HUMAN VALUES

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

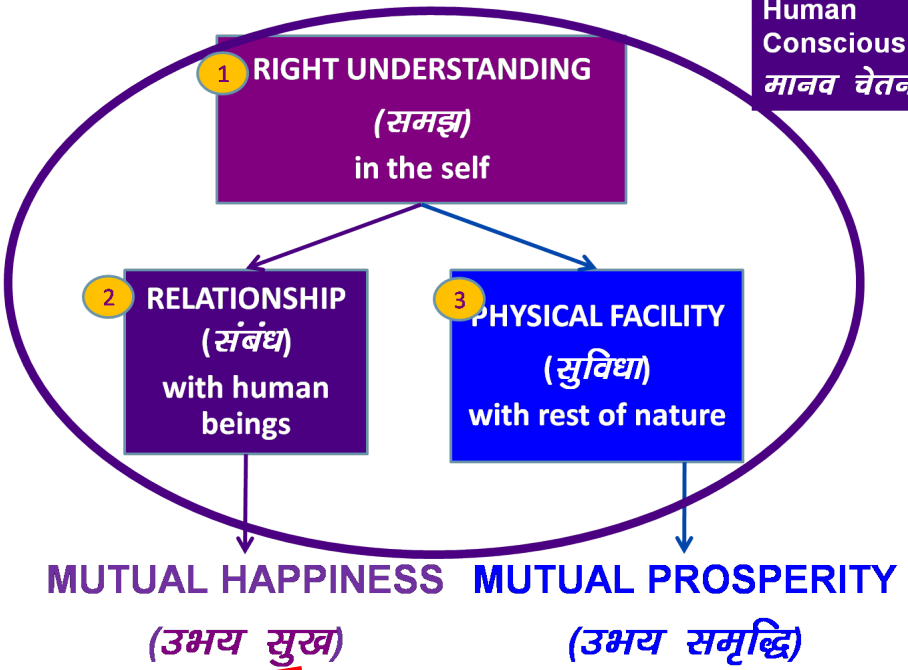
Content of this Session	इस सत्र कि विषय-वास्तु
Values, Human Values	मूल्य, मानवीय मूल्य
Education – Values and skills	शिक्षा – मूल्य और हुनर
Complementarity of the Two	दोनों एक-दुसरे के पूरक
Primacy of Value Education	मूल्य शिक्षा की प्राथमिकता
Need of Value Education	मूल्य शिक्षा की आवश्यकता
Guidelines	दिशा निर्देश
Content	विषय-वास्तु
Process	प्रक्रिया

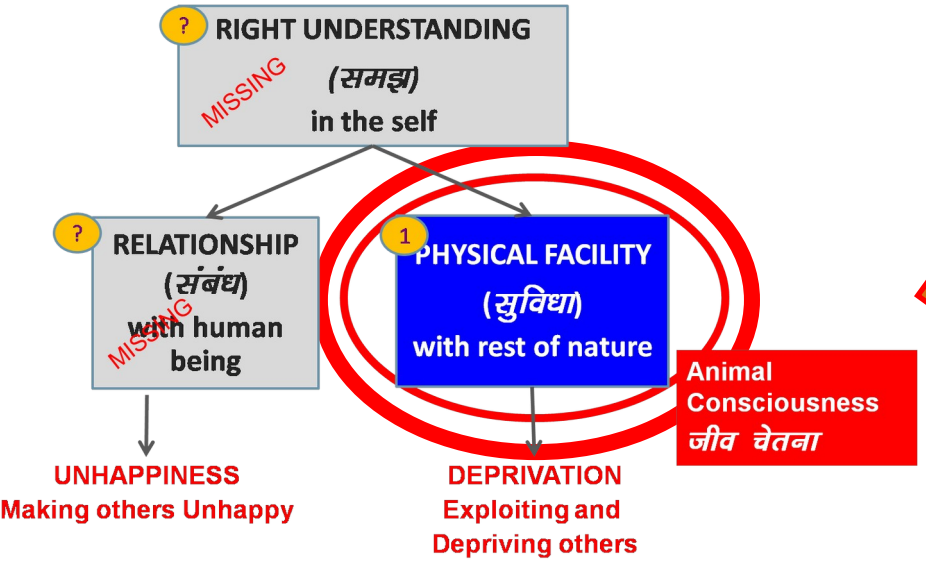
Role of Education – To Enable Transformation

