

Why I do, what I do?

Exploring the purpose of education and social changemakers.

Introductions

- Introduce yourselves.
- What do you perceive as the purpose of education?

My journey to TIDE

Biochemist by training

Interested in quality of living in India

Explored NGOs within the space

Setting up TIDE

We aim to

- Close down in 15 years
- Systemic change
- Sustainable change
- Develop scalable models

TIDE's journey

After school classes

Sessions at schools we worked with

Systemic, whole school reforms (EdHeart + EdMind + Empowerment)

Teacher capability development AND Self directed learning

How would you bring about a systemic reform for bringing about inclusive education?

**What would
you do?**
(write it down
somewhere)

- How would you react to the following situation?
- You have a class project and have built an intricate model of the community over the last month.
- During the recess, a student was playing in the classroom (which isn't allowed) and he trips and breaks the project.

What is the purpose of education

UN's pillars of education (Delors, 1996)

1. Learning to know
2. Learning to do
3. Learning to be
4. Learning to live together

My exploration of the purpose of education

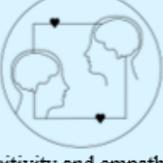
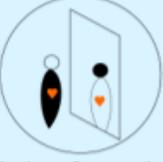
- TIDE → education isn't the magic bullet that solves everything
- The current Indian educational system are based in industrial revolution
- Designed to create technicians rather than thinkers.
- A very different system is required as of today; a system that propels students to think, respect other people perspectives and to learn to collaborate, to deal with the many 21st century issues.
- PhD that specifically focused on alternative purposes to education

Issues with the current educational system

- Failure to stimulate critical engagement
- Sacrificing of a holistic approach of education to focusing only on literacy
- Failure to cultivate sympathy
- Apparent divisiveness of education in creating fragmented individuals by not striving to overcome the divides of class, caste, religion, socioeconomics
- Reproduction of violence- schools as spaces for violence and schools as violence
- Absence of an emancipatory nature, where there is freedom from one's own conditioning and oppressive societal structures
- With covid we have implied that education doesn't really matter for some (esp preprimary and primary).

Education of the heart as a major educational purpose

- “Educating the mind without **educating the heart** is no education at all” ~ Aristotle
- “When educating the minds of our youth we must not forget to **educate their hearts**” ~ His Holiness Dalai Lama
- “By education I mean an all-round drawing of the best in child and man in body, mind and **soul/heart**” ~ Mahatma Gandhi
- “The highest education is that which doesn’t merely give us information but makes our life in **harmony** with all existence” ~ Rabindranath Tagore
- “Education to be complete must have five principal aspects corresponding to the five principal activities of the human being: the physical, the vital, the mental, the **psychic** and the **spiritual**.” ~ Sri Aurobindo

DIMENSIONS	DOMAINS		
	Self	Other	Community
Awareness & understanding	 Self-awareness	 Sensitivity and empathetic understanding	 Interconnectedness
Right relations	 Non-judgemental acceptance	 Mutual love and respect	 Equity
Sense of purpose	 Swadharm (inner purpose)	 Empathy	 Kinship
Change in Perspective	 Anityata (impermanence)	 Illusion of separation	 Interdependence and common humanity
Compassionate action	 Self-governance	 Compassion	 Community responsibility
Meaningful engagement	 Equanimity, balance and inner peace	 Metta (unconditional love) and oneness	 Universal oneness & Karuna (extended compassion)

- Education, 12 (+2) long years at school
- That we want to put everyone through.
- Why do we even care? What is the purpose?
- A child “doesn’t know anything” and a school will educate him,
- To make money, prepare him for the future;
- To make an economic contribution, create a good citizens.
- But is education just that; an instrument for future success?
- Do we even know what the future would be like?
- Did we know about the financial crisis or Brexit?
- In an ever-changing world change seems to be the only constant
- And what about the inherent value of education?
- The intrinsic value of the process of learning;
- The value of developing multifaceted perspectives;
- The intrinsic value in appreciating beauty around us;
- The value in understanding one’s ownself.
- Perhaps an education that frees one,
- Opens the head heart and hands;
- To appreciate rather than just accept diversity;
- To find beauty in understanding “others” rather than just tolerate “others”;
- To develop values of unity kindness empathy gratitude and compassion;
- Might make the 12 long years value-able.

How do you bring
these ideas into
the systemic
reforms you hope
to bring about?

What would you do? (a story about Nanabhai Bhatt- Lokbharti school)

I heard it from his student now a retired principal, Mansukhbhai Salla.

- All the students had built a house through the year.
- One of the students break the house (JCB)
- Nanabhai rushes out and all he cares about is the welfare of the child and the other children around
- He doesn't even spend a second considering the loss of time, money, the impact on housing/storage during upcoming monsoon...
- What effect does it leave on the child?
- What effect does it leave on other students?

My journey as a change-maker

I help others



It gives me satisfaction and a good night's sleep



What I do makes little difference (in the grand scheme of things)



They are the ones who help me (accept me, share their lives, love me) and not the other way around



It is perhaps more about meaningful relations

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Thank you!