

UHVPE 0.1

**Role of Education
in
Holistic Development**

समग्र विकास में शिक्षा की भूमिका

Whatever is said is a **Proposal** (**Do not assume it to be true**)
Verify it on Your Own Right – on the basis of your **Natural Acceptance**

It is a process of **Dialogue**

A dialogue between me and you, to start with

It soon becomes a dialogue **within your own self**

प्रस्ताव है (मानें नहीं)

जाँचें – स्वयं के आधार पर।

अपनी सहज स्वीकृति के आधार पर।

यह संवाद की प्रक्रिया है।

यह संवाद आपके और मेरे बीच शुरू होता है, फिर आप में चलने लगता है।

Current Situation

Problems

We can see many problems, at all levels

- Individual level - Family level
- Society - Nature

We are troubled by these problems, we want to get rid of them

Efforts to get rid of problems

We are making effort at every level (individual, family, social, nature)

Many people are making effort (individuals, families, organisations, movements...)

आज की स्थिति

समस्या

अनेक समस्याएं, हर स्तर पर दिखाई देती हैं

- व्यक्तिगत — परिवारगत,
- समाजगत — प्रकृतिगत

हम इनसे त्रस्त हैं, इनसे मुक्त होना चाहते हैं

समस्या से मुक्ति के लिए प्रयास

हर स्तर पर प्रयास कर रहे हैं (व्यक्ति, परिवार, समाज, प्रकृति के स्तर पर)

बहुत लोग प्रयास कर रहे हैं

(व्यक्तिगत प्रयास, संस्थागत प्रयास, आंदोलनात्मक प्रयास...)

Current Situation – Example

Problem – Communication and relationship between people

Effort to get rid of problem –
Telephony

Technology – Mobile Phone

Technology is successful – About 80% of the population has a land-line or mobile phone

Technology was successful?
Transmission increased but has communication and sense of relationship become better or worse?

आज की स्थिति – उदाहरण

समस्या – आपसी वार्तालाप व संबंध

समस्या से मुक्ति के लिए प्रयास –
दूरभाष

तकनीकी – मोबाइल

तकनीकी सफल हुई – 80% लोगों के पास मेबाइल या लैंड-लाइन

तकनीकी सफल हुई?— आपसी वार्तालाप बढ़ा, परंतु संबंध —ठीक हुए या बिगड़े ?

Need for a Holistic Solution Perspective

There are no exclusively technical or managerial solutions to the underlying issues – for answers we need to look at things holistically

1. Technology/management is only a means to achieve what is considered valuable
2. What is considered valuable has to be decided by human beings & not by technology itself
3. In the absence of a common understanding of what is valuable for human beings, and in all aspects of living, technology use is directionless. In fact, without a holistic perspective, technology use can be problematic, harmful and destructive
4. In the current use of technology, 3 major symptoms are visible
 - Pollution (e.g. global warming)
 - resource depletion
 - human-human conflict (e.g. terrorism)

समाधान की आवश्यकता

इन मौलिक बिन्दुओं पर तकनीकी या प्रबंधन के विशेष प्रयोग से कोई समाधान नहीं निकल सकता।

क्योंकि

1. जिसे हम मूल्यवान मानते हैं तकनीकी व प्रबंधन उसे पूरा करने का माध्यम है।
2. क्या मूल्यवान है और क्या नहीं, यह मानव के द्वारा तय होता है, तकनीकी के द्वारा नहीं।
3. इस बारे में एक सार्वभौम समझ के अभाव में तकनीकी का प्रयोग दिशाहीन है।
यह दिशाहीनता समस्याकारक, हानिकारक तथा विध्वंसक हो सकती है।
4. अभी तकनीकी के दुशप्रयोग से तीन तरह की समस्याएँ दिख रही हैं
 - प्रदूषण (धरती तापग्रस्त होना)
 - संसाधनों का अभाव
 - मानव—मानव संघर्ष जैसे आतंकवाद

यह समस्याएँ हैं या केवल संकेत?

Current Approach तत्कालीन सोच

Problem समस्या

Solution समस्या से मुक्ति के लिए प्रयास

Is this approach enough or something more is required?
जैसा चल रहा है वैसा ही ठीक है, या और भी कुछ करने की आवश्यकता है?

Current Approach तत्कालीन सोच

Alternative विकल्प

Problem समस्या

Solution समस्या से मुक्ति के लिए प्रयास

1. Clarity of All Encompassing Solution (about living with human conduct in every aspect of living)
समाधान की स्पष्टता
2. Effort for All Encompassing Solution समाधान के लिए प्रयास
3. Problem – Analysis in the light of All Encompassing Solution
समस्या की समीक्षा – समाधान के प्रकाश में
4. Effort for getting rid of problem
समस्या से मुक्ति के लिए प्रयास

All 4 steps are necessary or something can be left out or added?

ये चारों काम जरूरी हैं, या कुछ जोड़-घटा सकते हैं?

What would be the order (3-4 then 1-2 or 1-2 then 3-4)

चारों को करना है, तो क्रम क्या होगा (3-4 फिर 1-2, 1-2 फिर 3-4)

What are we doing today? आज कैसे चल रहे हैं?

Work to be Done in Society समाज में करने का काम

Continuous
नितर

1. Clarity of All Encompassing Solution – recognition of human target, program for living with human conduct
समाधान की स्पष्टता – मनवीय लक्ष्य की पहचान, मानवीय आचरण से जीने का कार्यक्रम

2. Effort for All Encompassing Solution समाधान के लिए प्रयास

Temporary
सामयिक

3. Problem – Analysis in the light of All Encompassing Solution
समस्या की समीक्षा – समाधान के प्रकाश में
4. Effort for getting rid of problem
समस्या से मुक्ति के लिए प्रयास

Current Approach

Problem – **Corruption**
(or only symptom?)

Action taken to get rid of problem
– **Punishment, Movement...**
(or only relief from symptom –
temporary?)

Work to be Done in Society

1. Clarity of Holistic Perspective,
All Encompassing Solution
**Human Conduct,
Human Education &
Human Order**
2. Effort for All Encompassing
Solution
3. Problem – Analysis in the light
of All Encompassing Solution –
Inhuman Conduct
(domination, exploitation,
corruption... are only the
symptoms)
4. Effort for getting rid of problem
– **Ensure Human Conduct**

समस्या — भ्रष्टाचार. (या समस्या का संकेत)

समस्या से मुक्ति के लिए प्रयास —
दंड, आंदोलन (या केवल समस्या के संकेत से राहत — क्षणिक?)

1. समाधान की स्पष्टता
मानवीय आचरण
मानवीय शिक्षा—संस्कार
मानवीय व्यवस्था
2. समाधान के लिए प्रयास
3. समस्या की समीक्षा — समाधान के प्रकाश में — अमानवीय आचरण
(शासन, शोषण, भ्रष्टाचार... समस्या के संकेत)
4. समस्या से मुक्ति के लिए प्रयास
मानवीय आचरण के लिए प्रयास

State of Society Today ...

Many advances have taken place in science, technology, management, medicine...

Has society also advanced toward the desired state?

Out of the three types of fear, which is predominant?

- Fear of Natural Calamities
- Fear of Wild Animals
- Fear of the Inhuman Behaviour of Human Being

Is this on the increase or decrease?

There is increasing tension in individuals, division in family, terrorism in society...

There is increasing exploitation of nature, climate change, global warming...

Is education contributing positively or negatively to this?

- Do students develop a mindset of sustainable production & right utilisation
- Or they develop a mindset of accumulation & indulgence (with minimum labour)

The Role of Education

What is the Role of Education?

The role of education is to facilitate the development of the competence to live with Definite Human Conduct

All units around us exhibit definite conduct... except human being

Trees, Plants...

Conduct is based on their seed

Cow....

Conduct is based on their breed

Human Beings

Conduct is based on their education

The Role of Education

What is the Role of Education?

The role of education is to facilitate the development of the competence to live with **Definite Human Conduct in all Human Beings**

Is there need for such Education?

Who is responsible to make it available?

Are we able to ensure this Education?

If we want to provide such education, what would be the basic requirements?

We will explore into this



Is Human Relationship Important?

क्या मानवीय संबंध महत्वपूर्ण है?

Check within Yourself! vius esa tkap dj ns[ksa!

What do we all want?

ge lc dh pkguk D;k gS

We can examine this within ourselves

bls ge vius esa tkap dj ns[k ldrs gSaA

Desire pkguk

Do we want to be happy?

D;k ge lq[kh gksuk pkgrs gSa

Do we want to be prosperous?

D;k ge le`) gksuk pkgrs gSa

Do we want the continuity of
happiness and prosperity?

**D;k ge lq[k] le`f) dh fujarjrk
pkgrs gSa**

Desire pkguk

Do we want to be happy?

D;k ge lq[kh gksuk pkgrs gSa

Do we want to be prosperous?

D;k ge le`) gksuk pkgrs gSa

Do we want the continuity of
happiness and prosperity?

**D;k ge lq[k] le`f) dh fujarjrk
pkgrs gSa**

State of Being gksuk

Are we happy?

D;k ge lq[kh gSa

Are we prosperous?

D;k ge le`) gSa

Is there continuity of our
happiness and prosperity?

D;k gekjs lq[k] le`f) dh fujarjrk gS

Desire pkguk

Do we want to be happy?

D;k ge lq[kh gksuk pkgrs gSa

Do we want to be prosperous?

D;k ge le`) gksuk pkgrs gSa

Do we want the continuity of
happiness and prosperity?

**D;k ge lq[k] le`) dh fujarjrk
pkgrs gSa**

We will explore this further

bl ckr ij ge vkxs v/;;u djsaxsA

Effort djuk

Is our effort (**gekjk iz;kl**):

– For continuity of happiness
and prosperity?

**lq[k] le`) dh fujarjrk ds vFkZ
esa gS or ;k**

– Just for accumulation of
physical facility?

**dsoy lqfo/kk&laxzg ds vFkZ
esa**

Have you assumed that happiness
and prosperity will automatically
come when you have enough
physical facility?

What effort are you making for
continuity of happiness and
prosperity, other than accumulation
of physical facility?

Check within Yourself! vius esa tkap dj ns[ksa!

The unhappiness in your family is

- More due to lack of physical facility or
- More due to lack of fulfillment in relationship?

vkids ifjokj esa tks nq%[k gS] og lqfo/kk ds vHkko esa T;knk gS ;k laca/k dk fuokZg u gksus ds dkj.k T;knk gSa\

How much time and effort are you investing:

- For physical facility
- For fulfillment in relationship

vki lqfo/kk tqVkus ds fy, fdruk le; o iz;kl yxk jgs gSa vkSj laca/k dk fuokZg ds fy, fdruk le; o iz;kl yxk jgs gSa\

The unhappiness is more due to lack of fulfillment in relationship

Most of the time and effort is spent for physical facility

nq%[k laca/k dk fuokZg u gksus ds dkj.k T;knk gS(ijUrq] le; o iz;kl lqfo/kk ds fy, T;knk yxk;k tk jgk gS

Check within Yourself! vius esa tkap dj ns[ksa!

For human beings physical facility is necessary but relationship is also necessary

ekuo ds fy, lqfo/kk Hkh vko';d gS] ijarq laca/k Hkh vko';d gSA

On examining carefully, we find that this is a fundamental difference between animals and human beings

/;ku ls ns[ksa rks ekuo o i'kq ds chp ;g ,d ewyHkwr varj gSaA

Physical facility is necessary for animals and necessary for human beings also

lqfo/kk i'kq ds fy, vko';d gS] euq"; ds fy, Hkh vko';d gSA

However, ijarq]

For animals physical facility is necessary as well as adequate

i'kq ds fy, lqfo/kk vko';d Hkh gS vkSj iw.kZ Hkh gS]

For human beings physical facility is necessary but not adequate

euq"; ds fy, Hkh lqfo/kk vko';d gS ij iw.kZ ugha gSA

When an animal has lack of physical facility it becomes uncomfortable, when it gets physical facility it becomes comfortable

Eg. When a cow gets a stomach-full of grass, it becomes comfortable, sits and chews the cud

i'kq dks lqfo/kk dk vHkko gksrk gS] rks og ijs'kku gksrk gS] lqfo/kk fey tk, rks og vkjke esa vk tkrk gS] (tSl isV Hkj ?kkl fey tk, rks xk; vkjke ls tqxkyh djrh gS)A

When a human being has lack of physical facility, he becomes uncomfortable and unhappy

But once he gets the physical facility, he forgets about it and starts thinking about hundred other things

euq"; dks lqfo/kk dk vHkko gksrk gS] rks og ijs'kku o nq%[kh gksrk gS] ijarq lqfo/kk fey tk, rks mlds ckjs rks Hkwy gh tkrk gS] mlds vykok lkS vkSj phtsa lkspus yxrk gSA

(Check for yourself if you feel happy every day that you are getting enough to eat?)

