



EMOTIONAL INSIGHTS INTO THE STUDENTS' MIND (PART 3)

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Abstract

A study was undertaken to find out the causes of worries in the students and the possible remedy to overcome them. The results showed that the students have mind, speech and body as three instruments for learning and all should work together in harmony to achieve 100% participation in the learning process. The output will be proportional to the input of participation. The students should remain as observers of mind, body and speech without exerting their authority of my-ness on them. The my-ness itself causes impurification in them and retards the learning process. The students should maintain awareness of separation from the three instruments at mind level. The constant state of happiness even in the state of unknowingness of the subject opens up the intellect and leads to furthering the understanding, thus overcoming the worries. In addition, strong determination as well as the dominance of intellect over the mind is essential to enhance learning



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Introduction

It is everybody's experience that children do not have worries because they are in a nobody state. This means that they are not aware of their bodies. But with the advancement of age they develop awareness of their body and acquire a somebody state. With this state, they develop the ego naturally. If their studies are not completed in time, this takes the form of worries. Worrying is a function of thinking process when it exceeds its normality, in other words its critical limit, then it turns into tension and worries. The worries retard efficiency of the workers and especially the students. The student worries about the occurrence of future negative incidents which may or may not happen. Worrying results in an extreme anxiety and even sleepless state, giving rise to many psycho-somatic diseases.

The students generally worry about the future outcome of their examination results and their careers etc. They worry what will happen when the examination results do not come in their favour. In earlier studies, the author has thrown some light on the emotional insights of the students with respect to anger and fear (Sharma, 2017a,b) and the results pertaining to the emotional insights with respect to worries are presented in this paper.

Causes of worries

The worries do occur when the students are not able to complete the learning process in time. Besides there can be many causes for the worries and some are enumerated below:

- **Lack of strong determination:** Some students have wavering minds because they lack in determination with the result they are not able to achieve the expected results. Therefore, they must have strong determination. Once they have made their determination strong, then solutions to their problem will automatically come in their way as there is an old saying '*where there is will, there is a way*'
- **Lack of interest:** The present day culture of students is subject to lot of scattering of their minds due to misuse of internet and mobiles etc. As a result, they lose some interest in their studies. It is advised that their use should be restricted to permitted levels.
- **Lack of participation:** The success of a student requires hundred per cent participation in studies. The participation less than this will not serve the purpose. For instance, if a doctor conducts ninety percent operation on the patient, he may not survive. The water boils at hundred degree Celsius, the heat provided to water up to ninety nine degree Celsius will not serve the purpose, hence will go waste. Likewise an electric bulb gives light when its switch is hundred per cent on, ninety nine per cent switch-on will not serve the purpose. All these examples underline the need for hundred per cent participation in any work especially so in the studies.
- **Expectation of results:** Every work consists of two parts, one is doing part and the other is the result part. The doing part of the studies is in the hands of the students while the result part is in the hands of other entity, may be examiner or a teacher. That is why Lord Krishna advocates that one should concentrate 100% in the work in his jurisdiction and should not interfere with the result part (**Gita,2/47***). Most of the students are less action oriented and more result oriented with the result most of their energy is wasted in thinking about their results. As a consequence, they are not able to put hundred per cent input in work. The output of any work is always proportional to the input.
- **Lack of truthfulness:** Nature has provided us with three instruments for working, namely mind, speech and body. All the three instruments should work in coordination as a team. This implies that what a student thinks, he should speak and what he speaks, he should do. All the three actions of mind, speech and body should work in harmony. This approach of working will result in the development of conflict-free personality of the

students. On the contrary, if a student thinks something, speaks another thing and does something else, he will result in a personality full of conflicts.

- **Dominance of mind over the intellect:** Some of the students have mind oriented approach while some have intellect oriented approach to their work. The mind is a factory of thoughts and tries to deviate the student from studies. On the other hand, intellect is a discriminating faculty which decides what is good or bad for them. The students using the intellect will not deviate from their determination while the students dominated by mind can be deviated and may resort to self damaging habits. Therefore, they should exert their intellectual power over the mind.
- **Ignorance of oneself:** Most of us are ignorant about our own identity, we don't know whether we are pure souls or bodies or something else. We don't understand who is the doer and who gets affected by worries. All of us suffer from I-ness (ego/ahamta) and My-ness (mamta). Higher is the I-ness or My-ness of a student, higher will be the worries.
- **Peace of mind:** The concentration is directly related to the peace of mind. If a student studies with peaceful mind, everything will enter into his head and mind and it will also help in retaining the learned material. **Sharma (2017c)** has outlined an interesting approach to achieve thought-less status of mind which in turn results in absolute peace of mind.
- **Miscellaneous factors:** The negative environmental culture prevailing in the institute as well as in the class or home also leads to worries. Besides, competitiveness, peer pressure and parents pressure also affects the learning process and in turn the worries. Therefore emphasis should be laid on conducive environment in places of learning.

