CHAPTER-VII

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VII.1. Progeny, Heredity, Instinct and education

Heredity and environment are two important factors out of which the former receives more attention. The ancient seers say that good biological efficiency comes forth in the offspring from the good attributes of parents. Any kind of individual efficiency though quite distinct from that of parent comes out of ancestral resources.

If the parents are ideal-centric, it is expected that their children will have ideal character. In that case urge towards the ideal becomes inherent in the character of a child and it supplies power of mental resistance in the presence of which no temptation or terror sheds one from the ideal and the great adverse forces get shattered before him.

VII.2. Genetic and environmental components of Group Differences in IQ

If seeds from the same source are planted in two fields, differences in growth within each field may be due to genetic factors. But if the fields differences in terms of soil fertility, differences between the field are probably due to environmental factors. In a similar manner, differences in IQ between groups of people who live in contrasting environments can be due to these environmental difference, even if differences within each group stem from genetic factors.
The above can be interpreted as follows:

Fig. No.44

The differences in the grasping capacities of pupils depend on the above factors. It is clear that when all conditions are conducive the pupil grow accordingly and review the proper training within and around. The dependency in all his activities also are gradually nurtured by the surroundings in which he or she lives and behaves accordingly.
VII.3. Creativity: A Confluence Approach

According to modern confluence theories, creativity can emerge only when several different conditions are present or converge. The abilities of a pupil depend on several creative factors which contribute to the all round personality which is represented in the following manner.

![Diagram of Creativity Factors](image)

- Intellectual Abilities
- Knowledge
- Certain Styles of Thinking
- Certain Personality Traits
- An Environment supportive of creative ideas
- Intrinsic Task-focused Motivation

Creativity is a faculty which grows automatically in the gradual development of a child. The homely atmosphere which is supportive to the maximum, he gets all feed-backs to develop and in the school atmosphere
again help him to grow more adjustive with the situation as there are more children to share and demand.

VII.4. **Defence-Mechanisms : Relations to Anxiety**

Various feelings are based on day-to-day experiences and they represent us in the following manner.

<table>
<thead>
<tr>
<th>Defence Mechanisms</th>
<th>Its Basic Nature</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repression</td>
<td>“Forgetting” or pushing from consciousness into unconsciousness- unacceptable thoughts or impulse</td>
<td>A woman fails to recognize her attraction to her handsome new son-in-law.</td>
</tr>
<tr>
<td>Rationalization</td>
<td>Conjuring up socially acceptable reasons for thoughts or actions based on acceptable motives.</td>
<td>A young woman explains that she ate an entire chocolate cake so that it would not spoil in the summer heat.</td>
</tr>
<tr>
<td>Displacement</td>
<td>Redirecting an emotional response from a dangerous object to a safe one.</td>
<td>A man redirects anger from his boss to his child.</td>
</tr>
<tr>
<td>Projection</td>
<td>Transferring unacceptable motives or impulses to others.</td>
<td>A man who feels strong hostility toward a neighbour perceives the neighbour as being hostile to him.</td>
</tr>
<tr>
<td>Recognition</td>
<td>Responding to threatening situation in a way appropriate to an earlier age or level of development.</td>
<td>A student asks a professor to raise his grade; when she refuses, the student throws a temper tantrum.</td>
</tr>
</tbody>
</table>
There are several factors responsible for the personality of a human being as follows.

**Anxiety:** In Freudian theory, unpleasant feelings of tension or worry experienced by individuals in reaction to unacceptable noises or impulses.

**Defence Mechanisms:** Techniques used by the age to keep threatening an unacceptable material out of consciousness, and so to reduce anxiety.

**Sublimation:** A defence mechanism in which threatening unconscious impulses are chanted into socially acceptable forms of behaviour.

**VII.5. Curriculum and Plan of Institution Curriculum**

**Basic Principles**

The value based philosophy of education revolves round only one thing and that is human value. The ancient people had their philosophy, their curriculum and their planning of institution only reflect this one thing. The gurus were extremely humanistic by nature. The value based teachers had uncommon regards for the attributes of man and he was overwhelmed to see the infinite possibilities ingrained in man. Their lifelong endeavour was to unfold this possibility. They wanted to have a harmonious development of divinity in every one.

**VII.5.i. Based on Psychology**

The underlying structure of his curriculum is based on the principles of pupil’s psychology, his instinct and heredity. The ancient gurus wanted an
individual dealing with the students as far as possible because he knew that the special hereditary and cultural instincts are on the verge of instinct. Naturally, in most cases the aptitude of a man is formed according to his heredity culture and instinct present in him. If he is not educated accordingly he will not load an useful life, his work efficiency will not be manifested in his activities.

