

Understanding the Inner Engineering to Enhance Communication Skills

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ABSTRACT

Learning and teaching language effectively has always been a constant concern of sincere educators and students. As a result of such concern today there are various methods employed to teach languages. But when it comes to English, the concern becomes greater owing to the importance of the use of language. The present paper puts forth the inner aspects of learning languages with the help of six steps of learning explained by Sh. Ajit Telang.

Key words: *Learning and teaching, language, methods, six steps*

- As long as we are Indians – that is not nationalists, but truly Indians of the Indian psyche- we shall have the English language with us and amongst us and not as a guest or friend, but as one of our own, of our caste, our creed, our sect and of our tradition.

Raja Rao

To enhance the learning and teaching process will always be the prime concern of a sincere teacher. In a multi lingual country like India where there are several languages and dialects spoken, it is not an easy task for the teacher to develop competent communication skills in a learner. They have to select out of number of methods used for learning and teaching of English language. There has been continuous development in devising different methods for learning and teaching English. To name some: the oldest method i.e. Grammar and Translation method, Audio Lingual Method, Direct Method, Structural method, CALL (Computer Assisted Language Learning) etc. On the basis of number of researches it has been found out that every method has some advantages and disadvantages. It sometimes leads the critical thinker to question the aim of learning and teaching a particular language. The aim of learning and teaching language has been beautifully explained by Sudhakar Marathe in his article “*The Un-Makers of ‘Indian’ English*”. According to him a student should learn English:

“Not to give scintillating speeches in English, or to write provocative articles or poetry or fiction in it, not to dazzle the world in any way, but merely to achieve such genuine command over the language as is amenable, in later years, to such growth of development as may be demanded by situation, profession, entrepreneurship which become the average pupils’ lot. The success threshold for the teaching of English is, therefore, enabling”. (Marathe, 2000,282).

While teaching any subject educators have been employing different methods, approaches and techniques without probably understanding the crux of the whole activity of education. Most of the educational institutions have become the medium to earn rather than to learn. Those who are working in well granted institutions are sometimes bothered to show the amount of workload or the other times teachers are really burdened to fulfill administrative activities. Amongst all these the question arises is that how to enable the student to use language efficiently.

J.C. Aggarwal in “Principles, Methods & Techniques of Teaching” also notes: “If the teaching-learning process is effective, then the child is able to make the best use of things in the world around him. If a child has not learnt the art of living harmoniously with others, he will find himself beset with more difficulties than the person who has learnt how to establish social relations with his fellows. So the acquisition of knowledge, skills and attitudes which enables us to adjust ourselves in an effective manner to the environment may be said to be the aim of teaching-learning” (Aggarwal: 54, 1998).

Amongst these varied aims of education language learning and teaching seems to be the most important task. It is so because the person conveys his/her ideas, thoughts with the help of language only. Without proper development of ability to express one’s thoughts a person may feel lame.

To make the whole language learning and teaching activity significant (whether the student is from diploma, degree or technical field) many efforts are done by the teachers.

During one such research the researcher came across the views given by Shri Ajit Telang. He is a spiritual scientist and internationally acclaimed Reiki Master. (He conducts seminars on Reiki, Parenting, Youth Empowerment etc.) These views will definitely support the language learning and teaching activity as well as the overall education system too. It will also enhance the ability of the person as a learner and a teacher.

The theory proposed by Mr. Ajit Telang will surely cultivate the notion in the mind of a language teacher that simply using different methods, approaches and techniques will not serve the purpose of learning and teaching language or languages. They need to work on the inner aspects of the personality of the students.

In the book Holistic Parenting the authors Ajit Telang, Krupa Choksi and Ashwini Telang, have explained the basics of education in this way:

“The education of a child can be considered as a social triangle where a student, Teacher and Parent, each is expected to play specific roles. In this triangle, Teachers and Parents play very dominant roles as they are the ones who form the ‘giving’ combination while a student is predominantly a ‘taker’. Student’s role is more reactionary while the roles of Parents and Teachers are proactive in nature.” (Telang, Choksi and Telang: 88, 2017)

The first step suggested by the authors is listening or reading. The Vedic way of teaching was a kind of firsthand experience, can be justified here. During those days education was imparted after rigorous disciplined life so

that the patience to listen can be easily cultivated. It will help to create a strong foundation to build a grand edifice. The importance of reading cannot be denied as it too supports the listening activity. Whatever the student has listened should then be solidified with the help of reading or whatever s/he has read should be experienced or felt. In this regard Telang, Choksi and Telang note,

