

Genius: Our Lost Priority! Studying the Imperatives of Education

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Abstract

This article brings to light how our education system, based on the fundamentals picked up from Lord Macaulay, still remains unchanged in its spirit. It continues to *Favour the Few at the Cost of Many*. We still create students who are after ‘service’ and ‘jobs’. Certainly, a nation needs such type of people to man its vast infrastructure. But, this system is entirely loaded against the creator, the innovator. A look at the UGC API scores shows that the creative mind has no marks in it. Only people who re-write and research are given marks, one after the other. But, if you are a creator, not a single mark can trickle into your bio-data. Such a system which discourages the Creative Urge, which ignores the Genius, has played havoc with our country. Our best brains have immigrated to USA. This article is aimed at Reviewing the system of education so that Genius is given its rightful place and the system and its intricacies do not kill the genius, or force it to apply for a visa. Moreover, this system takes care of the general run of the students. But by imposing the rigmarole of classes, and forcing the students to take up subjects which don’t interest them, kills many brilliant minds in the school benches which become a grave-yard for genius. All this needs a re-appraisal.

Key words: Education, change, spirit, genius, talent, Dr. Radhakrishnan

Introduction

1.1 Pitfalls of Our System

1. COMPULSION BASED

Our system is compulsion based; not choice based. A student is not free to study the subjects he has the potential. He has to study so many subjects in which he is unable to go well; and which drag him down to an average performance.

2. JOB-ORIENTED STUDIES

The greatest compulsion is seeking a job. Students take up subjects which can afford them a job. Here, the taste and desire of the student and the field in which he can excel are not taken into account.

3. LACK OF STUDENT COUNSELLING

No teacher has time to suggest in the Matric and Plus 2 RESULT CARD that such and such student CAN EXCEL in Physics, or Chemistry, or even English.

4. IRON-WALL SUBJECT CHOICES

A student may be at his or her best in Biology and Dance. Why can't he or she opt for these subjects? We offer them fixed subject-combinations. Just for our convenience, we place the career and choice of the students at grave risk. Why can't the students decide their own combinations?

5. MAJOR AND MINOR

We don't have the tradition of taking up one major subject at Plus 2 level, and one Minor, supported by a few subjects in which *he or she may pass or not*.

6. EXAMINATION SYSTEM

Why are there so many situations in which the judgement of the paper examiner can be questioned?

1.2 CONCLUSION

But the major problem lies with the choice of subjects, and giving them something of everything, so that in the final analysis, they receive nothing of anything. NOTHING OF ANYTHING is the final result in case of many a student. Only 10% students pass the tests with distinction.

Case Study

Assumption

Teaching is best practiced to minds which are already made. We teach unwelcome subjects to unprepared minds.

Example

A student who barely passes in Mathematics wants to join a non-medical stream.

A student, who does not know Physics and fails in Chemistry, wants medical.

Those who just scrape through graduation want to join MBA. These youngsters are driven by their parents' desire to find them in good earning jobs.

Statement of Facts

The fact of the matter is that our teaching systems are not ideal. The choices are also less than ultimate. We do not like Genius in our society. We want Average people, so that there is no challenge to the system. It is not that our students are shorn of the great powers of the mind. Only thing is that they are unable to understand themselves; they are unable to know where they should study further; and we, in our hurry to have more students in our Colleges, for financial viability, do not bother how we play foul with the genius minds. Our institutions are at best the great nurseries for polishing talent. But our institutions kill the genius. We are unable to find out students who can excel in different fields. We force upon them subjects in which they have to take tuitions. Ultimately such subjects in which they have to only make a pass, drain most of their mental and physical resources.

APATHETIC ATTITUDE OF THE TEACHER

1. *Is a teacher a mere teacher of three R's?* Or does he consider himself a Nation-Builder?