(vki gh vius esa tkap dj ns[ksa D;k vki bl ckr ij jkst [kq'k gksrs gSa fd vkidks isV Hkj Hkkstu fey jgk gS\)

For human beings, physical facility is necessary but relationship is also necessary

ekuo ds fy, lqfo/kk Hkh vko';d gS] ijarq laca/k Hkh vko';d gS

RELATIONSHIP

laca/k

with human
beings

PHYSICAL FACILITY

lqfo/kk

With nature

For animals:
necessary &
adequate

i'kq ds fy,
vko';d
,oa iw.kZ

For human beings:
necessary but
not adequate

ekuo ds fy,
vko';d
ijarq iw.kZ ugha

For animals, physical facility is necessary as well as adequate

i'kq ds fy, lqfo/kk vko';d Hkh gS vkSj iw.kZ Hkh gS

Other than physical facility what else does a human being think about?

lqfo/kk ds vykok lkS vkSj phtsa D;k lksprk gS euq”;

On close examination, the list of thoughts can be classified into two categories:

1. Feelings in relationship with other human beings
2. Right understanding in the self, or knowledge

Human beings think about ensuring these, in addition to physical facility

vxj bu lkS vkSj phtksa ij /;ku nsa rks ewyr% nks izdkj dh lwph curh gS &

1- ekuo ds lkFk laca/k esa Hkko vkSj

2- Lo;a esa lgh le>] Kku

dks lqfuf’pr djus dh ckr euq”; lksprk gS] lqfo/kk ds vykokA

If we recognize human beings' aspiration, we find that they want to live in relationship with all and feel happy living in relationship, therefore relationship is necessary for human beings

euq"; dh pkguk dks igpkusa rks og lHkh ds lkFk laca/kiwoZd thuk pkgrk gS vkSj laca/kiwoZd thdj lq[kh gksrk gS] blfy, laca/k euq"; ds fy, vko';d gSA

Examine within yourself if

1. You want to live in relationship (harmony) with others or
2. You want to live in opposition with others or
3. You believe living has to be necessarily in opposition with others, ie. There is 'struggle for survival', 'survival of the fittest' and check if you feel happy living this way?

vki gh vius esa tkap dj ns[ksa D;k

1- vkidh pkguk laca/kiwoZd thus dh gS ;k

2- vkidh pkguk fojks/kiwoZd thus dh gS ;k

3- vkius eku j[kk gS fd thuk rks fojks/kiwoZd gh laHko gSA 'struggle for survival', 'survival of the fittest' vkSj D;k vki oSlk thrs gq, lq[kh gksrs gSa\

Thus: for human beings, both physical facility and relationship are necessary
vr% ekuo ds fy, lqfo/kk o laca/k nksukssa vko';d gSaA

For Human Being, both Physical Facility and Relationship are Necessary

RELATIONSHIP

laca/k

with human
beings

PHYSICAL FACILITY

lqfo/kk

With nature

For animals:
necessary &
adequate

i'kq ds fy,
vko';d
,oa iw.kZ

For human beings:
necessary but
not adequate

ekuo ds fy,
vko';d
ijarq iw.kZ ugha

On further examination, we find that we all do want to live in relationship with others

vkxs /;ku nsa rks irk pyr k gS fd laca/k iwoZd thuk rks ge lc pkgrs gh gSaA

Every night when there is a fight, we want to resolve it. We start the next day with the thought that we don't want to fight today, but due to lack of right understanding about fulfillment of relationship, a fight takes place by night

gj fnu tc jkr esa >xM+k gksrk gS rks vxys fnu ;gh r; dj ds 'kq: djrs gSa fd vkt >xM+k ugha djuk gS ijarq] laca/k ds fuokZg dh le> u gksus ds dkj.k ge laca/k iwoZd th ugha ikrs gSa] vkSj jkr rd fQj >xM+k gks tkrk gSA

For fulfillment in relationship, it is necessary to have right understanding about relationship. i.e. Right understanding is also necessary for human beings

blfy, laca/k ds fuokZg ds fy, vius esa laca/k dh le> dk gksuk vko';d gSA vFkkZr~ ekuo ds fy, le> dh Hkh vko';drk gSA

Right Understanding is also Necessary for Human Being

RIGHT UNDERSTANDING

**(le>)
in the self**

**RELATIONSHIP
(laca/k)**

**with human
beings**

PHYSICAL FACILITY

**(lqfo/kk)
with rest of nature**

**For animals:
necessary &
adequate**

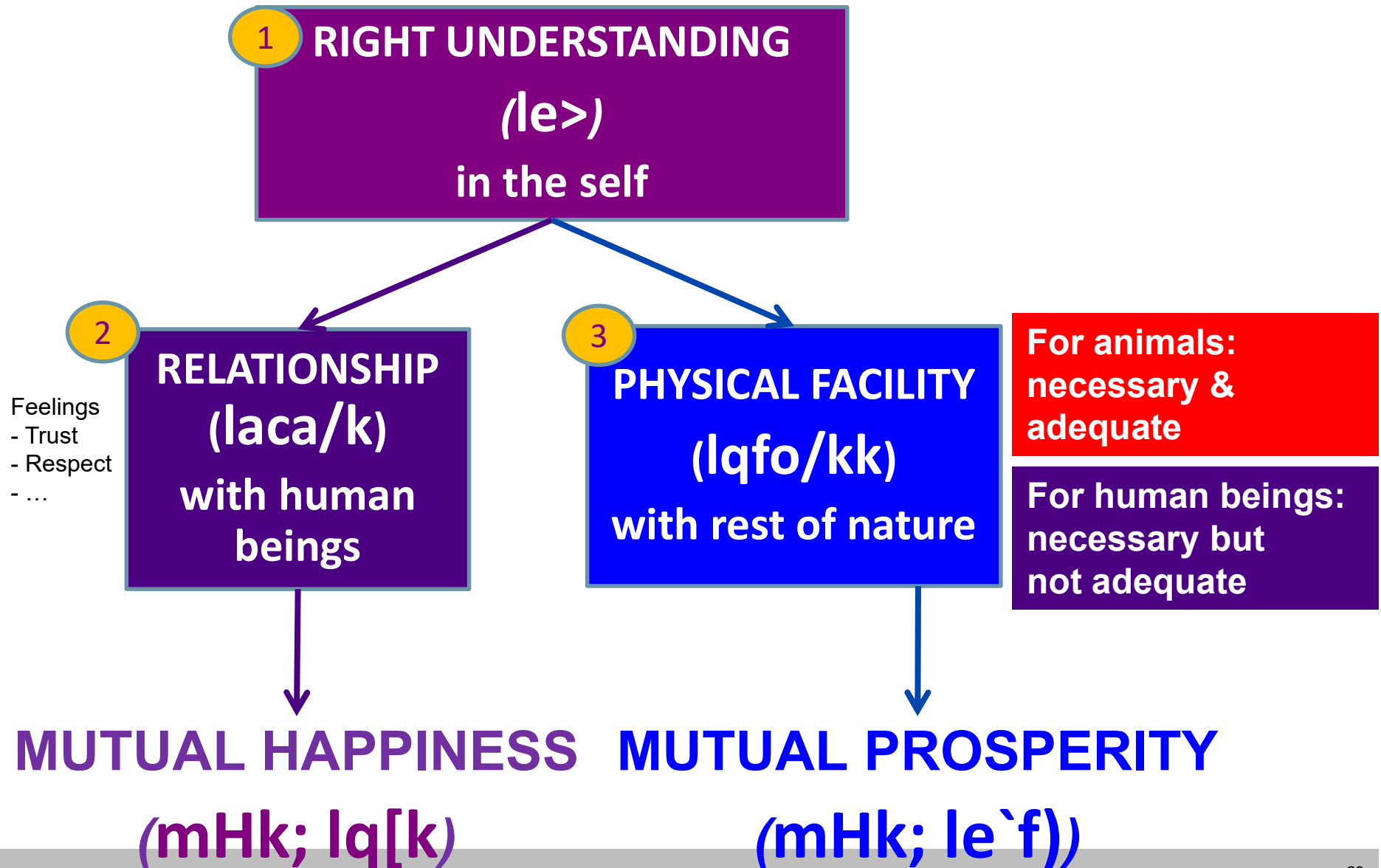
**For human beings:
necessary but
not adequate**

Are all 3 required? Is something redundant? Is anything more required?

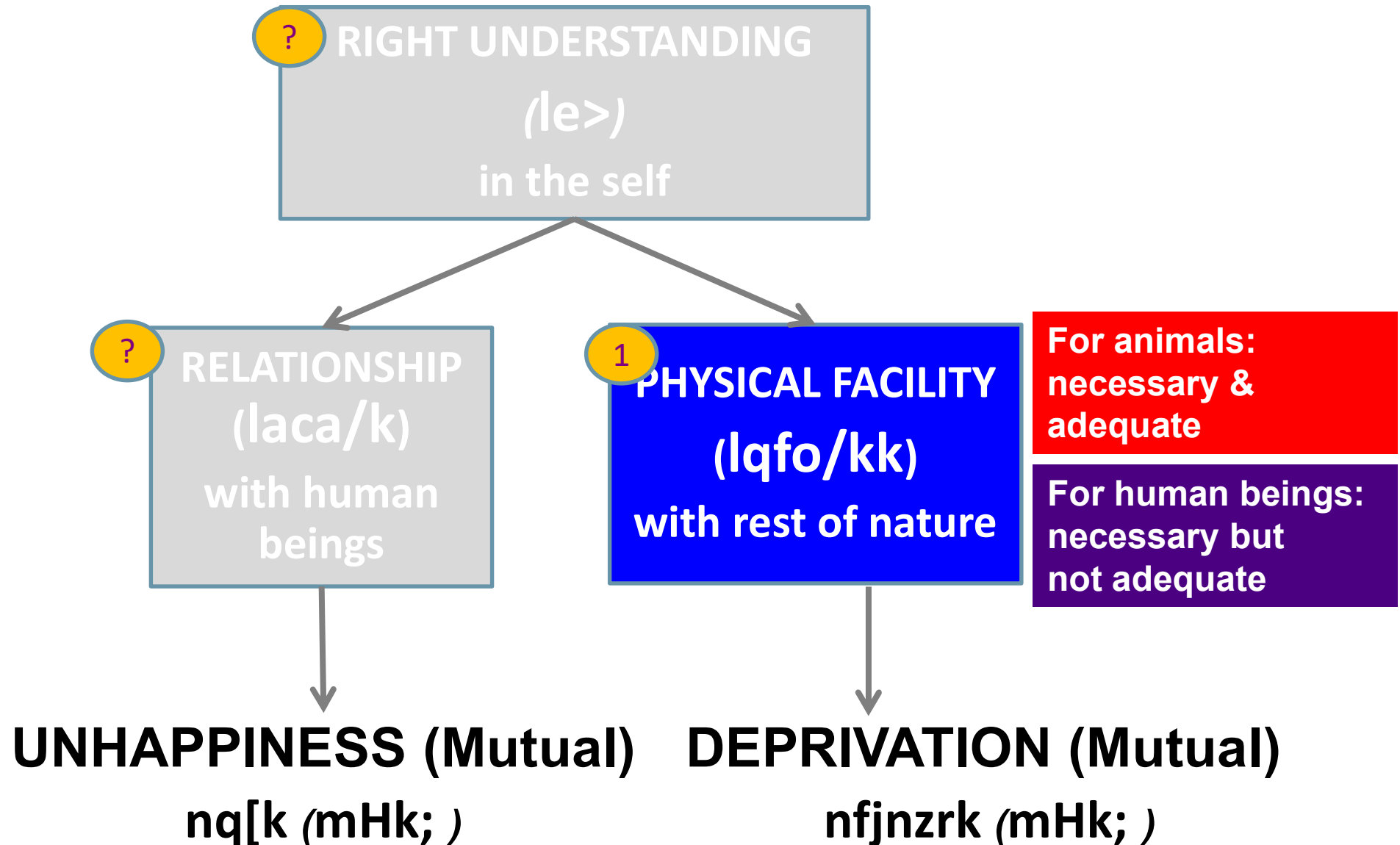
Are we working on all 3?

If all 3 are required, what would be the priority?

Priority: Right Understanding, Relationship & Physical Facility



Priority: Physical Facility





I desire for happiness

If I am not aware that right feelings (trust respect ... love) in me is a source of happiness for me

Expressing these feelings to the other can be a source of happiness for the other

Leading to mutual happiness

Then

I have only option, i.e. to draw happiness from physical facility (includes sensation) even though it is not continuous (tasty & necessary... intolerable)

Once I become aware that right feelings (trust respect ... love) in me is a source of happiness for me, I start paying attention to it

Then

My dependence on physical facility (including sensation) reduces



While I do not want to fight, a fight takes place...

I try to resolve it by giving a gift (tasty food, nice clothes etc.). Sometimes this works... Now I can see that it only shifts the attention from the fight to the gift, and only for a short time... In a few days, another fight takes place, and this time it is of greater intensity... Now I can see that it is due to lack of right understanding about relationship

I have been trying to fill this gap by more and more sensation

The happiness I draw out of physical facility (including sensation) is not long lasting; I get bored by one sensation... so I go for another

The happiness I get from feelings is long lasting, continuous. My need for getting these feelings from the other is also continuous

Right feelings (trust respect ... love) in me is a source of happiness for me

With insufficient understanding and insufficient fulfilment in relationship,
when we put in effort only for physical facility

**le> vkSj laca/k ds vHkko esa tc flQZ lqfo/kk ds fy, ds fy, iz;kl dj jgs gksrs
gSa rks:**

1. Firstly, we do not experience happiness

,d rks le> o laca/k ds vHkko esa ge lq[kh ugha gks ikrsA

2. Secondly, without right understanding, we are never able to rightly
determine our requirement of physical facility

Therefore, in-spite of having accumulation of physical facility, we feel
that we do not have sufficient physical facility and we continually
have the feeling of deprivation

**nwljk le> ds fcuk fdruh lqfo/kk dh vko';drk gS] ;g dHkh r; ugha gks
ikrh gS] A**

**blfy, cgqr lk lqfo/kk laxzg ds ckotwn vius esa vHkko dk Hkko cuk
jgrk gS vkSj Lo;a esa nfjnzrk dk Hkko cuk jgrk gSA**

Therefore we can observe two categories of human beings

blhfy, vHkh nks rjg ds euq”; fn[kkbZ nsrs gSa&

1. Lacking physical facility, unhappy deprived (**lqfo/kk foghu nq[kh nfjnz**)
2. Having physical facility, unhappy deprived (**lqfo/kk laiUu nq[kh nfjn**)

While we want to be – **tcfD ge gksuk pkgrs gSa&**

3. Having physical facility, happy prosperous (**lqfo/kk laiUu lq[kh le`**)

Check within yourself

- Where are you now – at 1, 2 or 3 and
- Where do you want to be?