VII.5.ii. Value Based

Another objectives of value-based education is inculcation of human values among the students both individually and collectively. To them religion was to uphold the existence, life and growth individually and collectively. Religion is one and can not be many. The saints and value based teachers wanted to uphold life and growth through education and that is the central value of his philosophy. From the primary to the University level education is interlinked with value. It is not that one is highly educated but has to depend one others for livelihood. Moral and spiritual values receive utmost emphasis at all levels for all age groups with an indication to the building of character and personality.

VII.5.iii. Work Based

Only literal learning kills the efficiency of an individual and creates an ego-dominated sentiment in him. If one learns the skill and works for himself as well as for the society his ego may be subsidied and efficiency
will grow up. The value added educational institution was linked with and surrounded by small industries, laboratories and gardens. They wanted that what is taught to the child should be practically useful to life the pressure of a formal syllabus and he will pass matriculation at the age of 13 or 14. Before coming to school the would have learnt a lot of things in an informal way, the foundation of his character would have acquired strength. Now that he would be able to understand what the people other than his parents and guardian say. Still a great deal of love is necessary far his tender mind. What he will learn from his birth up to completion of the 6th year of his life is left to his parents. A good rather value-oriented teacher says that the parents have to prepare themselves accordingly. At the primary and secondary level there will be no period bell for the demarcation of any time limit. The children learn in the lap of nature in the presence of their group teacher. There will be accommodation of any time limit. The children learn in the lap of nature in the presence.

A child upto the age of 5 to 7 years should not be put into formal education. He will be kept with parents till the age of 5 to 7. The parents should be educated and they have to lead an ideal life. He will be taught ther basic skills of his language one by one without any burden of a syllabus of study. The interest for learning things that rises in him will be monitored by his parents. They will tell everything and learn automatically step by step.
VII.5.iv. Primary and Secondary level: Beginning of education

After a minimum level of learning such as alphabet, basic skills of the language and general information about environment and some simple mathematics the child should be placed under the charge of a teacher. There starts his primary education. 10 to 12 such pupils can be given to one teacher. That is the strength of a nation which the value-added teacher prescribes for primary level. The teacher also prescribed 4 years for primary education and 3 years for secondary education. In order to pass matriculation one has to spend 7 years of study instead of 10 to 15 years. If a child comes to school at the age of (6+) or 7 years his brain will be well capable of receiving.

Their ideal behind this work based curriculum was that the pupil will have a practical love for labour and will not feel helpless when he is grown up; he can earn his livelihood. The institutes will be self-sustained and the pupil can do every work, every type of service small or big without any feeling of shame or infirmity.

VII.5.v. Ideal-Centric

The moral and cultural values can be manifested in the best way with permanent effect when life is ideal centric. The pupil should have certain additional spiritual activities in his everyday life. One has to follow certain principles which were framed by the teacher for keeping the pupils intact.
with ideal. The value-based teachers and their students are not expected to have any sort of unricely conduct in any situation. They will be under the strict principles of discipline and feel to be in utmost freedom. They will be naturally self-disciplined. This can be possible if they have a naturally developed love for the ideal. Thus the ideal is at the central position of a value based system. A student should have the spirit of fruitful resistance to evil, building with power of self-defence. He can wage war on his weakness and keep himself clear and free from prejudices curriculum at various stages.

The value-based curriculum and planning of institution have different divisions. He gives utmost importance to values in the education at pre-primary and primary level.

**VII.5.vi. Pre-primary level : Informal**

A good value-based system does not like any formal education at pre-primary level. In his view every family, home should be organized as the first institution for the child. When a child learns walking, talking, when various questions about the objects and environment start arising in his mind it is an indication that nature has created the tendency of learning in him. He starts imitating every action and every talk. This is the right time for modulating every action and every talk. This is the right time for modulating his behaviour and giving appropriate answer to each of his questions carefully and lovingly. There should not be any irritation, any false or
misguiding response to his questions. In that case his newly emerging inquisitiveness will be killed and mind will lose its sharpness. His creative faculty will come to a close at the beginning. Through the conversation of parents the child learns the first pattern of good behaviour. At the next stage he is taught how to obey, respect and to have devotion. The preliminary good habits would be inculcated this time.

The centre or master referred to above is the spiritual guide. An ideal teacher or at lower levels the parents may serve the purpose of goading the child towards the Master Love or the Great cause. The Great cause cannot be something abstract. It is something concrete, an embodiment of the Almighty in a corporeal frame.

