

**Review Article**

## **SALIENT FEATURES OF OSHO'S VIEW ON THE ROLE OF TEACHER**

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### **ABSTRACT**

Since the beginning of 21<sup>st</sup> century, the Indian educational system is exposed to 'a market driven educational system' as a result of Liberalization, Privatization, and Globalization (LPG) leading to the marginalization of humanities, social sciences and other classical subjects. LPG has altered the philosophy and practice of education. Education is seen as a means and a tool to get a degree and consequently a good job *i.e.* careerism. The intermixture of commerce and education, the commercialization has altered the basic principles (philosophy) of education. The reports on higher education enunciate this view calling for Industry and university Interface. Teaching has become mere transferring of the information to the students. These newer modifications in teaching-learning ways manifested in mounting of enormous pressure over the whole system. As a result the society is facing several complications. It is all beyond the roots of Indian education philosophy, which is based on theme of enlightenment of every soul. The Indian spirituality exemplified the philosophy of education, which stressed on the moral, ethical and social values. Therefore we need to review the educational process and the underlying Philosophy has to be revisited to showcase the right path.

Osho criticizes the present education system as "past-oriented". All our doctrines, ideas and ideals are taken from the past. Any developmental creative activity is always future oriented. Old beliefs, ideas are imposed on the child, by the teacher, leaders, religions, state and the society. According to Osho (Rajaneesh), a real education will not teach "competition" but "co-operation". It will teach to be creative, to be loving, to be blissful. It never believes in "Comparison with other" "A real education teaches not to be first."

**Keywords:** *Teacher, Osho, Philosophy, Social values, Liberalization, Privatization, Globalization*

### **INTRODUCTION**

Education is the crux of our living as a human being on this beautiful planet; it is the bases of social, economical, technical, developmental, cultural and moral living. The process of learning is a fundamental process found in all living beings including microbial bacteria, though we have not yet evolved the methods to understand their way of learning. The developmental indices of an individual human being or a state or a nation is directly proportional to their educational levels, thus, education is the key factor for the development of any society. The ancient Indian society was well versed with this fact and therefore the profession of education and teacher or guru were treated highly pious even equivalent to God. During Vedic period the Indian civilization was on its peak and it reached to a highest evolved state or a state of beyond an organism to an enlightened soul. Among the then nations, India enjoyed the status of 'World Leader *i.e.* Vishava Guru' which was reflected in all fields starting from *music to mathematics to missile to medicine to merchandising to meditation...everywhere*. The civilization became culturally rich and developed into a mega multifaceted society. The methodology of teaching and learning was totally natural and based on internal motivations and exploring tendencies of an individual. Vedic and post-Vedic literature depicts the fine sense of understating of human

### Review Article

behavior and functioning. However, around 2500 to 3000 years back the Indian society set on to a decline and gradually lost its glory, the exact reasons for this downfall are still not known. Although, up-to 7<sup>th</sup> – 8<sup>th</sup> century AD the educational setup was functioning nicely and the country was having world class universities like *Vikramshila* and many high level teachers. Several ancient Indian thinkers have spoken on the ways of education, liberty and role of teacher; among them Gautama Buddha and Chaankya alias Kautilya were most prominent. Indian society was stressed and horrified by continued attacks from western invaders and faced absolute anarchical situation, where the socio-cultural heritage was damaged, consequentially a compromised and fearful society came into existence and the age old rich way of education was derailed, however, the cultural ethics, values and respect & regards for the *Guru* were still persistent which run through generations, this vicious situation continued or rather became worse with the passage of time and thereafter our society entered into a teaching learning process which was specifically designed to produce malleable Indians, who can act as shadow man for the new ruling class i.e. the British's. The British rulers had codified the education into a stereotyped training program which finally upshot into a job and the Indians were compelled to follow this new pattern under rebellion slavery which resulted into a dichotomist mentality.