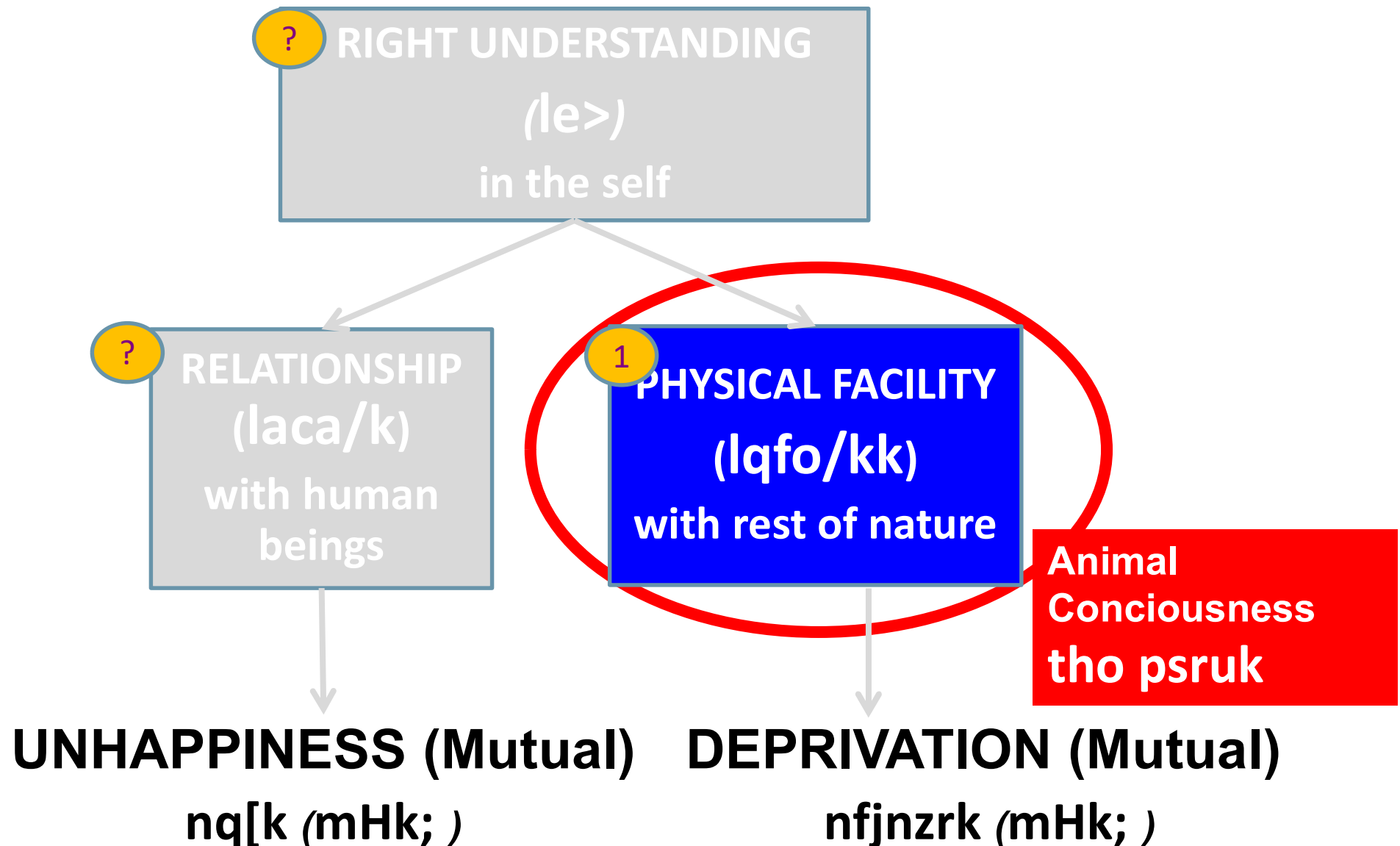
viUS esa tkap dj ns[ksa&

- **vHkh ge dgka gS\& 1] 2 ;k 3 esa vkSj**
- **dgka gksuk pkgrs gSa**

If our living is only for physical facility, then we are living with animal consciousness, because animals live only for physical facility and are fulfilled by that, not human beings

vxj gekjk thuk flQZ lqfo/kk ds fy, gS rks ge tho psruk esa gh th jgs gS
D;ksafd i'kq dk thuk Hkh lqfo/kk ds fy, gS vkSj i'kq gh bls r`Ir gks ikrk
gS] ekuo ughaA

Animal Consciousness, Indefinite Conduct



If we are living for all three (right understanding, relationship and physical facility) then we are living with human consciousness

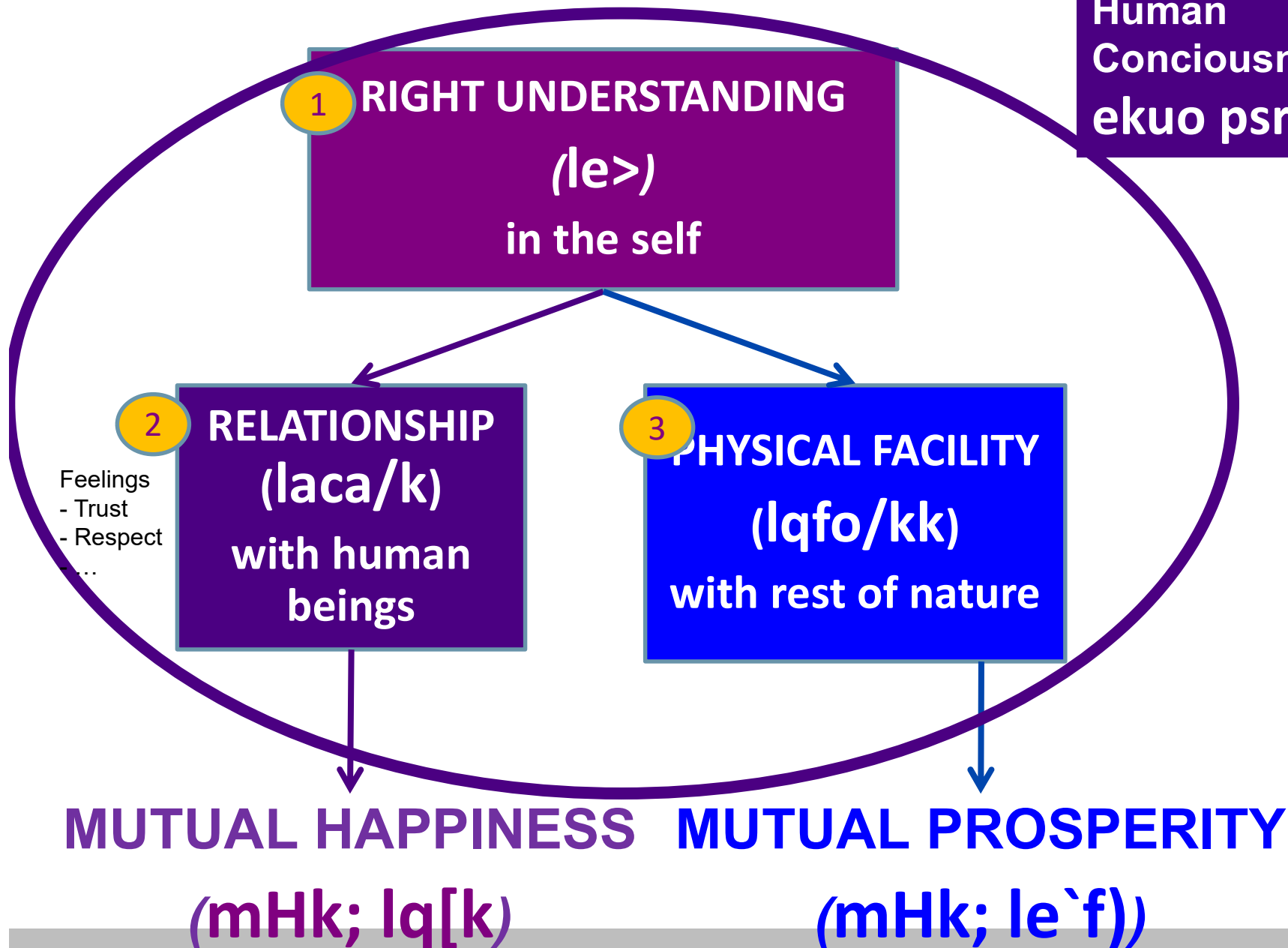
vxj gekjk thuk rhuksa (le>] laca/k vkSj lqfo/kk) ds fy, gS rks ge ekuo psruk esa th jgs gSaA

Human beings can be fulfilled by being happy and prosperous on the basis of these three

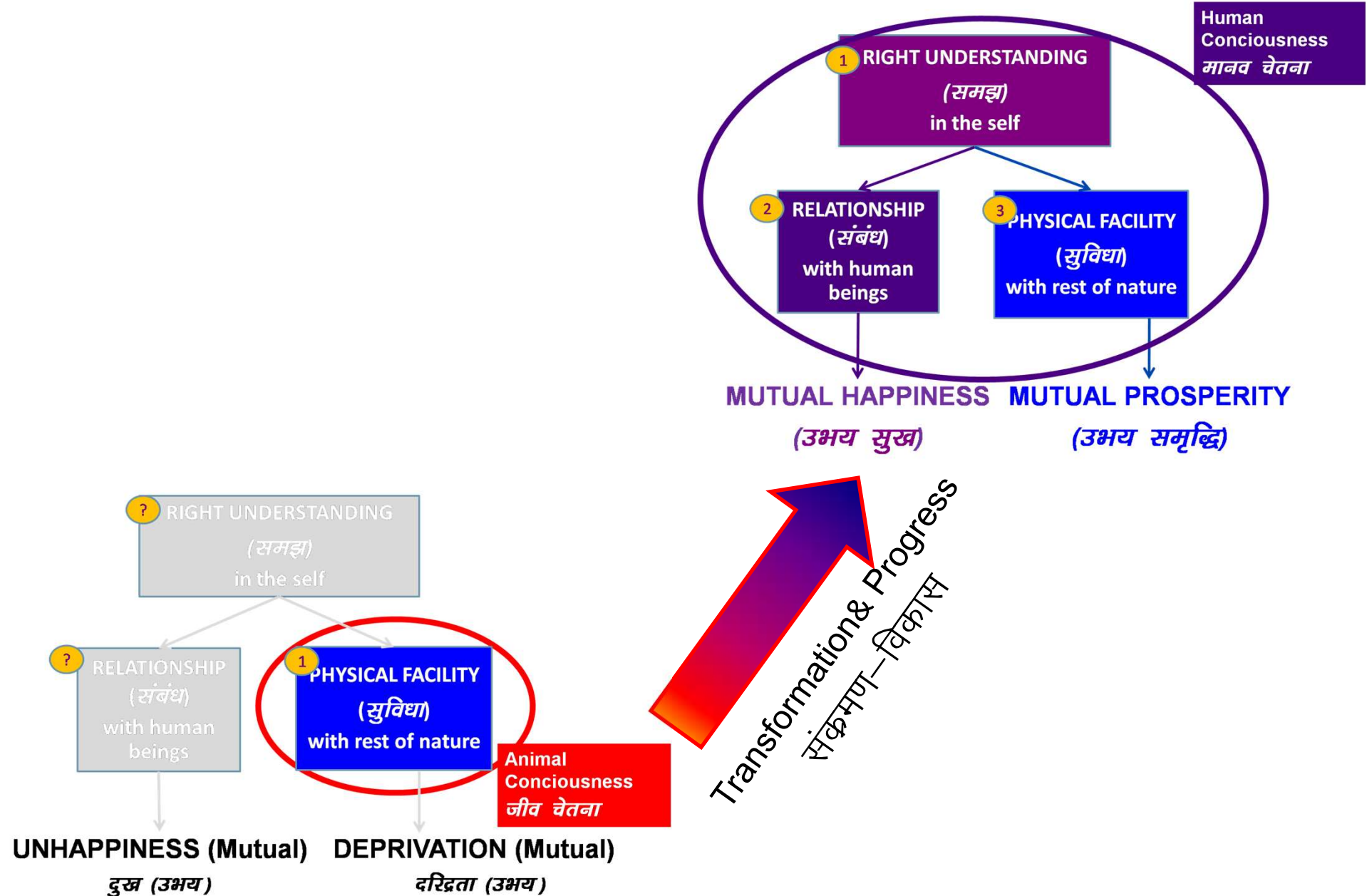
bu rhuksa ds vk/kkj ij lq[kh] le`) gksdj ekuo r`lr gks ikrk gSA

