

**7. PARAM GURU HUZUR  
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7.1. December 21, 1976; Some Salient Points for Discussion on 'Education for Rural Development' at the National Seminar and National Conference at Vigyan Bhavan, New Delhi.

1. Thanking for invitation to participate.

2. From the results highlighted by Professor MV Mathur it appears that the objectives of the Seminar are getting well within our reach and may be fully realized soon.

3. Craving indulgence for putting up a few ideas – complementary to the present thinking on Education for Rural Development.

4. At present +2 programme in Schools visualized two main streams – the Vocational and Academic, the vocational being co-terminal with School Education.

5. This may perhaps help in the Plan period for providing suitable man-power to meet the large requirements after some motivation and may help in triggering off the village uplift programme in a big way.

6. The second stream of academic may lead to development of sound scholarship and academic excellence at College and University levels.

7. But for maintaining an accelerated velocity of the projects on Rural Development suitable leadership is required which we should try to create simultaneously with work in rural areas.

8. A Leader should not only possess the full know-how and competence in Methodology of Rural Development but should have the capacity for creative thinking, analysis and relevant experimentation based on sound scholarship and academic tuning for arriving at the

right conclusion by marshalling facts in a logical sequence for deriving the maximum output from the available environmental inputs.

9. Would it not be better, therefore, to extend the present concept of Rural Educational planning to some selected colleges/Universities and motivate, orientate and train our graduates in Home Science, Arts, Science, Engineering etc. on idealistic and individualistic basis?

10. The continuation/follow up programme requires dedicated workers lest the programme may trip as has happened in some Rural Institutes.

11. Another more important aspect is to watch and avoid any inadvertent dichotomous growth of purely rural and urban streams of Education due to water-tight compartmentalization, resulting into two cultures in the country in the long run. Exposure of students to both rural and urban set-up is, therefore, as necessary for mutual understanding as the broad-based comprehensive education for a democratic and creative thinking.

12. This can be easily done by making our higher urban education partially rural-oriented and vice-versa, particularly at the Graduate and B.Ed. levels, with interdisciplinary approach relevant to our needs.

## **7.2. January 1, 1978; Valedictory Address at the Closing Function of the Diamond Jubilee Celebrations of Radhasoami Educational Institute.**

President of Jubilee Celebration, Principal and Members of the REI Family, Distinguished Guests, Brothers and Sisters: I am happy to have been invited to your closing function and asked to address you on this occasion. It is, therefore, my pleasant privilege this afternoon to welcome all the ex-students of the Radhasoami Educational Institute who left its portals



after passing their examinations during the last sixty years. We are indeed very happy to find that the Alumni of this Institute, due to their high standard of conduct and work in their various spheres of activity, have not only distinguished themselves but have also raised the name and reputation of their *Alma Mater* and this makes us feel both proud and grateful. I offer my humble prayer in the Lotus Feet of Huzur Radhasoami Dayal that He may in His Unbounded Grace and Mercy be pleased to continue to shower His Blessings on the children of this Institute the foundation of which was laid by the Gracious Hands of Huzur Sahabji Maharaj.

2. Starting on 1<sup>st</sup> January 1917 as the nucleus of educational activities of the Radhasoami Satsang Sabha this institute developed quickly and came into lime-light when out of the first batch of 18 students who appeared at the High School examination, 17 passed. A need was, therefore, felt for opening Intermediate classes. But there were difficulties in doing so. Neither was land available with the Sabha for constructing additional building nor was money for paying the heavy prices demanded by zamindars owning neighbouring lands. There was, of course, an abundance of faith in the Grace of Supreme Father who mercifully so ordained that the Government was pleased to acquire 208 acres of land and give it to the Radhasoami Satsang Sabha together with a grant of Rs. 53,000/-. Later the Radhasoami Satsang Sabha and the Satsang Community also contributed generously and collected a sum of Rs. 5 lacs – i.e. one lac as a reserve fund of the Institute and four lacs for construction of the second storey of its building, some residential quarters for teachers and hostels for students. The Institute gradually blossomed into various facets of educational activities in Dayalbagh, also covering the fields of



Women's education, technical education and agricultural education.

3. Looking back into the ancient history of Educational system in India, one finds that education was a free gift from the *Guru* and was imparted in Monasteries, *Mandirs* (Temples) and the *Maths*, away from the din and noise of the habitation. This type of cloistered education gradually gave way to the *Gurukuls*, and later also to the great institutions of Taxilla and Nalanda, but the student was always kept tethered to his moral and spiritual moorings. With the advent of foreign rule in the country, this system was replaced gradually by the modern method of schooling which also brought with it a degree of materialistic outlook according to the requirements of the Government. In recent times, the increasing modern development in Science and Technology has further changed the face of Education which is becoming more and more techno-based. The age-old agricultural operations have been mechanized, the machine has practically replaced the tilling and toiling by hand, time and space have lost their dimensions, audiovisual aids are replacing the teacher and, if this trend continues, a time is not far off when the human touch between the teacher and the taught may disappear completely. Thus while we must encourage the best possible higher education and man's quest of Nature, we should safeguard against a lop-sided, purely materialistic approach without providing for a key to the understanding of higher ideals of man. There seems to be no possibility of staging a halt in this growing effluence of educational pattern even at the first degree level. No doubt this prestigious education has its own value more specially in affluent countries but unfortunately it does not meet our needs or requirements of a predominantly rural economy. In spite of 26 Advanced Centres of