What is the role that he has assigned to himself? If he is just earning his livelihood, he is just a worker. Even workers have a great sense of building great dams and bandhs and proudly say: I worked to build this great dam. But, our teachers who are concerned with their daily bread and butter, can never have this great feeling. But, if the teacher considers himself a NATION BUILDER, he has an elevated sense of commitment. Such elevated sense of love for the profession is singularly missing from our society. That is one reason why the specimens that we create in bulk, lack in basics of decency, commitment, vision, and love for the nation. Great mass of the students is growing up with a highly electrified sense of finding a job, and thereupon fast buck.

2. *How the teacher and the system kill the originality and possibilities of the student*

No teacher is interested in the student. He is interested in his salary. In his own family. Student is a commodity. Teaching is a product. It is a game of loss or gain. So, it is his first priority to ensure that he is not a loser in any way. The teacher takes no more interest in teaching than is minimum requirement. He believes in logic, not in MAGIC. Students want jobs. And the teacher makes it sure that they do not go beyond that. Hence, he teaches them only those things which ensure that HIS MIND DOES NOT WORK INDEPENDENTLY. No teacher takes the trouble of ascertaining whether his students are fit for a particular field or not. Nor are they able to point to in which field the student will excel. Nor do they make any such recommendation for future teachers that this and this boy is best in this field. In this way, the student who moves out of a school, is a dark sheet. All the possibilities of his mind have no mention in his or her result card. He or she will have to discover himself/herself in the College life, where he/she is adrift, without a

proper orientation. My worry is WHO WILL TAKE CARE OF THE ORIGINALITY AND INNOVATIVITY OF THE STUDENT? Who will realize his or possibilities and help him work out his destiny in that field?

3. *REAL WORRY: My real worry is that WE ARE LOSING ON OUR GENIUS.*

WE ARE IGNORING, CRIMINALLY, OUR BORN SCIENTISTS, AND ARTISTS. We are torturing them with subjects they cannot study. We are forcing them into schools for a fixed time every day, where their SPIRIT LANGUISHES and they LOSE TRACK OF THEIR VISION. We force them to PASS in subject they don't want to look at.

4. *SUCH A SHABBY TREATMENT OF OUR GENIUS will forceland them into the waiting lap of the Western nations.*

How many of our bright minds have left this country to make it big in England and America? If these countries CAN PROVIDE our BEST BRAINS with facilities and special treatment for work; WHY CAN'T WE? Are we a NATION OF AVERAGERS scared of the Best?

5. *I want the EDUCATION POLICY should make dramatic and spectacular changes in its style of thinking.*

We should move beyond CREATING GRADUATES FOR JOBS. We should ensure that OUR GRADUATES EXCEL IN THEIR CHOSEN FIELD. And, we must HAVE A FLEXIBLE SCHEDULE OF STUDIES for them. They may chose the subjects they want to study; they may chose their timings; the institution should act as a help, not as a drag and a police man. If a student is showing keenness in a subject, and showing promise, the school and the society must come to aid him in his project. IN OTHER WORDS, our schools and colleges have to be STUDENT SPECIFIC, and not CLASS SPECIFIC; the INDIVIDUAL must not be SACRIFICED for the class.

6. *SUCH an agenda cannot be executed in the absence of TEACHERS who are trained to think OUT OF THE BOX.*

Government must take the back seat. Must provide funds. Let there be a state level and national level identification of EXTRA ORDINARY TALENT.. and then, the students should not be STOPPED IN THEIR PROGRESS BY DEGREES AND DIPLOMAS. Their work should be judged independently, and they may be given degrees based on their achievement.

7. INDIA desperately needs AN OPEN POLICY ON EDUCATION, where in THE FOCUS SHIFTS TO THE INDIVIDUAL, THE GENIUS, AND TO PRESERVE HIM, AND NURTURE HIM.

So, that in a year or two, INDIA becomes a NURSERY FOR THE BEST BRAINS of the world.