Remedies

All the above causes are nothing but problems being faced by most of the students. Similar were the problems faced by the great warrior Arjuna in Mahabharat. He was shirking from his responsibilities and duties of a Kshatria in order to establish the truth and justice. He was in great dilemma whether to fight or not. He was making lame excuses on one pretext or the other to run away from the war. In that situation, Lord Krishna stressed on the need to attend to the job of fighting the war which was before Arjuna at that time. The Lord realized that Arjuna was suffering from the I-ness and My-ness disease (**Gita, 2/71***) and also gave him

the technology to handle the situation and the same has been utilized here for the help of the students.

Dissolution of I-ness and My-ness disease

It is caused by exerting our ownership rights on the body and its possessions. It is one sided agreement in the sense that, when a person says that the body is mine but the body never says that I belong to you. Likewise, when a person says that it is my mind but the mind never says that I belong to you. Everything belongs to God. The exertion of ownership rights on the things which do not belong to us amount to dishonesty and is called ego. All of us are suffering from this ego and paying the price in the form of worries. We are engaged throughout our lives in maintaining our I-ness and My-ness. The ego which is created at wrong belief level, could be dissolved by right belief level by not exerting our ownership rights on them by adopting the following steps:

- I did a great mistake by exerting my ownership rights on my body etc. as it is given temporarily for this life only because the body will not accompany one after death.
- I repent for the above mistake and resolve not to repeat it.
- I pray to God to give me strength to fulfil my above resolve.

According to Ramayana, my-ness (Mamta) itself is the biggest disease. It causes impurification of mind leading to attachment and abhorrence, affecting the learning process (Manas , 7/117 K). The person exerting ownership suffers from worries while the objects being owned by the person suffer from impurities. The students are advised not to exert their authority of my-ness on their minds to maintain its purity.

Awareness of separation between students and worries

The intellect (vivek) is used in differentiating the sat (truth/unchangeable) from asat (perishable and changeable) and to maintain the separation between them. Indirectly it works on the principle that the observer (Self) is different from the objects being observed. For instance, when a student sees a pole he understands that the pole is different from him and automatically maintains separation. Likewise, the soul is different from the body and mind etc. The soul acts as the observer as well as seer and non-doer (**Gita,13/21***) whereas body is the doer (Gita3/27*). Whatsoever we see or perceive are the objects that are perishable, subject to change and come under the category of asat and do not belong to us (soul, our real Self). Based on these facts, the worries being observed by the students are separate from them and come under the category of the asat. The worries have life but in due course of time, do

perish. The worries are inanimate (jad) in nature and only affect the mind (inanimate) but cannot affect the soul, which is animate (chetan). Here worries are equated to darkness, while we, pure souls are equated to light and both cannot co-exist. Thus the students can overcome their worries simply by observing and not associating with them. The maintenance of separation between the soul and worries or other perishables does not permit the creation or the formation of ego and the worries. Likewise all other happenings occurring in the body and mind whether positive or negative cannot reach us. This awareness of separation requires lot of practice and patience on the part of students but it is definitely possible. Thus the students can remain in a worry free state by following this approach.

Opening of intellect

When a student is studying and is not able to understand the subject, his state of mind will naturally be disturbed. In that situation, the student needs to keep his awareness of separation from the disturbed state of his mind by not associating with it. This separation will help the students in remaining in a blissful or happy state

The maintenance of happy state even in the state of unknowingness of the subject will create new openings in the intellect, furthering his understanding. In contrast, if the student gets affected by the disturbance of the mind or be with it by owning it, this will result in blocking his intellect and memory. It makes a lot of psychological difference when a student says, I am seeing the disturbance than when he says, I am disturbed. In the former case, he sees whereas in the latter case, he owns the disturbance and gets more affected by it. By maintaining a distance from worries by this way, the students can improve their intellect and remain in a worry-free state.

From the above discussion, it can be concluded that there are many factors affecting the learning process and need consideration. Among them, 100% participation in the learning process without exerting my-ness on mind, speech and body and by simultaneous awareness of separation from them appears to be most important.

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