Human Consciousness, Definite Human Conduct

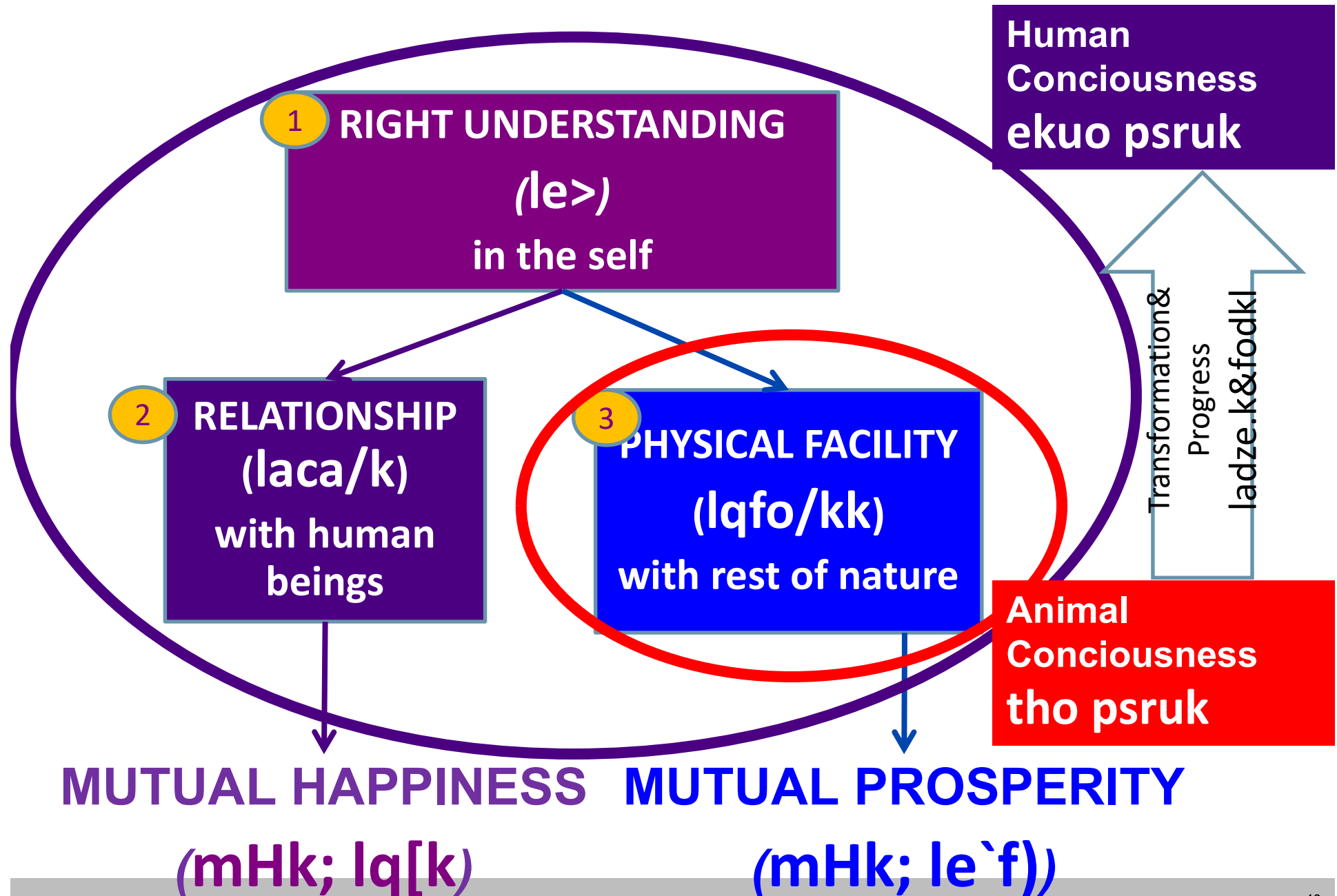
Human
Consciousness
ekuo psruk



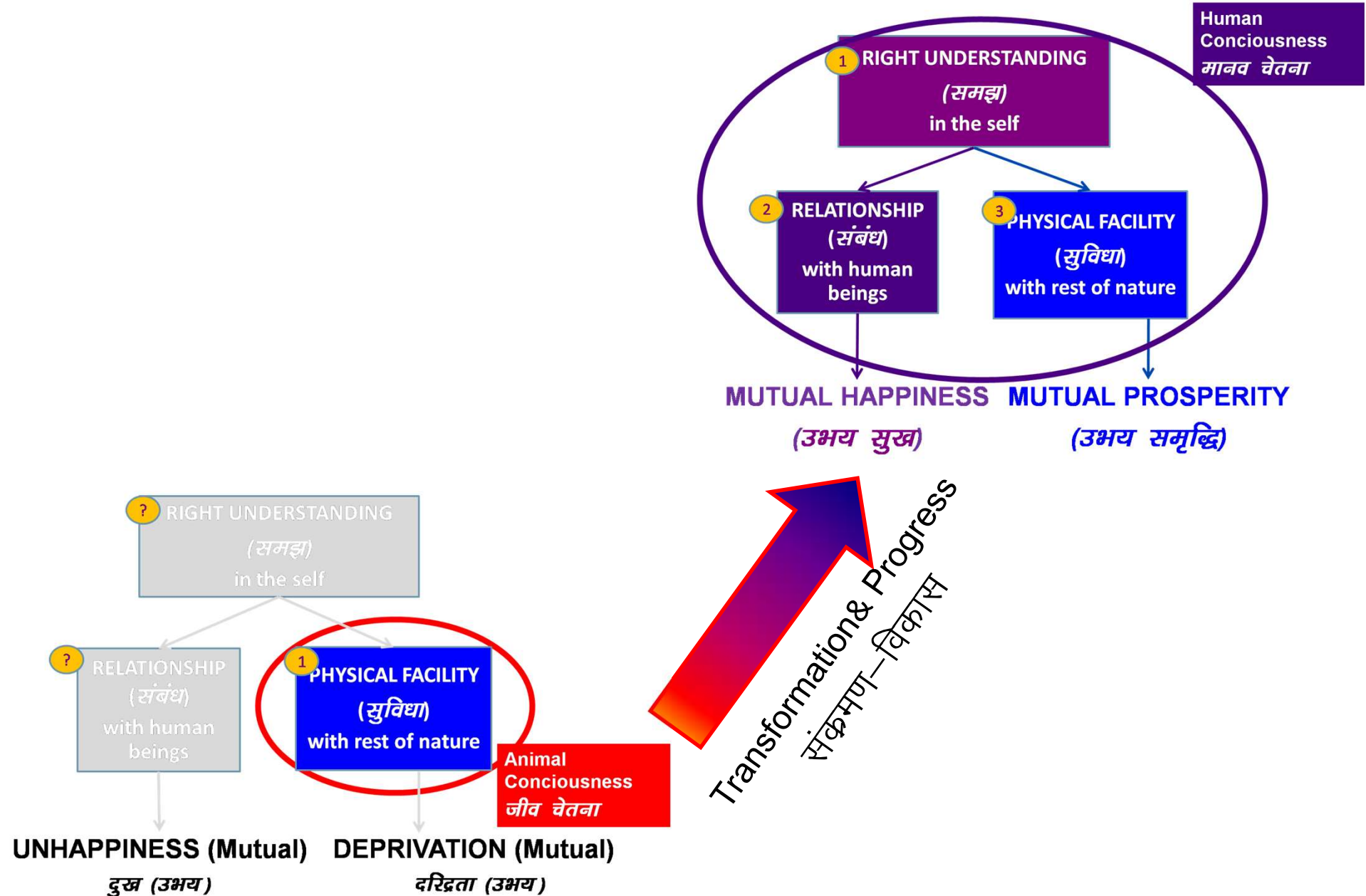
Transformation (ladze.k) = Development (fodkl)



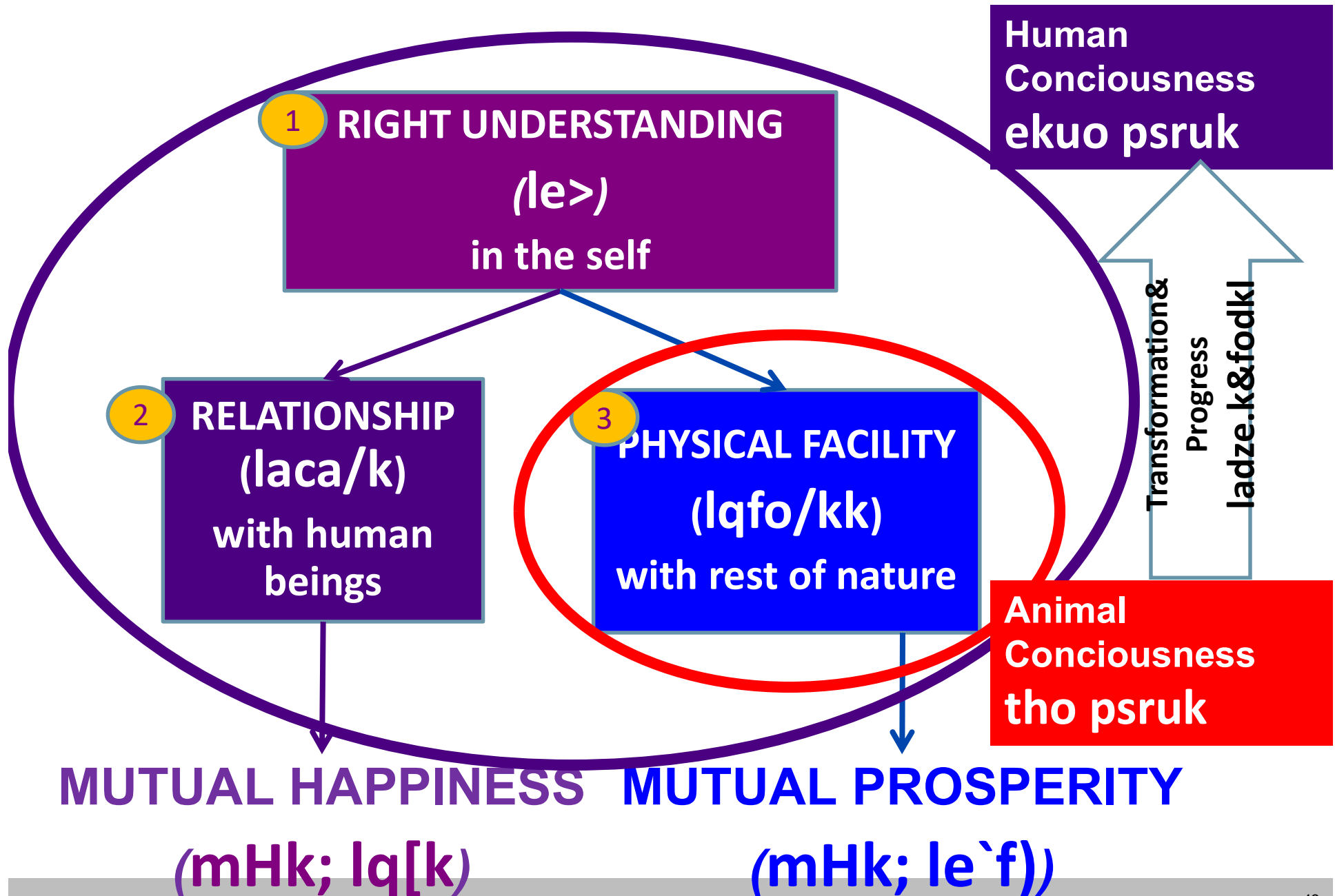
Transformation (ladze.k) = Development (fodkl)



Role of Education-Sanskar: Enable Transformation



Role of Education-Sanskar: Enable Transformation



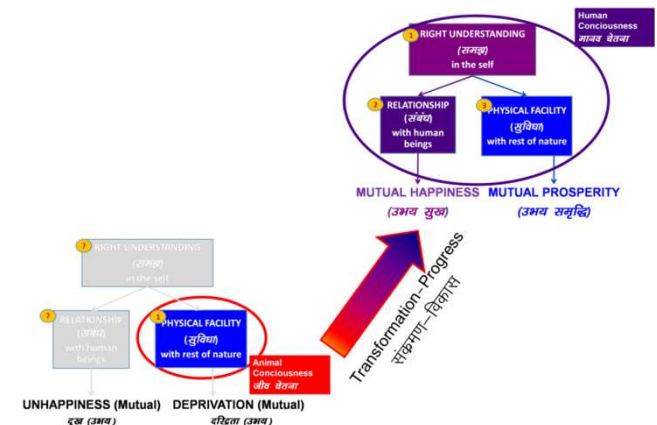
Role of Education-Sanskar: Enable Transformation

The role of education-sanskar is to enable the transformation to Human Consciousness (i.e. holistic development) by way of ensuring development of the competence to live with Definite Human Conduct

For this, the education-sanskar has to ensure

1. Right understanding in the self of every child
2. The capacity to live in relationship with the other human beings
3. The capacity to identify the need of physical facility and the skills & practice for sustainable production of more than what is required leading to the feeling of prosperity

These are the 3 components of human education-sanskar, if it has to ensure development of definite human conduct



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If we look at the education we are giving today...

1. First one is missing
2. The second one is missing
3. In the third one, identification of physical facility is also missing. The willingness to produce by way of labour is also missing. The core feeling that is generated is to accumulate more & more rather than produce more & more ; and to consume more & more

State of Education-sanskar \leftrightarrow State of Society

Education-sanskar shapes the society of the future

If we are providing human education-sanskar, students will exhibit definite, human conduct & they will contribute toward a humane society in future

If we are not providing such education-sanskar, students will exhibit indefinite, inhuman conduct & they will contribute to an inhumane society in future

The state of society today indicates that:

- There is increasing tension in individuals, division in family, terrorism in society...
- There is increasing exploitation of nature, climate change, global warming...

Are we ensuring human education-sanskar?

Do we need to do this?

FAO Report – 11-May-2011

More than 1 billion tons of food lost or wasted every year, UN-backed report finds (11 May 2011)

About a third of all the food produced for human consumption each year – or roughly 1.3 billion tons – is lost or wasted, according to a new study commissioned by the United Nations Food and Agriculture Organization (FAO)

Global Food Production is 6 times requirement

Global Food Wastage is 1/3rd of production

Wastage is enough to feed 1300 crore people/year

Have we understood right utilisation?

Is it a question of production?

Is it a question of relationship?

Is it a question of right understanding?

It is a question of right education-sanskar

<http://www.un.org/apps/news/story.asp?NewsID=38344&Cr=fao&Cr1>



Role of Education-Sanskar: Enable Transformation

The role of education-sanskar is to facilitate the development of the competence to live with Definite Human Conduct by ensuring all 3 (Right Understanding, Relationship and Physical Facility) – in every Human Being

हर मानव को निश्चित मनवीय आचरण से युक्त करना, समझ, संबंध, सुविधा तीनों को सुनिश्चित करना। यह शिक्षा-संस्कार की जिम्मेदारी है।

Parents, teachers & society/environment have the responsibility of providing such education-sanskar

Education – Developing Right Understanding

शिक्षा – सही समझना।

Sanskar – Commitment/ Preparation/ Practice for Right Living.