In modern contemporary period several efforts were made to reestablish the educational system, which gradually developed into a fusion of western and Indian thoughts. Many Indian thinkers viz. *Swami Vivekananda, Rabindra Nath Tagore, M. K. Gandhi, Sri Aurobindo and J. Krishnamurti and others* have expressed their critical views for educational setup and functioning in India. They defined '*Teacher and the role of teacher*' as the most significant aspect in the educational system, majority of thinkers have addressed on teacher's role and expectations from a teacher in modern educational system. All these thinkers emphasized on teacher and his duties, they have advocated for a top priority and centralized role for a teacher in educational system. Although most of the thinkers were having traditional attitude and their thinking was also influenced by ancient educational system, still their views helped us immensely to restructure our educational system based on free progress of the individual and aspirations of Indian society.

In Modern era, which is recognized as an era of science and technology, and the developments in this field are accelerating at high pace from 20<sup>th</sup> century and at same time a fearless, courageous and rebellious child stated his journey from central India i.e. Madhya Pradesh who latter on became the most enthralling thinker philosopher not only in India but in the whole world. Initially he was popularly known as *Acharya Rajneesh* and later on as *Osho*.

Osho was a revolutionary thinker, who was totally native in his ideas and was highly modern and extremely progressive. His ideas were different on all aspects of life. He was very much worried about the educational system and he gave in-depth views on education and brainstormed the young students and his disciples for an encumbrance's free society. Osho has given a very pragmatic multi-dimensional framework for an effective and meaningful teaching- learning process. For Osho, the aim of education was also not only to prepare the individual for livelihood but also to provide inner richness. He aims to liberate the individual and lead him to the total fulfillment of the soul. For Osho the role of teacher was most significant in transformation of the traditionally curved society into a free and progressive modern society.

From very beginning *Rajneesh-Osho* was a voracious reader of books, he was fond of books on philosophical thinking, he read on all prominent thinkers of the world, later on, he became rebellious in his thoughts and gave a futuristic thinking to the world, and the large number of

### **Review Article**

people from different parts of the world became his followers irrespective of their origin, creed and sex.

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*Osho* criticizes the present education system as “past-oriented”. All our doctrines, ideas and ideals are taken from the past. Any developmental creative activity is always future oriented. Old beliefs, ideas are imposed on the child, by the teacher, leaders, religions, state and the society. According to *Osho*, a real education will not teach “competition” but “co-operation”. It will teach to be creative, to be loving, to be blissful. It never believes in “Comparison with other”. A real education teaches *not to be the first*. Today, the teacher lost or is losing the earlier status and significance in system of education and his role is being limited by the system operators in their western interests. Many survey reports on Research in Education reveals about Indian Educational setup and functioning (conducted by Buch, M.B. during 1978-93).

### **Objectives and Rationale of the Study**

*Osho* is considered as a thinker-philosopher who expressed a native and free thinking totally different from others, but very logical and brain storming. His main focus area for *change in society* was teaching and education amongst the others. In his lectures, he detailed critically upon the role of teacher in education.

*Osho* himself professed as a teacher and he experimented with his ideas on college and University students and lived his role as a teacher as he thought.

*Osho*’s teacher is expected to have certain qualities of a rebellious leader and true path finder, who himself is free and keep his disciples free from encumbrances. Thus, the role and responsibilities of a teacher in a society can lead the present education system in true direction. The researcher felt that the problems which education system is facing today have the solutions in the wisdom of *Osho*, known for the establishment his own school of thoughts.

Until now, only a few studies have been done in the field of *Osho*’s educational philosophy. Moreover, it is also noted that most of the researchers have adopted the historical documentary or descriptive methodology. (Pal, S. & Saxena, P.; 1985) (Kaul, 1988).

The researcher has undertaken this study with an objective to identify the role of teacher according to *Oshoan* philosophy and the salient features of a teacher in *Osho*’s point of view.

### **Research Process and Format**

## **Review Article**

In order to conduct the research in appropriate manner the research methodology and proper tools must be implemented which includes sample selection, data collection, suitable process, tools and techniques

### **Research Methodology**

The researcher has adopted philosophical research method and logical content analysis procedure (Rai and Kumar, 2013).

### **Sampling**

The researcher carefully selected the books of Osho (Rajneesh) which have the required data. The data were collected from Osho's own available works. In the text of the report where the idea units are tabulated, the source is also mentioned.