Pursuit of ideal leads man to an adjusted living and "accelerates his life urge to a consummated becoming in the channel of his inherent hereditary instincts and predisposition. Therefore, a teacher must be imbued with a living ideal. Then only the pupil can develop a deep regard for the teacher which will create in him an unicentric urge in his own life that can lead to an adjusted manipulation of his habits, dealings, behaviour and family tradition towards the fulfillment. As a result of this attachment "the finer vision and perception are accelerated; more over due to the presence of a continuous 'tension' along with the activity "cells and sensitivity" a sort of "receptivity" grows."
The value-oriented teachers further say that the ideal or the Ācārya (One who is perfect in all his thoughts, speeches actions) is the incarnate being who may be called the materialized embodiment of learning. Thus education is directed by a person in whom is found the perfection of character and instinctive attributes at the highest range. Attachment of the pupil with such an ideal is necessary for real education. One who has no interest in the ideal most possibly he falls in the share of gets misled.

The education referred to here is not the literary degree but "What leads to the domain of wisdom" and an evolution of character. Thus the Realised Man has vital role in the field of education.

VII.6.i. Why and Means to Adjustment of Intracellular substance

A value oriented teaching community prescribed various activities for the adjustment in their educational principles. These are all related to the need of human life both internal and external. These activities are discussed below:

VII.6.ii. Pursuit Ideal

Education ideas man towards life, growth and self-realisation through an unfolding of the inherent potentialities and applying them for fulfilling the needs of life. All this is possibly achieved through a concordance and coordination among three agents such as: Ideas, individual and environment. Active adherence to the ideal enkindles a sort of inner
consciousness that helps in dialating in the environment. Adjusted habit, 
behaviour and conduct are very much conducive to the rising of 
consciousness. The ancient system developed that a good way to worship a 
deity or a great and good one is to imbibe him in your through service, 
exercise for him and exalted adjustment in you of all the attributes that dwell 
in him and to be active accordingly.

With the ideal in life a pupil has the sense of thinking and doing 
everything with the centre deriving a pleasing coherensive progress with 
favoruable, meaningful adjustment that nurture the centre with exalting 
energetic uplift. Thus a pupil has to lead a concentric life with healthy divine 
service and develop a divine personality in him. Unttering adherence to the 
ideal makes are balanced with every graduated growth to keep up a 
balanced, conscientious considerate go up of life with due adjustment and 
discerning optness of pros and cons in a factual infiltration instinctive 
characteristics. A teacher has to inject the force of inquisitiveness into the 
mind of a child through delighting educative talks, enlightening 
encouragement and elevating various admiration of the ideal or the great 
cause. A teacher to walk in the way of learning in every aspect of his life 
with a knowledge how to impart educative influence upon every individual 
with every cultural urge. The ancient value based teachers also explain that 
of the teachers of an institution are incapable of creating an energetic of 
learning by “imparting their active loving conduct, characteristics and
behaviour", the institution may be called a "club" not a school. In other words, a teacher should have a lovingly interested inquisitive, shameless approach in educating his pupil. It is easier to be a governor of a state than to be a teacher.

A teacher has to keep in mind that an indomitable active urge to fulfil the ideal beloved is the fundamental muscle of man building, nation-building and learning that should be accomplished through work, experience.

It is necessary that a teacher has to attach himself eagerly to the Ideal. As a result he can stand as an ideal example before the pupils. He should possess a homely, intimate and loving attitude towards the pupils with an honourable distance. He should through his action, behaviour and personality. The urge that is created in a child through his attachment with the ideal teacher helps him in giving direction to his life.

A teacher should have a keen observation of how skillfully the pupils are working and with what result, whether he is able to surpass the shortcomings. He can give direction clearly and guide him towards squee without a direct involvement in solving the child's problem. The efficiency of the pupil will grow, love for labour will be intensified. If he succeeds in no way the teacher can have an indirect involvement only.

Man can not live depending on the brain only, he also has to depend on his heart. This whatever is there in the system of education it should
cause an upliftment of not only the intellect but also the heart, emotion, head and heart. In order to accomplish this task, a child’s education school start and develop for an ideal especially represented by father, mother, master (Guru), knowledge acquired through look and affection enlightens being”.

VII.6.iii. Role of A Teacher

In the best way of the value-based system a teacher is the crystal nucleus of his students. It is said that a teacher will all his characteristics acts as the crystal nucleus in the concentric adherence of the students, mould their character, exalts their talents and induces urge according to the instinctive characteristics of the pupil. These thoughts were ancient but has a reference to the modern world.

A teacher, who is a practical man, can understand and give attention to the temperament of his students. He has to bring out inner capacities of the best qualities of their students.