Preparation includes Learning Right Skills & Technology

संस्कार – सही जीने की निष्ठा / तैयारी / अभ्यास।

सही हुनर / तकनीकी को विकसित करना।

Sum Up: Holistic Development & The Role of Education

The role of education-sanskar is to enable the transformation to Human Consciousness (i.e. holistic development) by way of ensuring the development of the competence to live with Definite Human Conduct

For this, the education-sanskar has to ensure

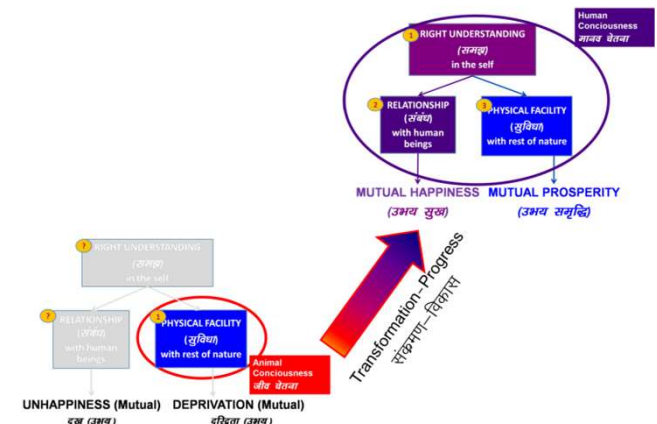
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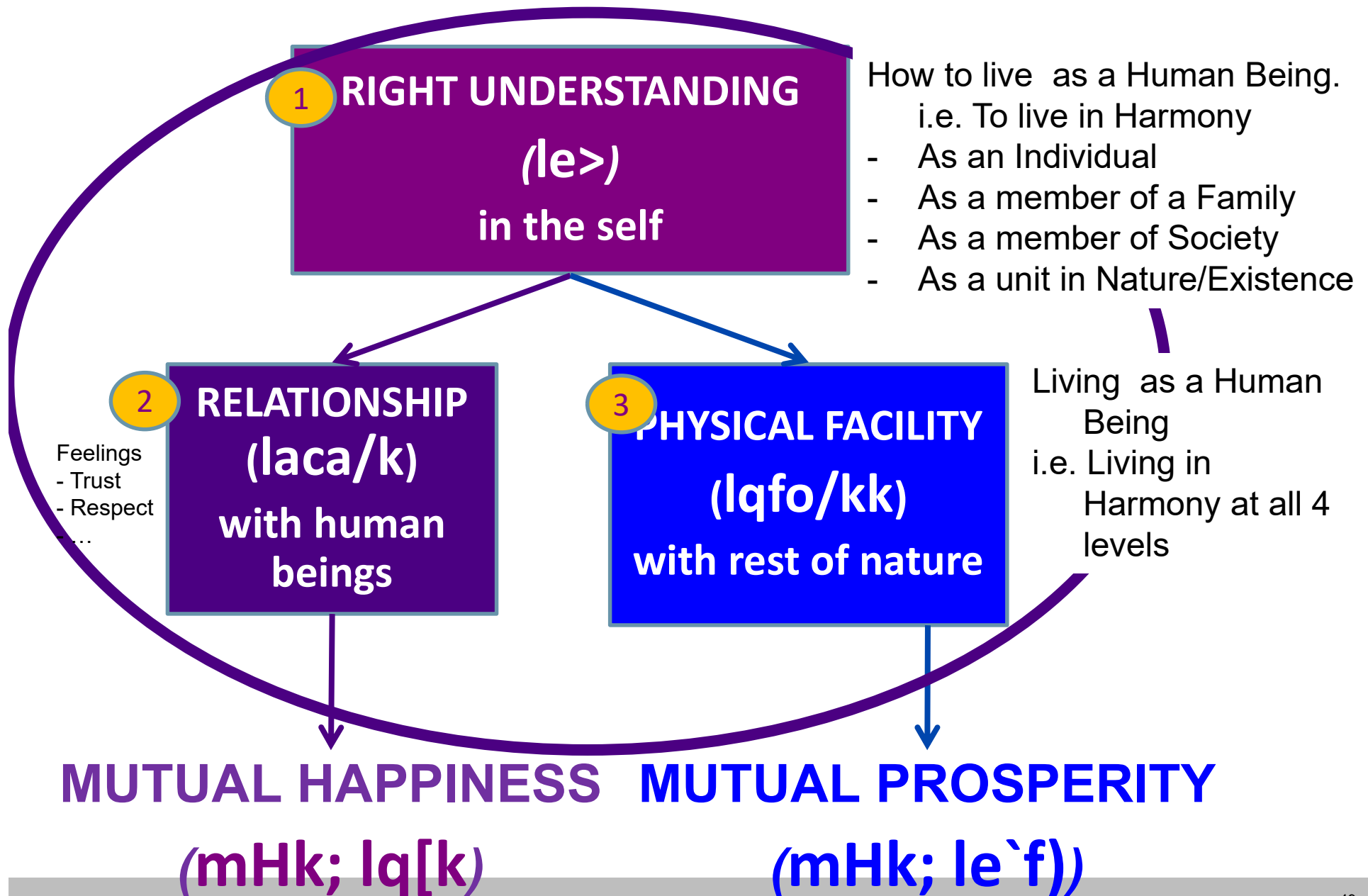
Parents, teachers & society/environment have the responsibility of providing such education-sanskar

If we want to ensure such education-sanskar, what would be the necessary steps?

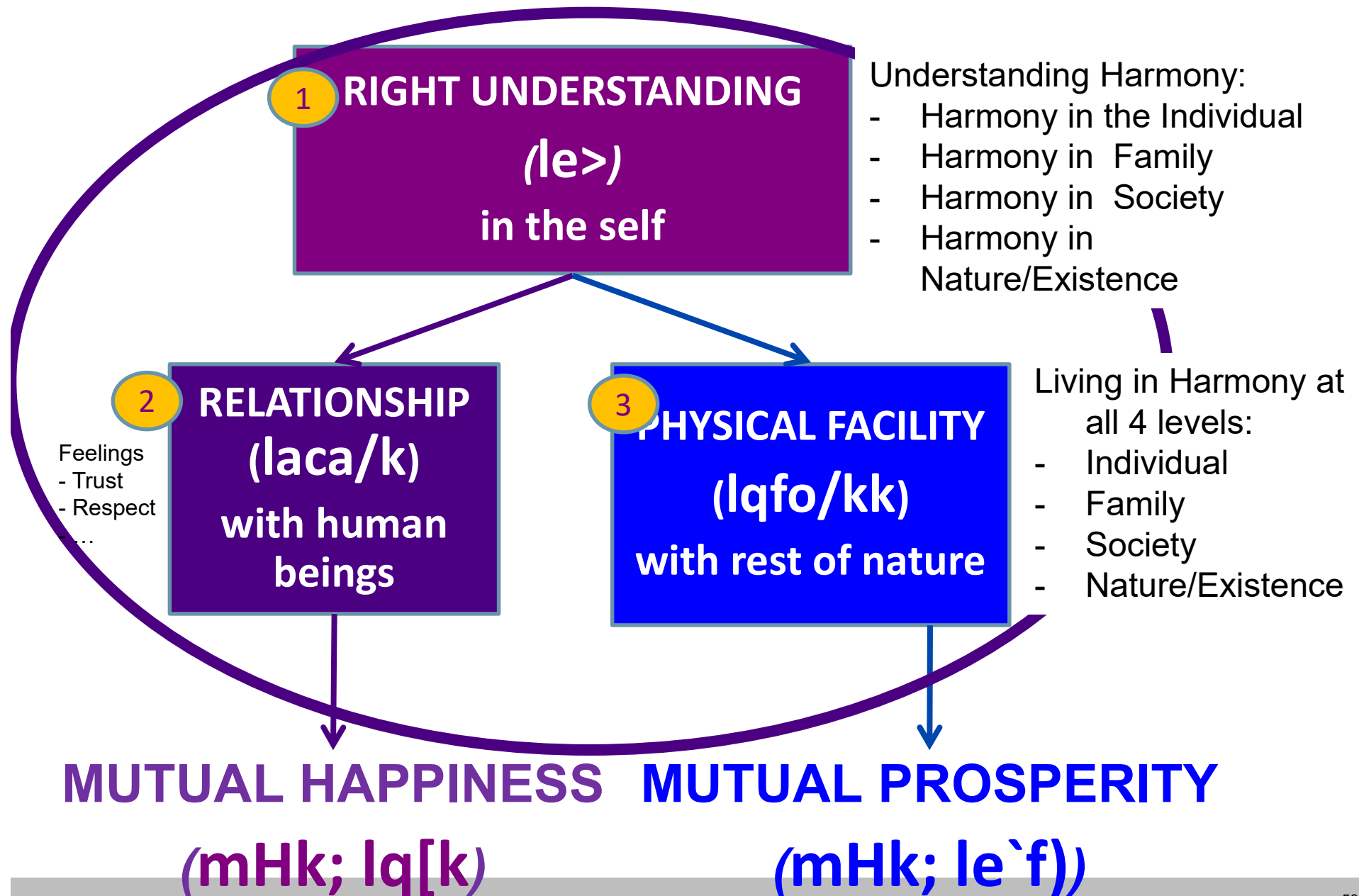
We will explore into this further



Human Consciousness, Definite Human Conduct



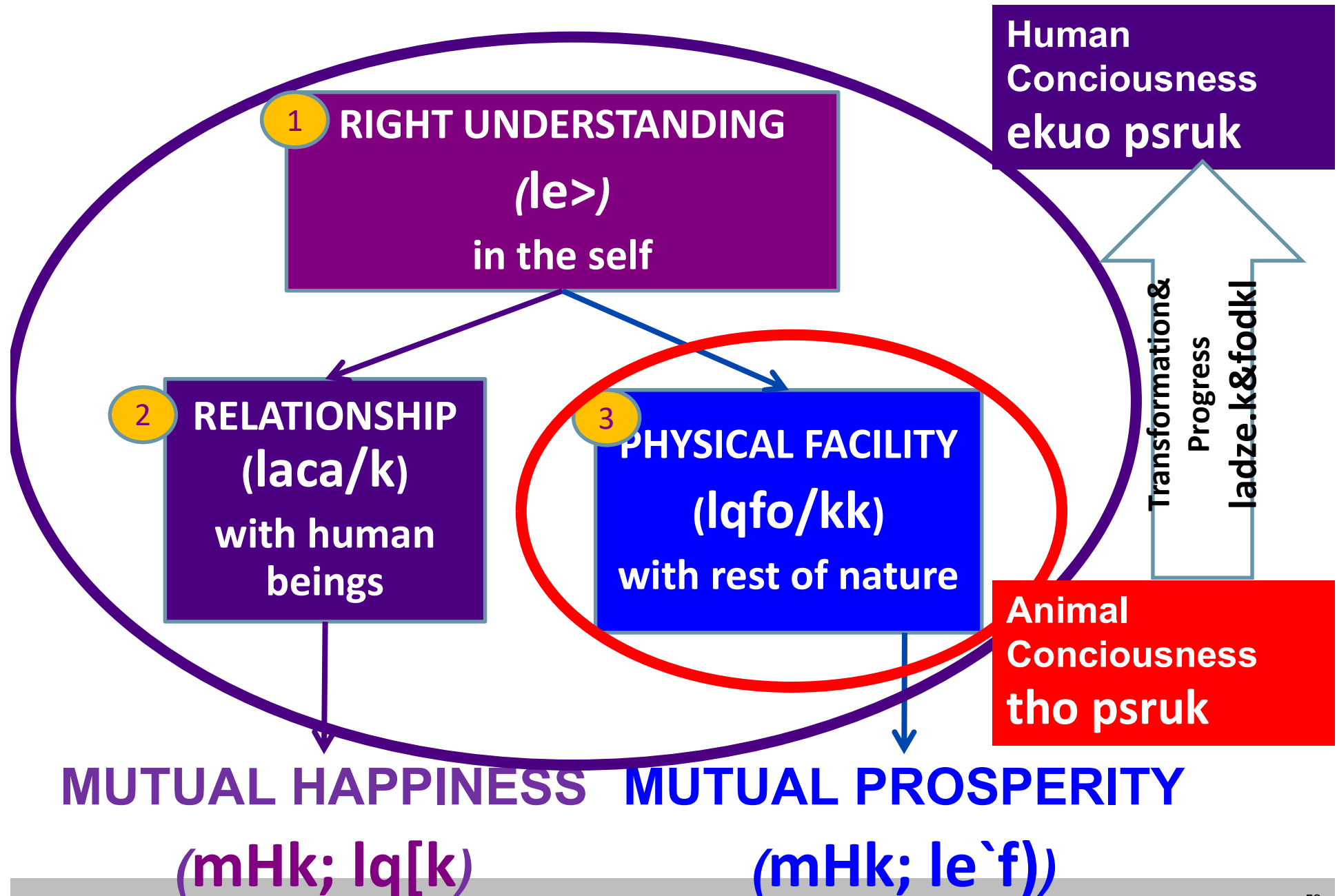
Right Understanding





Understanding the Need, Basic Guidelines, Content & Process for Value Education

Role of Education-Sanskar: Enable Transformation



Expectations from Education

Education has the responsibility to facilitate:

Understanding 'what to do' – What is valuable, as a human being
and

Learning 'how to do' – skills, technology

Are both required or we can do with just one of them?

Both are important

What would be the priority between these two?

The Priority is

- | | |
|---|-----------------------|
| 1. Understanding 'what to do' | → Value Education |
| 2. Learning 'how to do' and Doing | → Technical Education |

The Current Priority: Learning 'how to do'

Knowingly or unknowingly, our education has become skill-biased.
There is almost no input on values

So while we progress in skills, develop & use new technologies, we are
unable to ensure ethical use of the technology...