An Example of How We Waste Our Genius Students

1. We get a student who is excellent in Physics. It is our duty now to ensure that he gets the best care of the teachers so that he rises up and up in that field.
2. But, instead, we force him to study English and Punjabi, and Environment science. We also force him to take up classes in these subjects.
3. My humble submission here is that :
In case of such students, who are extra ordinary in a particular subject, Teaching of all other subjects which have no direct relationship with his field should be suspended.
4. ENGLISH: FUNCTIONAL KNOWLEDGE IS ENOUGH. They should be able to read, write, and speak in English. It is important that such students know of English only so much that they are able to understand the written word, spoken word, and should be capable of talking in English. No need for them to appear in the exam. for these subjects. Punjabi has no direct relevance to a student of Physics. He studies enough of it by the time he is a Matriculate. After this, the further study of this subject, will only tax his mind, and deviate it from the choice subject.
5. In the same way, the student needs to study only chemistry and mathematics. Here too, if he is failing in Chemistry, he should not be forced to take tuitions in chemistry. Because, it will drain his time and resources from Physics. Mathematics too. Suppose, he does not score 70 marks. He only scores 38. It will reduce his pass percentage. But it should not affect his performance, because he is doing his best in Physics, and scoring high in that subject.
6. Here is a possible Marks statement for a student like this:

EXAMPLE 1

Name of the Student: A

MARKS SHEET

English: 25

Punjabi: 30

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Physics	98
Chemistry	50
Mathematics	40
Result: Pass.	

EXAMPLE 2

Name of a student: B

MARKS SHEET

English	15
Punjabi	20
Physics	25
Chemistry	98
Mathematics	50
Results: Pass	

EXAMPLE 3

Name of a student: C

MARKS CARD

English:	35
Punjabi	40
Physics	70
Chemistry	50
Mathematics	100
Result: Pass	

ANALYSIS

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Studying the above marks cards, gives us a fair idea of the nature of the students. Students who are excelling in Mathematic will not score that high in English or Punjabi, and we should not worry about it. They make a pass or not is immaterial, because THEIR SCORE IS REFLECTED IN THE MARKS CARD.

These score cards also show the graph of each student. They are best in one subject only. And our focus area should be that subject only. Other subjects should have no POWER to affect his PERFORMANCE by DRAGGING HIM DOWN .

EXAMPLE 4

IN HUMANITIES SUBJECTS ALSO, the students are found to have SPECIAL TALENT in one or two subjects. Look at the Marks List below:

Name of the student: D

MARKS LIST:

English;	20
Punjabi	25
EVS	B
History	70
Pol. Sc.	60
Punjabi Elec.	60

Result: Pass

[IMPORTANT NOTE: If a student does not pick up in English, let it be. He should not be forced to PASS in the subject, by taking TUTORING and EXTRA coaching.]

2. Why force him to pass in Punjabi also? Whatever marks he is worth, they are being reflected here.

Now, he is almost equally placed in other three subjects. He is an ordinary intelligence. He can pursue any of these subjects in which he has interest, for his Postgraduation.

EXAMPLE 5

Here is the Marks List of a gifted student:

Name of the Student: E

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MARKS LIST

English:	50
Punjabi	40
Mathematics	70 [possible for him to attain 90]
Economics	50
Pol. Sc.	55

RESULT: PASS

ANALYSIS

This student was extra intelligent in Mathematics. But we forced him to study English and all the year, he was taking tuition in English and Economics, so that he could pass these subjects. He gave only marginal time to Pol. Sc. also. Over all, the best subject he was gifted at was Mathematics, for which he could not give proper time, because it was eaten up by English, which brought him average marks. And Punjabi, which he will never use in his life. Economics gave a severe blow to him, because he WANTED TO HAVE A GOOD SCORE and took tuitions. Pol. Sc. was an unwanted subject, had to be taken because our degree decrees that there should be these subjects read.