A teacher plays a positive vital role in the field of education. The value based system is a collaboration of ideal-centric life, teacher-centered education, instinct-centred curriculum and activity centered method of teaching. The word teacher-centered does not point at ignorance or avoidance of the pupil at any rate. It only gives an emphasis on keeping the ideal teacher as an example before the pupil in so far as building up of character is concerned.
The first among the characteristics of a teacher is to be “affectionate with compassionate patable infusion and minimum unavoidable child”. This helps him in goading his student to acquisitive harbour creating ardent order in him according to his temperament.

It is desired now that the teacher is to be the “Crystal nucleus” in the concentric adherence of the students as because a teacher has to mould their character, exalt their talent and induce an urge according to their.

The teacher will act as a strong agent of transformation or transition for the pupil’s character and personality, or inexhaustible source of inspiration. The value-oriented education says that a teacher without an ideal in life devours the life of his pupil. Teachership is the most responsible one among all jobs in the eyes of the value-based educational pattern. A teacher school have no such reaction seeing which the pupil will develop fear for him. On the other hand he should have the ability of tolerating a thousand instances of inability of the pupil; then only the teacher can be able to abolish the sense of “unable” from the pupils mind.

The teacher will be the father, the mother and a shelter of safety for the pupils. A pupils heart will be full of contentment when he gets the company of his teacher. This is the greatest contribution of a value-based educational system.
The process of teaching should be such that the pupil would learn perfectly without knowing that he is being taught, and subsequently he finds he has learnt something. He should understand that he is doing his work for fulfilling the ideal whom he loves, or the society or the teacher. The curriculum should be devised accordingly. These above factors do contribute much to the value-based education and should be followed strictly. Then only the teacher-taught relationship can be controlled in a best possible manner which will build the wholistic development in the pupil.

VII.6.iv. Co-education

The ancient thinkers never preferred co-education. They declared it to be the concealed phythonic infection of moral deterioration and it is often said to be dogmatic as the modern persons think now-a-days. But due to the close contact among boys and girls a sort of “relishing indulgence of weakness” is caused and thus both lose their instinctive qualities and display disinterest. It is further believed that male gets a tendency to initiate the thought, dealings, behaviour pattern, dress etc. of female. Female also gains a sort of unnatural masculine air, attitude and pose. All their factors and faculties get “deranged nature” and ‘chastity of complexes’ gets a loosened. This cause a full of eugenic products, the generation becomes weak and distorted generally. That is why the mother’s domestic for turtoil class of a child should not be followed by co-education.
In a system of co-education due to prolonged unnecessary, abnormal futile sex imagination, the male develops psychological impotency and the female imbibes ‘masculine nature’. As a result in future life the same female picks up a tendency of getting adoration like male and thus gets inclined to the inferior male who would give her respect and finally gives birth to inferior perverted children. In the absence of an honourable distance between the male and female the “healthy normal sex-prosperity dies out” and a lifeless, artificial, debilitated sex life’ gains its position and the eugenic vigour gets lost.

Co-education should not be indulged as a pattern of education for fulfilling instincts. The instincts of male and female are equal and opposite to each other and therefore, co-education does not, fulfill the demand of anybody, rather it instigates deviations in the character of both.

When a boy and a girl sit in the same class for study at a grown up stage a sort of secret sympathy gets cultivated amongst them in their ignorance. This sympathy disturbs them. Due to close physical affinity this sympathy gets converted into lust or at surface level love, what they may call it. This disturbs the mind. Adolescence rise up and knows no bound to commit crime. This is what we observe in schools and colleges now.
During meditation individuals experience changes in several basic physiological processes. Oxygen consumption decreases and the intensity of alpha waves increases.

(Source: Based on data from Wallace & Benson, 1972)
VII.6.v. Scientific results of Yogic practice:

"Why should anyone bother to meditate? Are there any real benefits from this procedure? Research designed to investigate the physiological effects of meditation suggests that there are. Such research indicates that during meditation, and especially during TM, (Transcendental Meditation) significant and potentially beneficial changes do occur in basic biological processes. For example in one well-known study on the effect of TM, Wallace and Benson (1972) found that during meditation people's oxygen consumption decreased their heartbeat slowed and they showed stronger alpha brain waves. In other words they experienced several signs of relaxation and reduced tension. While some researchers suggest that one can obtain similar effect simply by resting (Holmes 1984), others contend that greater and more general shifts in psychological processes are produced by meditation (Benson and Friedman. 1985) Additional evidence indicates that after adopting TM, many people report finding it easier to give up the use of various drugs, including marijuana, amphetamines, and barbiturates (Marzetta, Benson and Wallace, 1972). So meditation does seem to have several potential benefits."

Keeping this in mind the meditative postures do contribute to the wholistic and positive development of the students. It has more positive aspects and full of growth in one's personality. Hence, the values can be inculcated through various meditative postures and hence it is the need of the hour.