Without clarity on the first question, without understanding what to do,
even if we are going about doing things in an efficient and effective
manner... we can see that we don't know where we will reach

This shows up as confusion in the self; being easily influenced by
others; and being busy in their program

Deciding “What to Do” or “What is Valuable”

“what to do” is “what is important” is “what is valuable”

Do you want to be able to decide what to do and what not to do on your own right or

Do you want to be dependent on somebody else to decide for you?

(this somebody may be a group of people, it may be the society or the education system)

If you are not able to decide as to what is valuable what is not valuable on your own right then:

1. Someone else is programming you as to what is valuable what is not valuable
2. Unconsciously you keep accepting those things as values
3. You are busy with how to implement them, how to realize them and materialize them

Deciding “What to Do” or “What is Valuable” – Example

Eg. In a professional college, the language in which students talk undergoes a drastic change in using foul language in a very short time

What is happening? Foul language is assumed to be an indication of freedom, an indication of progress... and the student starts using foul language . They are not even investigating/finding out whether it is really worth for them

Did they decide it for themselves that they want to change? Or it just happened and they are not even aware of it? Are these things happening “unconsciously”?

So, we are also being programmed generation after generation without being aware

Look into yourself – do you decide what to do or is it decided from outside?

The question is – can we become aware? Can we investigate? Can we find out what is worth for us to do?

Can we decide “What is Valuable” on our own right?

Is it possible to for us to decide what is valuable for us, what is meaningful, what is right, what is wrong, what is innate in us?

Can we decide these on our own right? This is the issue, this is the essential point of the first lecture

Is this possible?

We will explore into this further

The Need for Value Education

We saw that the first issue is that we need to understand “what to do”?
And we need to learn “how to do it”?

To understand “what to do”, we need Value Education

Second, in order to ensure this we need to get into the details of things,
for which we need a holistic perspective

To develop a holistic perspective, we need Value Education

So, that is the need of Value Education

Guidelines for Value Education

1. Universal – all time, all place, all individuals. **Not sectarian.**
E.g. Respect
2. Rational – logical, appeals to human reasoning. It must be possible to discuss & ask questions.
Not do's & don'ts
3. **Natural** – Naturally Acceptable to human being & there is provision in Nature for its fulfilment
4. **Verifiable** – through one's own Natural Acceptance as well as in one's experience. **Not mystical**
5. All Encompassing – covering all aspects of life; of human existence
6. Leading to
Harmony in living – among human beings and with nature. Humanistic

Based on the inputs of MHRD

Guideline 1. Universal

It is universally applicable to all human beings and be true at all times and all places

It is about the basic principles of human existence which are universal. And if it is universal then it is not dependent on any sect, caste, creed, nationality, gender etc.

Eg. Living with a feeling of relationship is naturally acceptable to all human beings – it is universal

Q: What do you think Value Education has to be universal or sectarian? It has to be dependent on time, space and individual or independent of time, space and individual (i.e. apply equally to all of them)?

If it is universal then it is secular and it is more than that. When you say secular, it is a negation. Universal is more than secular. One of the interpretations of secularism is that we not talk about religion or sex. What has happened in the name of secularism is that we have stopped talking about human beings. So, secularism is basically a negation, not an assertion. When you say universal, it is an assertion.

Guideline 2. Rational

It is a set of proposals about reality, not a set of negations

It is amenable to reasoning

It is not based on whims, fancies, dogmas or blind beliefs

It is not a set of sermons

It is not a set of do's and don't

It is not antirational

It is not illogical

it can be communicated clearly

It can be questioned

it can be verified

It can be understood

Guideline 3. Natural

It is natural – natural for human beings and natural for the rest of the nature

Natural for human beings means it is naturally acceptable

- e.g. Trust in relationship

Natural for rest of nature means that when we go about to implement it with nature, there are natural provisions to ensure this

- e.g. Provision for seed to tree, tree to seed
- e.g. One can have feeling of opposition, but no provision for happiness with this feeling

If it is naturally acceptable, it leads to commitment to live in that manner without being forced in any way or conditioned or forced by another person

Guideline 4. Verifiable

We want to verify these values ourselves, i.e. we don't want to assume something just because something is stated, rather, each one of us will want to verify these to find out whether they are true for us

It has to be experientially verifiable in terms of the natural acceptance and in terms of mutual fulfilment in my behaviour and work

- Behaviour with human beings leads to mutual happiness
- Work with rest of nature leads to mutual prosperity

Every individual is able to verify these values themselves. No qualification is needed for this – being a human being is sufficient

Guideline 5. All Encompassing

It must be able to take care of all expanse of our being, of our living

As an individual, it should be able to take care of all the dimensions of our individual existence – thought, behaviour, work and the realization

Also it must cover all levels starting from individual to family to society and to nature/existence

Guideline 6. Leading to Harmony

Finally, value education has to enable us to be in harmony within and in harmony with others

Hence, when we live on the basis of these values, we start understanding that it will lead to harmony in us and harmony in our interactions with other humans and the rest of nature. That is, it leads to human conduct

Content of Value Education

1. Universal – all time, all place, all individuals
2. Rational – logical, appeals to human reasoning
3. **Natural** – Naturally Acceptable to human being & there is provision in Nature for its fulfilment
4. **Verifiable** – through one's own Natural Acceptance as well as experience in Living
5. All Encompassing – covering all aspects of human existence
6. Leading to Harmony – among human beings and with nature

Based on the inputs of MHRD

Content of Value Education

All Encompassing

Covers all 4 dimensions as an Individual:

1. Thought
2. Behaviour
3. Work
4. Understanding/Realization

Eg. In Thought – we want to have clarity (a state of resolution, solution) **NOT** confusion (a state of problem)

Covers all 4 levels as a Society:

1. Individual
2. Family
3. Society
4. Nature/Existence

Eg. As a Society – we want Fearlessness / Trust
NOT fear (due to mistrust / opposition)

Process of Value Education

1. Universal – all time, all place, all individuals
2. Rational – logical, appeals to human reasoning
3. **Natural** – Naturally Acceptable to human being & there is provision in Nature for its fulfilment
4. **Verifiable** – through one's own Natural Acceptance as well as experience in Living
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6. Leading to Harmony – among human beings and with nature

Based on the inputs of MHRD

Value Education

Proposal, Self Verification



Understanding, Knowing



Self Organised (Swa-anushasan)

- Swatantrata

Moral Education

Do's & Don'ts



Preconditioning, Assuming



Conditional

- Fear
- Incentive

Process of Value Education

It is a process of **Dialog**

Whatever is said is a **Proposal** (**Do not assume it to be true**)
Verify it – on the basis of your **Natural Acceptance**

यह संवाद की प्रक्रिया है।

प्रस्ताव है (मानें नहीं)

जाँचें – अपनी सहज स्वीकृति के आधार पर।

Natural Acceptance

Given a choice, what would I accept naturally?

Natural Acceptance

E.g.
Relationship

Food for health

Clothes for protection of Body

Acceptance

Under the given circumstances, what would I accept?

Preconditioning, Sensation

E.g.
Sometimes relationship,
sometimes opposition

Sometimes food for health,
sometimes food for taste

Sometimes for protection of body,
sometimes for respect, show

Value Education

Moral Education

Do's & Don'ts



Conditioning



Dabav poorvak karna

Value Education

Explore, Verify (Natural Acceptance)



Understanding



Swatantrata poorvak karna

Depending on teacher's acharan, child learns to be self-organized (swa-anushasit) or does manmani

Anusaran → Anukaran → Anushasan → Swa-Anushasan
or → Manmani

Does whatever the teacher says or does – peeche peeche chalta hai

Does whatever the teacher says/does and includes his own creativity

Shasan means rules/do's & don'ts – these are usually enforced by bhay-pralobhan-aastha

Anushasan – means rules/do's & don'ts – these are usually enforced by example

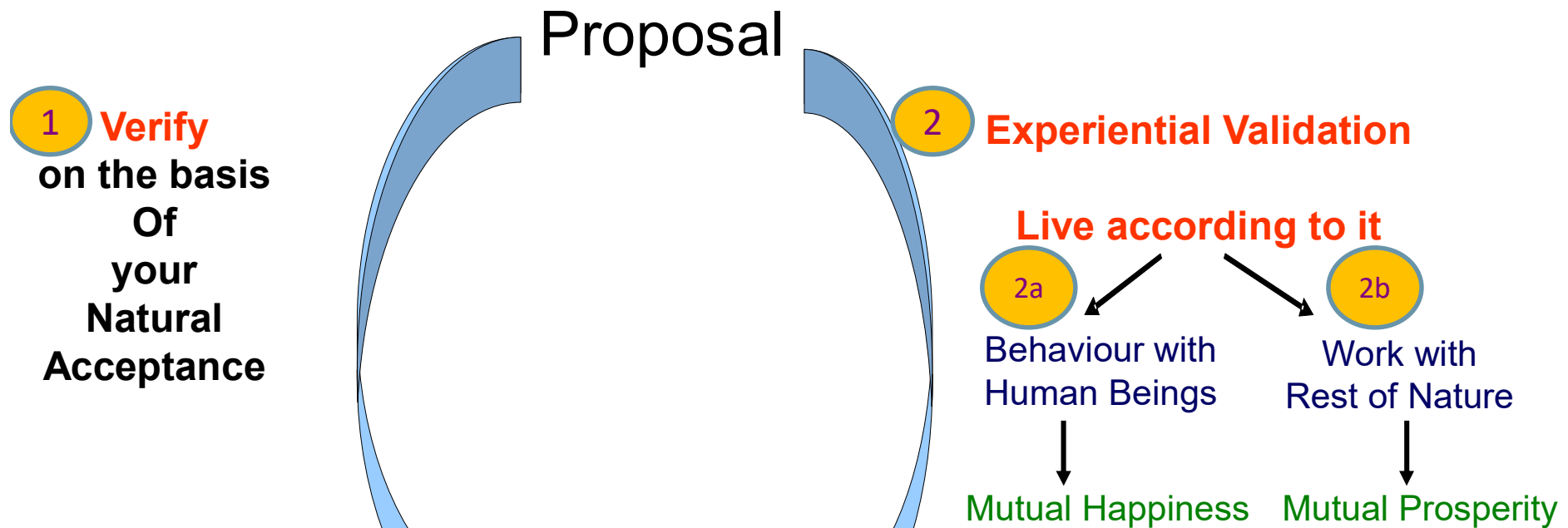
Swa-anushasan if RU is developed – if sharing prastav poorvak

Manmani if – talking dabav poorvak, the teacher's acharan is not NA to child (yeh to tript hue nahin, ham bhi is raaste pe chal kar inke jaise ban jayenge) Let us try our own formula

Process of Value Education – Self-verification

Whatever is said is a **Proposal** (**Do not accept it to be true**)

Verify it on your own right



Which process is Naturally Acceptable to you?

A process of self-exploration on your own right, leading to understanding in your self

or

A process of discourse, do's & don'ts, in which you assume what is said

Process of Value Education

UNDERSTANDING on the basis of self-verification and experiential validation

Whatever is said is a PROPOSAL.

The PROPOSAL is to be EXPLORED within oneself:

- a) On the basis of one's own Natural Acceptance (**The student is NOT expected to ASSUME it to be true**)
- b) On the basis of one's own VERIFICATION in living

This is a natural process of self verification and experiential validation that leads to understanding

It is not a process of assuming things (Do's & Don'ts) as given

Human Values course developed – 1995-2004

"A Foundation Course on Human Values & Professional Ethics", has been designed by Dr. RR Gaur, Prof. R Sangal & Shri. GP Bagaria

It follows a process of self verification, on the basis of one's own Natural Acceptance, leading to self-empowerment
(it is not a process of assuming nor a process of do's & don'ts)

It has been designed to be a part of the academic curriculum:

1. To help students discriminate between valuable and "superficial" in life
2. To develop sensitivity and awareness leading to: Commitment, and Courage to act on their own Understanding

It facilitates discussion on:

Their life goals, reflection on what they are and what they want to be
Their relationships in family
Their relationships with society
Their relationships with nature

Human Values in education – 2004-2012

- 2005 IIIT Hyderabad (AP) – an experiment
- 2006 IIT Kanpur (UP) – an experiment
- 2009 GBTU & MTU (formerly UPTU, UP) – a large scale experiment
- 2011 PTU (Punjab) – a high speed, large scale experiment

- 2012 HPTU, Hamirpur (HP)
- 2012 JNTU, Hyderabad (AP)
- 2012 UoU Distance Education (Uttarakhand)

Considering

Royal University of Bhutan ([VIDEO](#) 30 min) [\[Report\]](#)

Rajeev Gandhi Prodyogic Vishwavidyalaya, Bhopal (MP) [\[Report\]](#)

Universities in Technical & Higher Education (Haryana) [\[Report\]](#)

Other universities...

