



Inculcating self awareness in pedagogy – J. Krishnamurti view on Education:

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Abstract:

This research paper defends the creative teaching methods of J.Krishnamurti well known Indian philosophers who addressed his thoughts on freedom from the known, love, nature, education and called the people to untidy come together and think for inner freedom all over the word. This research paper analyses the emptiness in the minds of the teachers and students in the present education system since it emphasizes on memorizing, ranking and lacks the spiritual part which has vital role in knowing one self and knowing others which is important in shaping relationships. After the students received meditation exercises the behavioral changes were noted. Thus this paper is a mini action research paper to advocate meditation exercises for the well being of the students. It recommends inclusion of meditation classes to students from primary level.

Key words: Awareness, Freedom from the known and meditation

Introduction:

Education has a crucial role to play in the development of a person, and subsequently, the entire nation. Though the history of the Indian education system has some positive examples to exhibit, it has been receiving some flak from the world nowadays and the fact can't be denied that we are falling behind in the field of education for quite some decades now.

This research paper describes the problems and challenges faced by the rural students who study in government aided students. I introduced the meditation classes as according to J.Krishnamurthy.Jiddu Krishnamurti, (born 1895, Madanapalle, India—died 1986, Ojai, Calif., U.S.), Indian spiritual leader. He was educated in theosophy by the British social reformer Annie Besant, who proclaimed him the

coming “World Teacher,” a messianic figure who would bring about world enlightenment. He became a teacher and writer, and from the 1920s he spent much time in the United States and Europe. In 1929 he broke with the Theosophical Society, the international religious organization run by Besant, and renounced any claims to being the World Teacher. Proclaiming the necessity of total spiritual freedom (even from teachers) through unflinching self-awareness, he continued to be a popular lecturer. (<https://www.britannica.com/biography/Jiddu-Krishnamurti>).

1. Objectives of the study:

- To analyse the problems and challenges in present education system introduced during the British regime.
- To conduct case study by experiment methodology to reach the main findings.
- To do advocacy and propaganda to include the meditation techniques beyond established religions to students to bring self awareness, sensitivity and integration in the students minds to bring positive changes.

2. Methodology of the study:

This research paper used both secondary and primary. Secondary sources were used for collecting data on present education systems and also on new insights developed by J.Krishnamurthy which has been applied at the schools founded by JK Foundation. One such school is at Adayar Chennai India. Primary sources were collected by doing action oriented research at Government Higher secondary school, Thiruporur. Students activities were recorded during pretesting and changes occurred after teaching the meditation to the students and students behavioral changes were recorded for recording the main findings.

Action Research is a method of systematic enquiry that teachers undertake as researchers of their own practice. You will draw on the findings of other researchers to help develop actions and interpret the consequences. As an action researcher, or teacher-researcher, you will generate research.

3. Origin/ Problems in the present education system

The prevalent educational system was established by the British during the colonial era. The structure of the current education system in India is 10+2+3 pattern. The secondary stage consists of Classes IX-X and senior secondary stage of schooling (+2) comprises Classes XI-XII [2]. The first twelve years of education is called school education (not including pre-primary education) which can be followed by three years (+3) for degree programs. After higher secondary students go to study different professional courses like engineering, medicine etc.,

Problem statement

The following are the problems derived by me using the PRA tool named focus Group discussion from the students and teachers before the meditation classes.

- Alienation during the class hours and living in our own thinking and withdraw from the class environment.
- Asked why the students mentioned that the lessons are not interesting since the students who have high memory power get good grades and they are in the highlight.
- Many are of the opinion that subjects interest depend upon the teacher student relationship. Teachers who relate friendly with the students get good attention.
- The teachers and the administration staff spelt out that being the school in rural only 35 % of the students from the high school reach the higher secondary level and so the drop out is 65%.
- Students told that they could not concentrate on teaching since the teachers use writing on boards reading from the text book and ask the students to work out or write down in their note books.
- The problems taken are attention, concentration and involvement in learning process.