“Reading or looking, listening, hearing all provide the basic inputs required for the study or the first step towards studying.....Same is the case with listening or hearing where the ears have to co-ordinate with mind. Eyes, Ears are only the physical organs.” (Telang, Choksi and Telang: 93, 2017)

The second point is storing. Merely listening and reading will not serve the purpose of education. The educators need to check whether the student has stored whatever s/he has listened or read. Reviewing this second step will help the teachers to understand that the student was not involved in some other useless thought, worry, and anxiety or daydreaming. A sincere teacher needs to assure this. Proper storage of ideas and concepts aids in moving further in the whole enterprise of education. Pratibha Karath in *Children with Communication Disorders: An Introductory Text* has penned down that language disability is a general term. It refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction. It may occur across the life span.

The writer also notes that the deficits of language and speech may occur due to poor motivation, poor social skills, low self esteem, depression etc.

The third step understanding. In Vedic tradition it is called ‘*MANAN*’ /‘*CHINTAN*’. It is observed sometimes that the students learn by heart every detail without understanding. But it does not help the student to move further in the educational endeavour. To quote the above mentioned authors,

“The second step obviously is to store those inputs. Storing alone may not help. The third stage in the whole process is to understand whatever has been stored. Not everything that is stored may be understandable. Once we understand something, the next step takes over and that is assimilating whatever is understood. Here is where we need to relate to that knowledge to make it an experience or a feeling.” (Telang, Choksi and Telang: 94, 2017)

This step is important because whatever we learn today is not only related to the experience of the present day. Our learning is like gradually building blocks and creating a strong structure. Hence it depends on our previous experiences too.

All discoveries and inventions take place in such manner. The history of scientific inventions is full of such examples where the scientists have experimented on a particular thing hundreds and thousands of times.

The proper assimilation of observations, ideas, feelings and thoughts help the person to understand and digest the thought in the context of its pros and cons. In the present scenario we generally see that rote learning is adopted by the students.

The fifth step is retrieval of ideas and experiences from the subconscious mind. It helps in the completion of knowledge. Even the medical dictionary defines the term retrieval as bringing back to consciousness. The retrieval deals with short term and long term memory. There are three different ways in which we usually store information either for short or long term– visualization, acoustics and semantic. If the information is stored through proper channel it can be retrieved easily otherwise it cannot be. Telang, Choksi and Telang explains,

“Another vital step in the process of studying is retrieving the knowledge at an appropriate time. That is very critical. You may have understood and digested everything, but may not be able to remember at the time of examination, and then all your efforts to pass the examination are wasted. This aspect called as *Smruti* (Memory) is very important step. Only remembering or retrieving also may not suffice till you can express the knowledge. The expressions could be in the form of verbal answering (in case of Viva Voce) or writing in case of written examinations. Then the cycle is complete. You have performed well and could march towards your success.” (Telang, Choksi and Telang: 94, 2017)

The last step which completes the cycle of knowledge/ education is speaking or writing. Whatever raw material, thought or idea which has undergone the human brain is manifested effectively only after passing the above five steps or else the communication is hindered. Today we observe that a good number of students are unable to speak or write properly. The reason behind such failure becomes very clear after understanding these six steps.

After this explanation the question which arises in the mind of the person that how to remove the hurdles which come along this way. The answer suggested by Guruji and to be strictly followed by the student community is that one needs to adopt some kind of spiritual practice which suits their routine and likings. The first and the last steps are external as it can be physically observed by the person but the four steps in between are internal and can only be individually dealt with by the person concerned. Therefore, practicing meditation or other spiritual practice helps the person to improve the purity and quality of the ‘*CHITTA*’ (I.e. mind+ emotions + intellect). Telangs and Choksi scribe in this reference:

“The four stages in between which are vital like – storing, understanding, assimilating and retrieving – happen on a metaphysical levels. They happen in the core of our existence called as *Chitta*. If the *Chitta* is not pure we will have a serious problem in performing in examinations. When it is pure and transparent whatever inputs you give in comes out in the form of outputs without any energy loss on the way. The best part is the energy is also absorbed in our memories leading to a better intellect. This is enrichment.” (Telang, Choksi and Telang: 94, 2017)

The four internal steps deal with the ‘*CHITTA*’ of the person and the way to detect blockages of these four areas hasn’t been possible so far by educational psychologists. If the *CHITTA* of the person is pure the internal four

steps of learning can be easily managed. There will be free flow of ideas in this condition. Thus the solution can be found here. The whole education system followed in various educational institutions can be reframed on the basis of the given points.

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