HE President Dr. APJ Abdul Kalam's Message to the Nation – 2006

Dr. Kalam, the then President of India, had 4 personal discussions about this, recognized its potential and spoke about the effort in his address to the nation on the eve of Independence Day in Aug 2006



“... being practiced by Prof Ganesh Bagaria, ... Prof Rajeev Sangal... and their teams ... [it] is a ‘teachable human value based skill’... This process of imparting self-knowledge would promote a learning atmosphere, where this whole movement of inquiry into knowledge, into oneself, into the possibility of something beyond knowledge would bring about naturally a psychological revolution.. **From this comes inevitably a totally different order in human relationship and therefore society as a whole. The intelligent understanding of this process itself can bring about a profound change in the consciousness of mankind...**”

(VIDEO 3 min)

Human Values at PTU 2010-2012

Our vision for PTU has broadened: *“to be one of the best technical universities in South Asia by 2015”* by facilitating development of responsible and competent people for society

It used to be: *“to be one of the best technical universities in South Asia by 2015”*

Now we do have specific goals for Values & for Skills

Key Goals related to Values for Academic Year 2011-2012:

1. Facilitate smooth induction of HVPE101 course in all colleges
2. Help further develop a conducive environment in colleges

Key Goal related to Skills for Academic Year 2011-2012:

1. **Facilitate development of entrepreneurial ability, so every student is competent to be meaningfully employed or self-employed**

Key Learnings

1. **Human Values are teachable** - they can be communicated precisely and effectively. Specific, universal guidelines have been articulated and comprehensive formal teaching resources have been developed. This includes the syllabus, a teachers' manual, a text book, practice sessions, video of lectures as well as a web-site
2. There is a significant impact on students, faculty, management, staff, families the entire community of individuals associated with the institution – provided the **teachers are prepared** and **environment is conducive**

Sum Up

Need – To have the clarity about

1. "what to do" / Human goal, Human purpose, we need to know what is valuable for Human Being
2. "how to do" / Program for fulfillment of human purpose

Guidelines:

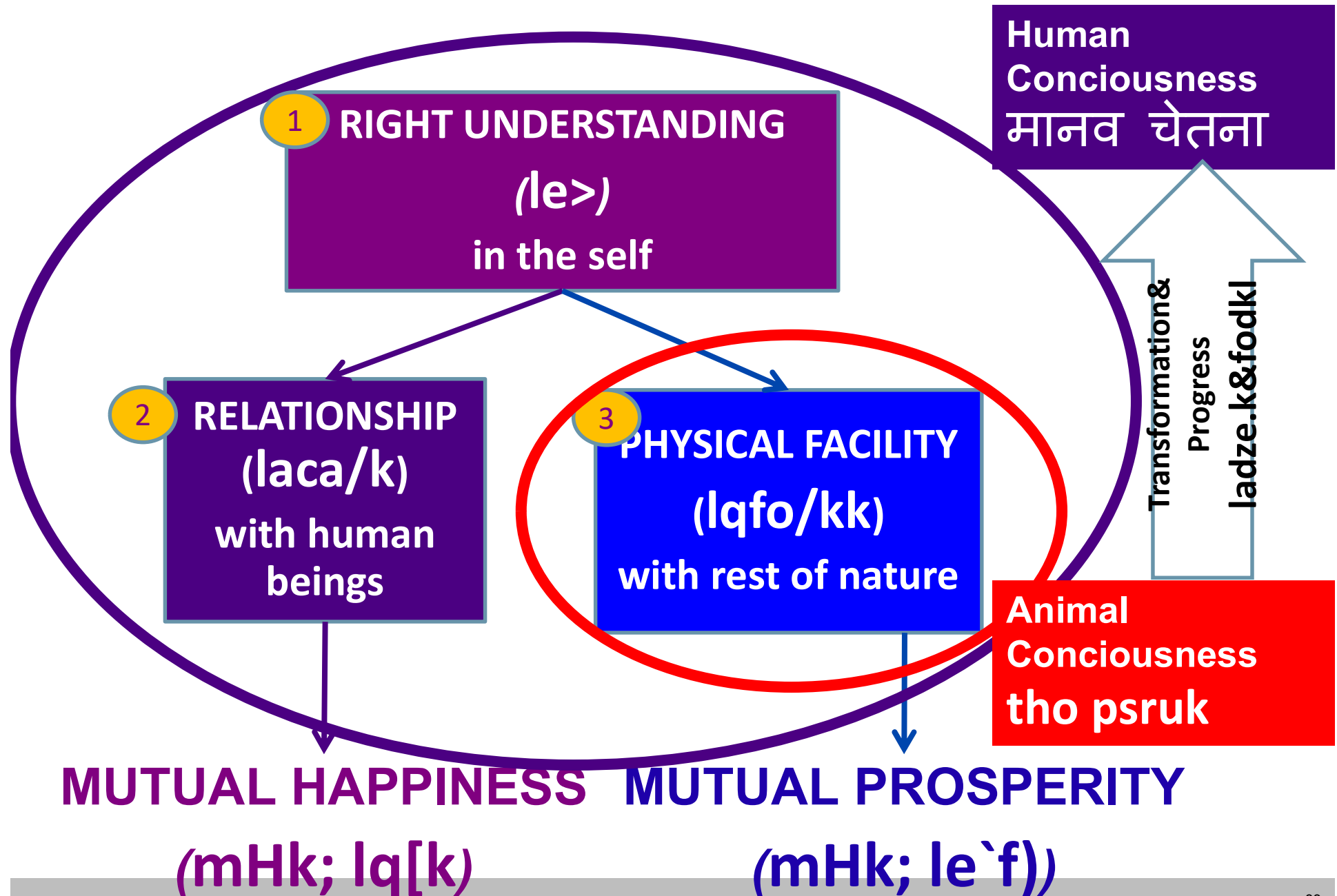
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| 6. Leading to Harmony | – among human beings and with nature |

Process

Content

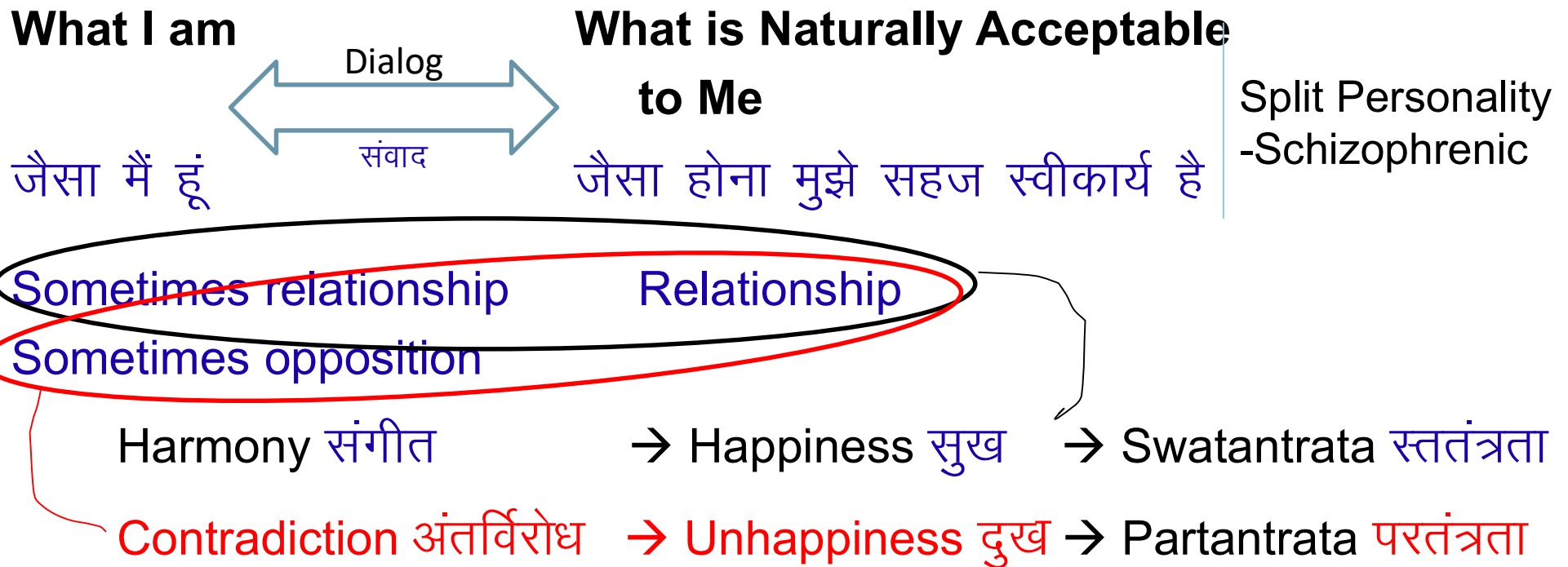


Basic Human Aspiration: Continuous Happiness & Prosperity



Process of Understanding – Self-exploration, Self-investigation

1. It is a process of Dialog... It starts with a dialog between me and you
2. It soon becomes a dialog within your own Self...



Happiness = To be in a state of Harmony

सुख = संगीत में, व्यवस्था में जीना

Unhappiness = To be forced to be in a state of Contradiction

दुख = अंतर्विरोध में, अव्यवस्था में, जीने के लिये बाध्य होना

Natural Acceptance

Given independent choice, what is acceptable naturally

Natural Acceptance

E.g.
Relationship

Food for health

Mobile for communication

Acceptance

Under the given circumstances, what one ends up accepting

Peer pressure, conditioning

Sensation

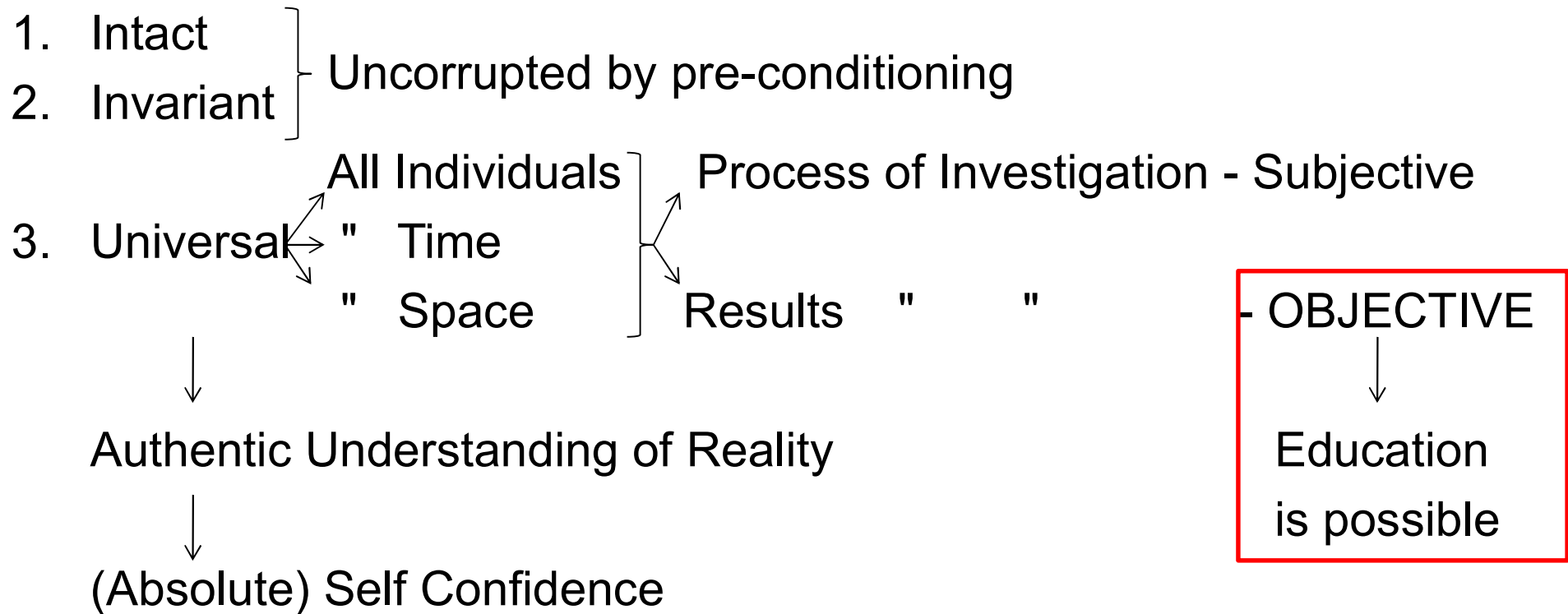
Natural Acceptance

E.g.
Sometimes relationship,
sometimes opposition

Sometimes food for health,
sometimes food for taste

Sometimes for communication,
sometimes for respect, show-off

Natural Acceptance



Natural Acceptance about WHAT TO DO (not about how to do)

Exploring What is Naturally Acceptable to Me

What I am  **What is Naturally Acceptable to Me**

As an Individual
In Family
In Society
In Nature/Existence

जैसा मैं हूँ

जैसा होना मुझे सहज स्वीकार्य है

Sometimes relationship
Sometimes opposition
Sometimes Trust
Sometimes Mistrust
Nurturing
Taste & not nurturing

...

Relationship

Trust in Relationship

Nurturing the Body

...

My Natural Acceptance सहज स्वीकृति

My Innateness स्वत्व

Practical (Home Work)

What is your level of awareness about your self, about your Natural Acceptance?

What % of the time you are in harmony (and what % You are in contradiction)?

In that sense, what % of your personality is integrated (and what % is split)?

Process of Self-exploration, Self-investigation

1. It is a process of dialogue – between me and you, to begin with. It soon becomes a dialogue within your own self
2. It is a process of dialog between what I am (जैसा मैं हूँ) and what I really want to be (जैसा होना मुझे सहज स्वीकार्य है = स्वत्व)
3. It is a process of self-evolution
4. It is a process of knowing oneself and through that knowing Nature and the entire existence
5. It is a process of recognizing one's relationship with every unit in nature/existence; and fulfilling that relationship
6. It is a process of knowing Human Conduct (मानवीय आचरण) and living according to it
7. It is a process of living in harmony in oneself, living in harmony with others...living in harmony with entire existence

Scope of this Workshop

Being Aware of your Natural Acceptance
What you really want to be

स्वत्व



Living in accordance with your Natural Acceptance
Living in harmony in yourself

स्वतंत्रता



Living in harmony with others... with the entire existence

स्वराज्य

Conscience, Science & Sense of Living

- Conscience – Understanding & Realisation of Coexistence
- Science – Thought, Feeling of Coexistence
- Sense – Behaviour, Work, Participation in Human Order with the thought & feeling of Coexistence

Self-Exploration, Self-investigation, Self-study

1. Content of Self Exploration:

a. Desire (चाहना) - Aim, Objective, Purpose – Happiness, Prosperity → Continuous

What do I want to achieve?