4. Perspectives of education according to J.krishnamurthy

Aim of education:

Education is to help a child from childhood to not to become like someone but to lead a original life by being in reality. Therefore, freedom lies in understanding what one human is from moment to moment. It is true that education always encourages to us. To understand life is to understand ourselves, and that is at the beginning or the end of education.

In Modern education system never gives opportunities to understand oneself that is awareness of the existence. Modern system encourages the students to find out a career according to the will of either parents or some ones pressure. According to J.Krishnamurti is idea of 'Right education' is to help oneself to find out for oneself what he or she really, who I am? With all his or her heart, love to do. It is like a something in which one has put his or her mind. One can understand the community where he lives or his family members and lead a life in harmony only by becoming self awareness. In this context Krishnamurti's philosophy of education is of great significant and his emphasis on the relationship between education and society. This aspect of Krishnamurthy teachings is the basis of his educational thought and can make a significant contribution to educational policy making that concerns itself with change through 'right' education.

Curriculum:

J. Krishnamurti founded over all eight schools in different part of the world. He ignored the importance of degree or certificate but give importance in inculcating sensitivity. He was popular among the people both in west and in the east. He spoke against the religions and thought spirituality. He addressed audience of small groups in India, England, Holland, Australia, and north and South America on various aspects in related to religion and education. He gave attention to school and

education that reflect on his thoughts which focus on not any dogmas or believes but spoke on watch fullness of mind and not controlling it by reciting prayers which a conventional religion would preach. He said teachers should not give much more importance in certificates and degrees

J. Place of school:

The Intention of the Krishnamurti Foundation India schools is that they 'are not only to be excellent academically but are to be concerned with the cultivation of the total human being. He believed that integrated personality development of the child can be achieved in school environment. It is possible if number of students in the class is limited. He believed small school is more focuses in child development.

According to J. Krishnamurti” A big school with hundreds of children is just like big industry, big government office, or big bank that aims complementing certain routine work in a mechanical manner”. He was said that real education maybe given only through a small school where the teacher can give more attention to each and every students.

Student: J. Krishnamurti believed that every individual has an unique characteristic. The teachers need to understand the unique quality of pupils and then provide teaching appropriately. Every children has different potentiality, so teacher should observe the child and then arrived at his own conclusion.

Discipline:

Discipline in schools becomes necessary but J.Krishnamurti believes freedom never come through discipline. According to him, obedience can be developed in small school system where teacher and students closely interacted. He thinks that if teacher himself should be fearless, it result child behave also fearless.

Relevance of Krishnamurtis educational philosophy: International Journal of Creative Research Thoughts (IJCRT)

Period of the study:

This action research began in November 2019 and ended in 2020 January with evaluation with teachers also. It was decided to continue in March 2020. Due to corona the schools were closed in March 2020. Now after two years the schools began in September 2020. I could meet 15 students who survived and reached class eleven.

Action Research (Meditation classes and its results)

The action research took place at Government Higher secondary school located at Thirporur town at Kancheepuram district of Tamil Nadu, India. 945 students are studying at this school. The students learn from sixth standard to twelfth standard. This school has only boys. The drop out number rise from ninth standard. So, 25 students are selected from class nine. This is the total strength of one section of class nine. I informed the action research going to take place. I explained the actions and the school authorities gave me permission. The action went on like this. I go and teach meditation according to J.Krishnamurthy for thirty minutes every day during working days. I requested the

teachers to participate but they did not give cooperation but three teachers came and participated in the meditation exercises. First week went on discussions with students about their family, friends and their liking and disliking. The discussions went on the students' likes and dislikes of the subjects and their motivation. After the first week students co-operated for the meditation exercises. Students were not forced to close their eyes. It is left to their option. Starting from three minutes in the beginning the time span went up to fifteen minutes to observe the mind. Students become observer and they observed them. Students felt the following feelings. This exercise refreshed the mind. After the meditation they felt very fresh. The students felt they felt the following changes and they expressed them in words.

