or eighties of last century, vast majority of teachers and educationists tried to maintain this quality of teaching, keeping aside the vagaries of their personal life and enjoying teaching as a divine pleasure. They were in the ‘*Karmasanyasa Yoga* (Bhagavat Gita Chapter V) format with a mental attitude of “I have been blessed with the opportunity to perform this duty” (that of a teacher). Their hearts were filled with gratitude for getting what they considered a ‘divine opportunity’ and that brought them happiness or real joy day after day without any material comforts attached to the profession.

With the advent of knowledge industry that created a new type of ‘educated’ in our society, education began to lose its sheen of divinity and turning as yet another industry of the modern world – an industry that aimed

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at producing sharp tools of best brains that can assimilate silicon valley technology or other money minting technologies, attracting campus selection of million Dollar or Rupee placements. Many educational institutions forced teachers to turn from Guru Parampara or Missionary mode to mercenary mode. If MacAulay has introduced English education to create clerks and desk workers locally for the British at cheap rate of compensation, the technology driven mindset of educators and modern day parents got bent upon creating extra brilliant new generation of students in the latter part of the 20th century, giving all weightage to IQ ignoring EQ totally. This position still continues with added vigour.

No doubt the knowledge industry has been a boon to our materialistic economy that uplifted the purchasing power at every level and vastly improved the economic status of a minority of the vast multitude of Indians. The lamentation of this 'common man' is that the parents and a good number of educators forgot the invisible and intrinsic adhesive that bonds knowledge with humanity. The wise may call it spirituality, cultural heritage or give any other description to this umbilical code connectivity of humanity. That takes us to the old story of the great French writer Moposong – that of the artist who wanted to draw the pictures of God and devil; the model (a child) whom the artist took to draw the Divine form was the perfect grownup match to be the model for the devil or satan that the artist found many years later!

Gandhiji used to say 'everyone is born with a Divine mind.' The purpose of education, this 'common man' feels, is to ensure that inherent qualities of Divinity are retained by the child

as it grows facing challenges and cruel realities of life. We call these qualities values. Such a child will turn as a true professional from the floor level of a workshop or office to that of the CEOs. That child will be a perfect fit to be a part of the '*Karmasanyasa yoga*' of Bhagavat Gita, mentioned at the beginning of this article. The radiation or positive vibrations of true joy or happiness of such professionals will work as an invisible force to eliminate corrupt mindset and corruption within and without.

The job of eliminating corruption cannot be left to the govts. alone. The govt. and its law enforcement agencies, as everyone knows, are like a fire engine that rushes with continuous bells or siron whenever a fire breaks out. Whether it is the recent shooting and killing incident at a residential PU College in Bengaluru or the German aircraft crash in the Alps Mountain, the basic cause is the transformation of the 'Divine' mind to a 'devilish' mindset. Let us remember the Moposong story and take cue from the great teacher of our time Dr.Sarvapalli Radhakrishnan's saying "Every Saint has got a past and every sinner has got a future." This should be the biggest 'Make in India' project. This project does not need a startup or foreign fund capital or any tax exemption or govt. concessions. Again quoting Gandhiji, India has got a never exhausting gold mine of virtues and values beneath the polluted surface of the day. It is open for anyone to mine without any Executive or Court permission. The academic institutions and teachers together can achieve this. And that '*Karmasanyasa Yoga*' will make what our former President Dr. A.P.J. Abdul Kalam predicted in the nineties of last century in his book "India Vision 2020" a reality in every respect.