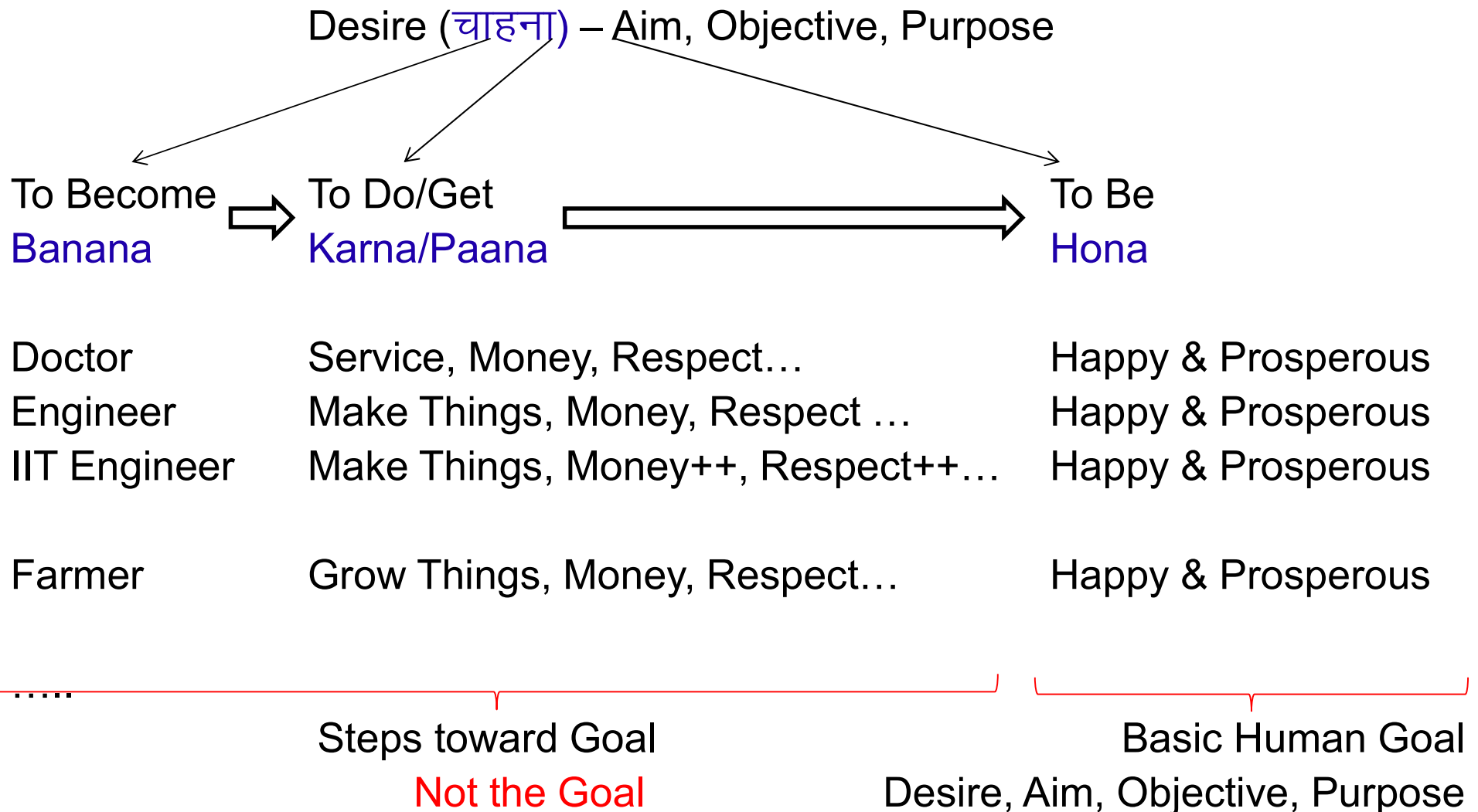
b. Program (करना) – Process of achieving the desire, action

How do I achieve it ?

2. Process of Self Exploration

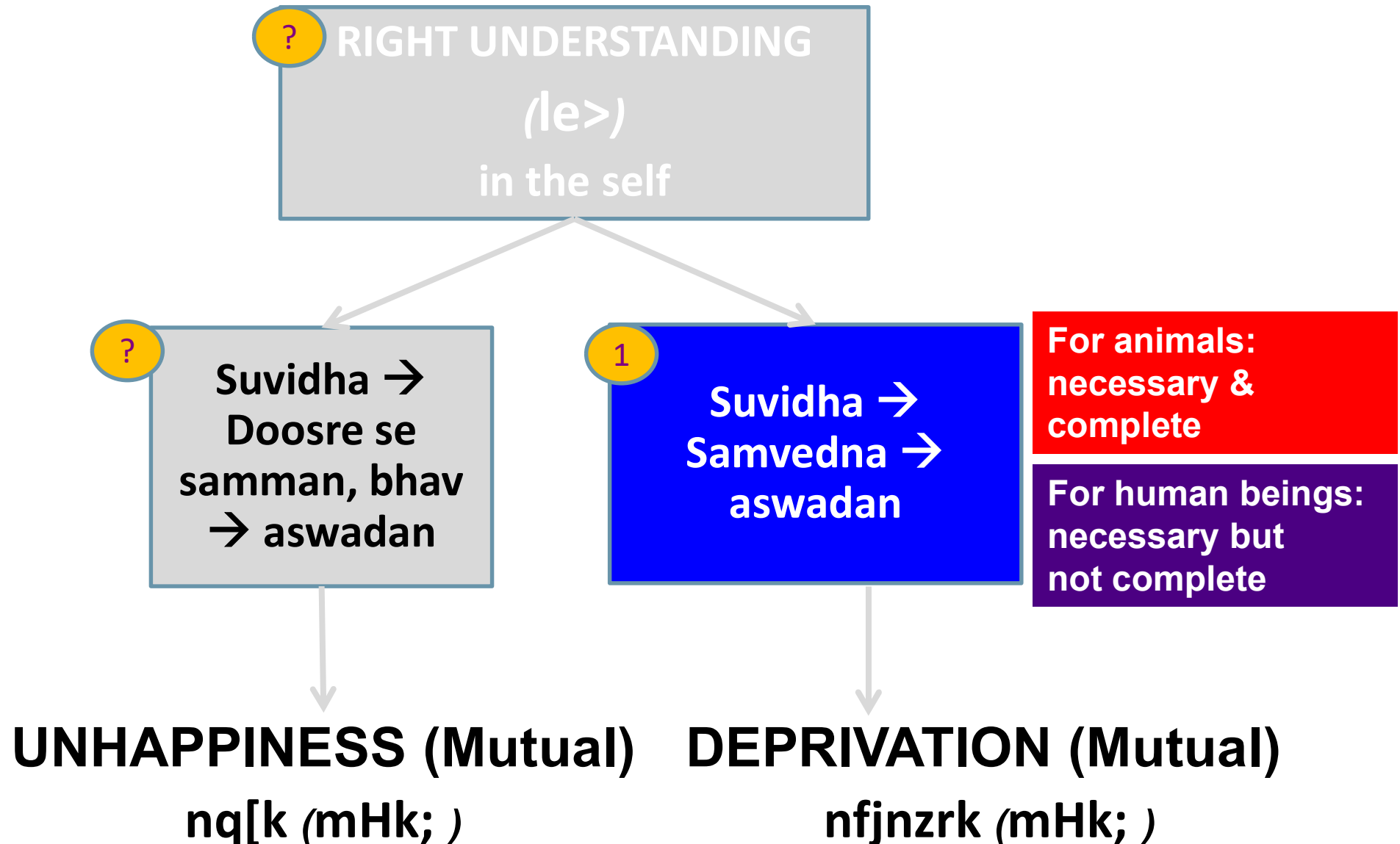
Self-verification

Desire (चाहना) – Aim, Objective, Purpose



Teacher by Chance, Teacher by Choice...

Notions about Happiness: Accumulation of Physical Facility



Notions about Happiness

Physical Facility

Right utilisation (sadupyog)

Sensation

Only purpose is to keep body healthy

Excitement

Harmony, Not Excitement

Domination

Co-existence, Complimentarity

Fulfillment of All Desires

Fulfillment of Right Desires

Happiness

The state or situation, in which I live,

if there is harmony / synergy in it,

then it is Naturally Acceptable to me to be in that state / situation

To be in a state / situation which is Naturally Acceptable is Happiness



To be in in a state of Harmony / Synergy is Happiness



Happiness = Harmony

Unhappiness

The state or situation, in which I live,

if there is disharmony / contradiction in it,

then it is not Naturally Acceptable to me to be in that state / situation

To be forced to be in a state / situation which is not Naturally Acceptable is Unhappiness



To be forced to be in a state of Disharmony / Contradiction is Unhappiness



Unhappiness = Disharmony

Happiness

The state or situation, in which I live,

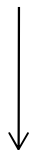
if there is harmony / synergy in it,

then it is Naturally Acceptable to me to be in that state / situation

To be in a state / situation which is Naturally Acceptable is Happiness



To be in a state of Harmony / Synergy is Happiness



Happiness = Harmony

Continuous Happiness

State / Situation in which I live or
Expanse of our Being:

1. As an Individual
2. As a member of a Family
3. As a member of Society
4. As a unit in Nature/Existence

**Continuous Happiness =
Harmony at all levels of our
Being. i.e.**

1. Harmony in the Human Being
2. Harmony in the Family
3. Harmony in the Society
4. Harmony in Nature/Existence

Continuous Happiness

Happiness = To Be in Harmony

Expanse of our Being:

1. As an Individual
2. In Family
3. In Society
4. In Nature/Existence

Continuous Happiness = Harmony at all levels of our Being. i.e.

1. Harmony in the Human Being
2. Harmony in the Family
3. Harmony in the Society
4. Harmony in Nature/Existence

Program for Continuous Happiness

To understand the Harmony at all levels of our Being

1. Harmony in the Human Being
2. Harmony in the Family
3. Harmony in the Society
4. Harmony in Nature/Existence

} **Scope of Understanding**

To live in Harmony at all levels of our Being

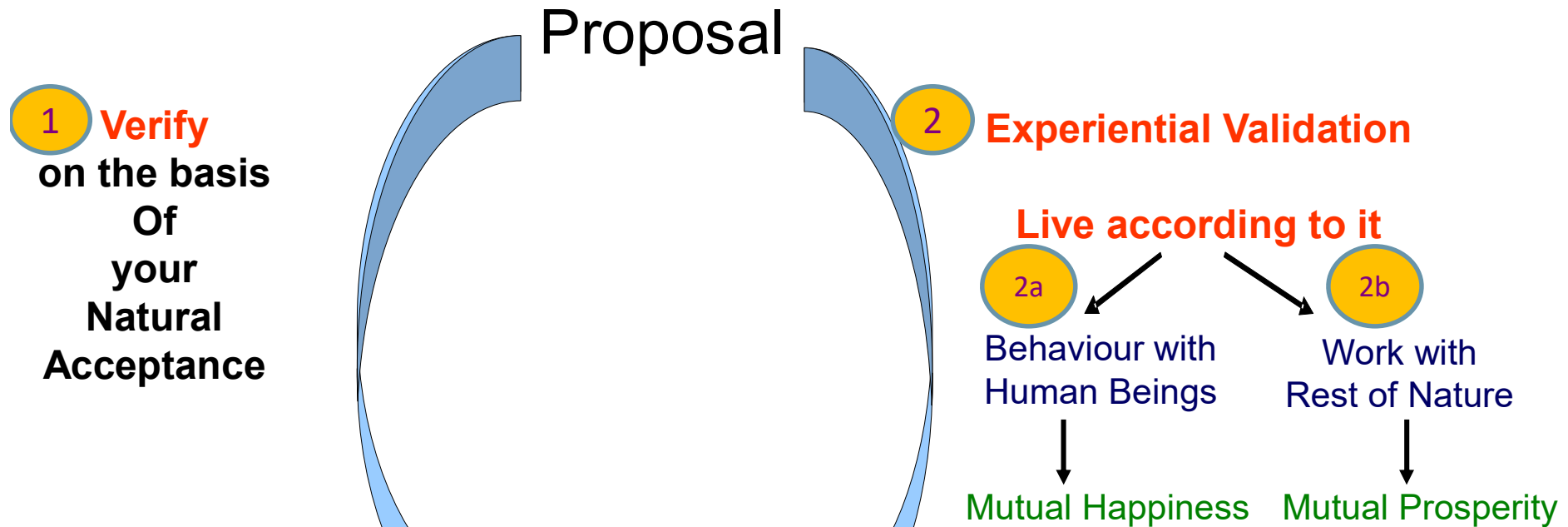
1. As an Individual
2. In Family
3. In Society
4. In Nature/Existence

} **Scope of Living**

Process of Self-verification

Whatever is said is a **Proposal** (**Do not accept it to be true**)

Verify it on your own right



Which process is Naturally Acceptable to you?

A process of self-exploration on your own right, leading to understanding in your self

or

A process of discourse, do's & don'ts, in which you assume what is said

Self Verification

Self Verification of a Proposal = Clarity that the proposal is so, it is related to my happiness/prosperity

Our Program

To facilitate understanding of the Harmony at all levels of our Being

1. Harmony in the Human Being
2. Harmony in the Family
3. Harmony in the Society
4. Harmony in Nature/Existence

Proposals

To understand & to live in Harmony at all levels of our Being

1. As an Individual
2. In Family
3. In Society
4. In Nature/Existence

**1 Verify the proposals
on the basis of your
NATURAL ACCEPTANCE**

**2 Experiential validation
by LIVING ACCORDINGLY**



Realization/Understanding

Sum Up

Basic Human Aspiration = Happiness & Prosperity → Continuity

Happiness = To be in a state of harmony

Expanse of our being = 4 levels

(Individual, Family, Society, Nature/Existence)

Continuous Happiness = Harmony at all 4 levels of our being

(Individual, Family, Society, Nature/Existence)

Program for Continuous Happiness = Understanding the Harmony & Living in Harmony... at all 4 levels of our being

1. As an Individual (between What I am and My Natural Acceptance)
2. In Family
3. In Society
4. In Nature/Existence

Process of Understanding = Self-exploration, Self-verification