Learning and over 100 Universities in India, there is an increasing distress in the educational sphere and the number of unemployed and unemployable graduates is increasing every day. Persons, at the most, versed in the routine methods of working, but lacking in basic concept of human values, and in a comprehensive need-based orientation often find themselves badly geared to the socio-economic set-up in the country. This growing crisis has to be averted. We should try to see that modern trends become only supplements and not substitutes of our basic concepts of Education. We do not like to put the clock back but would certainly do well to introduce a more human and realistic approach in Education to meet the present-day needs of our society.

4. Our educational institutions in Dayalbagh have already launched a new programme of comprehensive, integrated and inter-disciplinary education which will afford our students opportunities to get not only a first-rate broad based academic education, but to learn some craft or industrial technique or learn to till and toil with their own hands and to imbibe basic human values and a spirit of tolerance and respect for the religious faith and belief of others, and above all to get prepared for the service of mankind with devotion and dedication, thereby combining the much sought excellence with the much needed relevance of the day. You will be happy to know that this Scheme of Education has been appreciated both by the University Grants Commission and the Government, and ways and means are being explored to give it a formal pattern of University education. If and when we succeed in implementing our Scheme of Education, we will be conforming only more rigourously to the ideals of sound scholarship, work-based education and inculcation of moral and spiritual values which have been the guide-lines of education in Dayalbagh.



5. What is true of educational sphere is also true of other areas of human endeavour. If we wish to bring into existence a community of Supermen and build institutions to serve as Models to all those working for the uplift of humanity, we have to plunge into the arena of hard and relentless work and discharge our duty in a spirit of dedication, but always with a feeling of humility that it is only the Divine Grace that takes us forward step by step. In the words of Huzur Sahabji Maharaj, the Supreme Architect has His Plan ready and only masons are required.

I may humbly add that the need for such masons is perhaps, no less today – not only in the sphere of Education but in all those secular activities in Dayalbagh which are growing now as superstructures over the magnificently and firmly laid foundations. The Radhasoami Satsang Sabha has as an experimental measure, already proceeded on these lines by creating a united covenanted service pattern for younger people who are being recruited to man its various departments and institutions in greater degree.

6. It is a matter of satisfaction that the Radhasoami Educational Institute which completed its 60 years of existence in 1977 has attained a high level of excellence and glory. Now it will depend on our attitude and activity whether we make or mar the further progress of the Institute. A heavy responsibility rests on all those who are connected with this Institute. We should, therefore, do our very best. May the Supreme Father be pleased to forgive our weaknesses and shortcomings and grant *Sumati* to all, so that we may carry out our desired programme with devotion and dedication.

7. Before I conclude, I would like to say a few words to the young students assembled here. The torch of learning has been received by you from your elders and it



becomes your responsibility now to make the flame brighter. It is not merely the study of books that is required of you, you have to assimilate what you read and more than that imbibe the values of humanism, secularism and democracy. Moreover, it is not enough for us to grow in wealth and material prosperity. If there is no peace in the world today, it is not because of lack of material wealth. It is because there is lack of poise and balance of judgement in distinguishing right from wrong. We have failed to recognize our own spiritual dimension and to kindle the spark of the Divine in us. So long as we do not accept and advocate the Fatherhood of God and Brotherhood of Man, we would neither trust each other, nor behave as dutiful children of the Supreme Father. You would, therefore, do well to discipline your mind and chasten your spirit.

8. I must also pay a tribute to the ex-students of this Institute who have joined today's function to bless their younger counterpart by handing over to them the Torch of Learning to enable the juniors to keep their path well-lighted in their onward march. I do hope that such affectionate guidance would continue to be available to the juniors, if and when they ever need it.

9. To the teachers of this great institution, I pay my compliments. Yours has been a gigantic task indeed. The future of the country rests on the type of youth you train and produce. We know it requires a lot of sacrifices on your part to shape your Institutions and we are proud of the galaxy of retired teachers who have set an example of selfless service and sacrifice for us to emulate. With your continued efforts I am sure the Radhasoami Educational Institute would be a beacon to other educational institutions in the country.

10. Now your Diamond Jubilee functions are coming to a close. All your Jubilee celebrations and



festivities have been of high order. I convey my warmest greetings to the prize winners. The presentation of the drama, *Deen-O-Duniya*, was excellent and should produce an indelible impression on the minds of all those who witnessed it. The message of redemption of humanity was vividly conveyed on the stage. I would like to congratulate all the participants on their achievement. May I remind you that today is not only the New Year's Day but the Anniversary of this Institute. Let us, therefore, re-dedicate ourselves to the fulfillment of the sacred mission so that our educational activities progress more than ever before.

11. Members of the Radhasoami Educational Institute - I wish you well. May your path be easy and attainments glorious and may you in future merit in greater measures the Grace of Supreme Father in all your efforts.