### **Collection and Classification of Data**

Following Hayman's guideline of sampling and recording of content, the adequate data was collected to carry out analysis and derive conclusions. The researcher went through the reading of Osho's educational ideas, available written materials, printed books, communication twice. The first reading led to the conceptual understanding, determination of possible idea-groups and to a judgment about relative importance and intensity of ideas. Along with the second reading, the researcher used the recording formula and collected idea units in the form of sentences. These idea units represent Osho-Rajneesh's thinking on teacher's roles, responsibilities and development.

### **De-limitation of the study**

The present study is conducted under certain limitations which are as under:-

- The study is de-limited to the holistic description of the educational thoughts of Osho.
- The philosophical expositions of Osho investigated through available authenticated sources.
- The educational thoughts on the role of teacher by Osho have been traced from available books, and research articles/reports.
- The study has remained at the level of conceptualization alone. It has not dealt with empirical data, which is usually obtained through the tools of research like interviews, questionnaires and tests etc

### **Analysis of Osho's views on the Role of Teacher**

Osho finds the teacher to be a key factor in the entire education process. According to him, the teacher brings far more to the teaching & learning process than just knowledge of the subject, abilities and skills in organizing and presenting the teaching material, or designing test. Osho believes (in his popular book *Shiksha Me Kranti* based on his speeches and published many times from India and Germany) that a teacher has immense power, the new generation is in its hands. Before the new generation changes for the worse, the teachers can give a new direction, new awareness to the new generation; the teacher needs to be creative and flexible if he wants to make the teaching learning experience relevant to individual as well as the global needs. But above all, Osho sees the teacher as an agent of change. The teacher plays the most crucial role in the entire process of education. Teachers are like gardeners and the students are like rose-bud plants. The teacher is like a friend, philosopher and a guide for the students.

Here the researcher had tried to find out the roles of teachers as discussed by Osho-Rajneesh (in his speeches and compiled in the form books viz. *Shiksha Mein Kranti*, *Revolution in Education*, *Bodhidharma: The Greatest Zen Master*, *Nothing to lose But Your Head*, *Book of Wisdom*, *The Golden Future*, *The Invitation*, *The last testament*, *The Sun behind the Sun Behind the Sun*, *Shiksha- Naye Prayog*, *Don't Just Do Something, Sit There* .)



**Figure 1:** Graphical demonstration of the salient features for the role of the teacher according to Osho

The salient features of a teacher according to Osho are: - (1) A teacher should be modern, and shouldn't be traditional in thoughts (2) Arise dormant questioning in children, awaken curiosity and make children fearless and courageous enough to find solutions for themselves (3) A friend, an elder brother to the students, but not like a father (4) Should not initiate competition and comparison among them (5) Help the students to be more creative, joyous and cheerful (6) Should support the students as a friend and guide but not as a stereotyped teacher (7) Should have individual, natural and liberal independent thoughts (8) Put the student on the right path through love and compassion, and keep the competition away (9) A teacher should extend freedom to students and channelize the energy of the students (10) A teacher should be revolutionary in thoughts and should have persistent fire for thinking and uses all kinds of living situations to provoke awareness in students (11) Love children (12) A teacher should not keep touch with politicians

The Figure 1 expresses the salient features of the teacher at a glance

Osho strongly advocates for freedom of the students because it is the freedom and fearlessness which generates creativity and confidence in a student. According to Jadhav and Vaas Osho's view behind granting liberty to students is encourage them to ask questions which may be irrelevant, so that they become fearless and confident and further enter into a process of thinking

### Review Article

and creativity. Another most significant aspect of a teacher (Uttasav, C. S. 2009) is to avoid competition among students and create a stress free environment in classroom this would seeds into a friendly and affection based functioning. Osho was against the traditional way of marking-examining the students for percentage of marks and promoting a competition among them. The view of Osho, pertinent to the role of teacher is gradually being accepted by Indian authors (Ruhela S. P.; 2003) (Sharma R.K. and Sharma H.S., 2007) (Saxena S.; 2007) and also the agencies have incorporated them in policies and guidelines.

In conclusion, the researcher submits that the salient features (as above) of a teacher as defined by Osho are essential for the modern world and the disciples of such a teacher would promote love, peace, joy and liveliness in the world

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**Review Article**

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