After learning the observation meditation the fear about the school day is disappearing. Because early morning the first thought comes to the children's mind is whether today is a school day or holiday.

They could observe finally the mind moving from one thing to another. The hurt feeling appeared again and again. The sad incidents came to the mind. I could become aware about how I behave with others that is with the family members, peer groups and in the class room. But the self realization is disturbed by another thought after few seconds in the beginning and after one month the duration increases to one minute. The children felt that their memory power increased because their concentration power increased considerably. The session brought a change in conducting fast walking or running which will make their breathing faster so that while they sit down for meditation they could bring close attention to their mind.

After the first month the five teachers attended the mind observation meditation sessions. The teachers who attend the meditation classes brought out many changes in understanding the children behaviour. Teachers felt that the character of patience came after attending the sessions about the unruly behaviour of the children and this session helped the teachers to bring eye contact and understand the minds and change the mode of teaching or conduct group games to bring the attention of the children. The observation meditation brought positive changes in relationship among the children and also teacher children relationship. While doing meditation children smile or laugh loudly because they never close their eyes and watch something. Some children make noise which made all children laugh. The children were made to play and no rigid strict rules were made. But after two weeks all the children participate with interest and it refreshed their mind and to some extent it brought understanding about themselves. After every ten minutes discussion took place about what the participant observed during the session. Many children told they saw dark and some saw images about their likings on video games etc. When the days go on the participants could observe their thought hit them one after another. Since the children and teachers cooperated well since I am a school social worker for fifteen years in the school and so the observation exercises got cooperation but the environment is not very much conducive like there are noises from the roads or noises from other classes created not healthy environment.

Recommendations

A. Need of including the values of freedom, awareness, love, sensitivity towards nature in education through Meditation.

Many a times parents send too children to show with the aim of fetching a career. But here I ask a question as a researcher in education why the family members or the teacher's project school for obtaining degree but it should be a learning space for self and the nature which is the vital feeling for life. The right age of teaching meditation is when they are tender. So the meditation exercises should become the center of school which teaches any discipline. The student may learn science and Maths but if one does not has self realization the mere degree cannot give self-fulfillment or contentment.

B. Why self observation method of J.Krishnamurti is advocated for school

JK lived in the last century. His philosophy is not based on any religious beliefs. He promotes the concept that established religion whether Hinduism or Buddhism or Christianity is different from spirituality. So his method of meditation focuses on self realization which will lead one mind to peace and harmony. So his observation meditation matches to the secular country like India where people have the right to follow any religion.

C. Include mindful observation meditation exercise as a subject in school not for obtaining grades but to give more impact on bringing integration in the mind.

Like physical education class weekly once or twice the students should have this meditation classes which will bring great changes for the children to understand him or herself and this understanding will bring harmonic relationship with the parents, teachers and with the peer groups.

D. Workshops on meditation for the teachers

Every month the government school teachers attend training at their respective schools. That time the training on observation meditation techniques can be introduced and it could be followed by the next sessions. It this can give a beginning it can reach reaches wider area since these teachers can start this meditation classes to the students. So this can give a great stress relief and refresh mind t the children and it will impact a great extent at the students.

8. Conclusion

J.krishnamurthy infact fostered research during his life time and found that education alone can change the whole human race from coming out of limited space of finding jobs from the education to create this earth in to a space of peace and joy. I conclude this experience with the student and teachers community believing that there would be new horizons in the learning environment as Jk found that this present education aims at imparting facts and figures to produce engineers and professionals but never find ways to build up human beings of integrated character with strong inbuilt values which will bring joy, love and happiness to the humanities. The Education departments have to come forward to

give importance to value systems by paying attention to the emotional feelings rather than mere receiver of facts and figures which will make professionals not human beings.

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