Here we have killed the GENIUS!

POSSIBLE ALTERNATIVES

1. While giving admission to him, our Counsellors failed to judge his potential.
2. He was forced into an array of subjects, so many of which were a drag on his mental resources.
3. Our system forced him to take tuition in English and Economics ;; subjectrs he did not like.
4. These subjects ate away the best of his time.
5. He needed no extra coaching in Mathematics. Still he scored high. And, had there been no English and Punjab, and Economics, he could have been standing at 90.

WHAT WAS NOT DONE

1. The Admission Counsellor has to recognize the potential of the students.
2. Our study modules should be flexible enough to make a wider choice of subjects possible.

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3. We should not force a student to take up many subjects which distract his attention.
4. The teaching schedule has to be restricted to one subject of his choice; at the most it can be: one major and the other minor.
5. Subjects like English and Punjabi, EVS should be taught only so much that the student is able to COMMUNICATE WELL. No literature etc.
6. There should be NO FAILURES.
7. Those who have attended our lectures, should be given a PASS without bother what he gets in his subjects.

THE EFFECT OF THE NEW FLEXIBLE SYSTEM

1. Student will be free from the burden of subjects like English and Punjabi and will be able to focus on the subject of his choice.
2. Marks will cease to matter. Less or more, they will be reflected in his Result Card.
3. The idea of extra coaching should be discouraged. No student should be forced to attend extra classes. Because, if a student does not know English, our tuitions can make him a PASS only. He can get better marks. But it does not mean that he starts knowing the subject better. This defeats our purpose. His has no interest in English. Well. Let him have only COMMUNICATING SKILLS. That will do.
4. Teaching Punjabi to students of B.Sc. BCA needs reconsideration. Punjabi in such higher and technical classes can prove to be counter productive.
5. EVS as a subject need to be taught in Matric and Plus. 2. Stop after that.

AN IDEAL SETTING FOR THE GENIUS

1. The Admission Counselling Committee discovers that Mr. A is excellent in Mathematics.
2. His choice of subjects he wants to study will be asked. Suppose he wants to study, Music, Painting, and English. He should be allowed. If the college does not permit these combinations, and has no teachers or even subject of Music, it should be no reason to deny him admission. The task is easier.
3. The student is admitted. He will study Mathematics class. Music classes he will take care of himself. For Painting too, he will take care of himself.
4. He will come to college only for one subject, Mathematics.
5. One of the teachers will be his mentor.
6. He will be specially guided for higher studies.
7. He will be allowed access to Internet and Lib. Facilities at the College.
8. His visits to other sister institutions where mathematics is taught better will be organized.
9. He will be sent to Mathematical conferences.
10. It will, however, ensure that HIS COMMUNICATION SKILLS in English are OK.
11. The College will NOT FORCE him to come daily. To come in time. To leave at a particular time. He will be at peace; At liberty.

OUR GAINS

1. Studies will not be a drag for the student.
2. It will not be a compulsion.
3. It will be a matter of personal choice.
4. He will reach higher and higher in his chosen subjects.
5. We shall be able to counter the tuition culture in society.
6. The Campus will be calm.
7. THE OUTPUT WILL BE THE HIGHEST.
8. We shall be GROOMING THE TALENT, AND SUPPORTING THE GENIUS.

CONCLUSION

The foregoing discussion brings to light the fault lines of the prevalent system and makes it clear that we need a change of posture. From 'job-mongering' to innovation, and creativity. And the educational institutions and society should join hands to ensure that the genius is recognized at the 10th class level, and thereafter, it has to be given a special treatment, and the system should be made flexible to suit his creative needs. The system should not force him into a fixed routine, a fixed syllabus. All efforts should be aimed at creating an environment conducive to his brilliance so that he moves ahead into his chosen field. When we force more subjects upon him, they create more damage to the student's brilliance in a particular subject. Therefore, we are required to handle our genius with care.

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