The role of education is

To enable the transformation to human consciousness

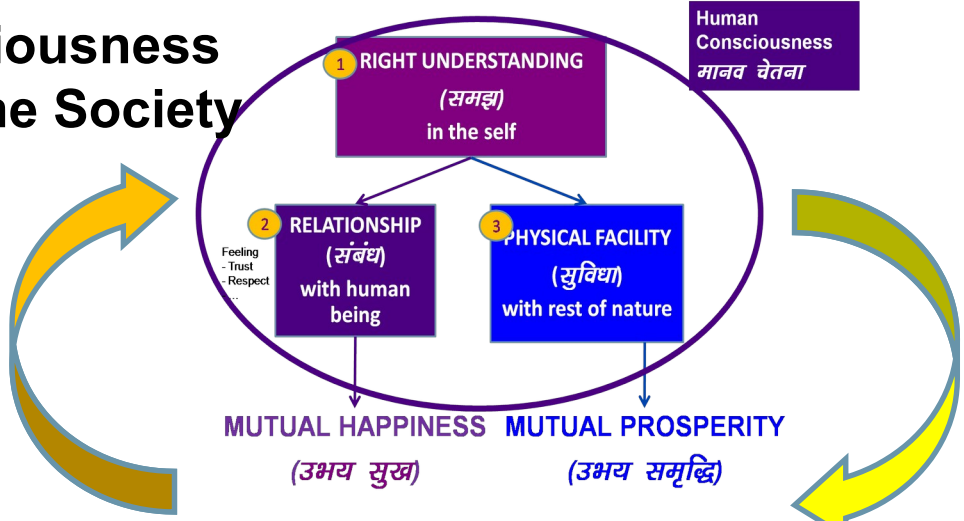
To facilitate the development of the competence to live with definite human conduct



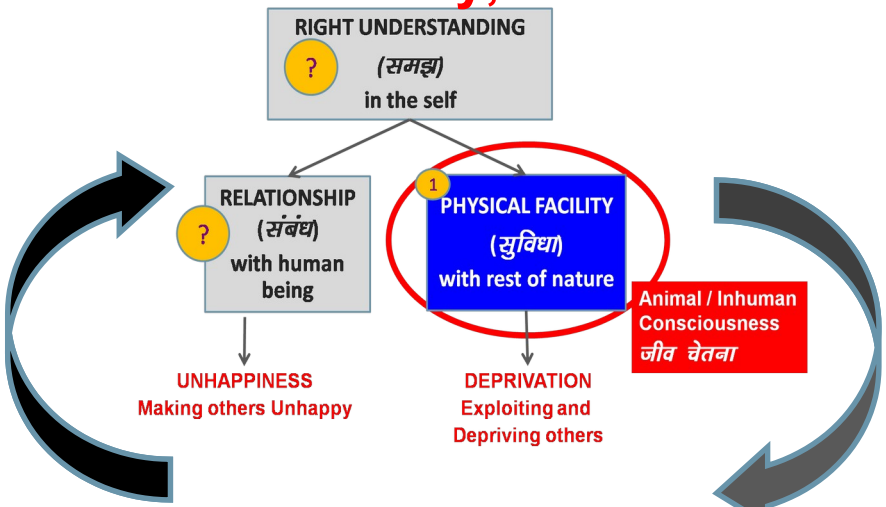


One's education starts in the family, then goes on in school, college... It is influenced by media... role models in society...

Living with Human Consciousness → Humane Family, Humane Society



Living with Animal Consciousness → Inhuman Family, Inhuman Society



Inhuman "Society" (Crowd or Battlefield)

Assumptions (eg. Money is everything)	Accumulation By Any Means	Domination , Exploitation, Fear	Mastery & Exploitation
In Every Individual	In few Individuals	In Society	Over Nature

Obsession for Consumption	Terrorism War	Resource Depletion Pollution
" for Profit		
" for Sensual Pleasure		

Individual based (having different or opposing goals)

Humane Society

Right Understanding & Right Feeling	Prosperity	Fearlessness (Trust)	Co-Existence (Mutual Fulfilment)
Happiness			
In Every Individual	In Every Family	In Society	In Nature/ Existence

Family based Society (families having common goal)

Transformation& Progress
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Role of Education:

1.Personal transformation
2.Societal transformation

Values
Human Values
Universal Human Values

Value

What is valuable = value

The context is always the larger order

Value has to do with the participation in the larger order

E.g. A piece of chalk is a unit

A classroom is the larger order

The value of chalk is that it can be used to write on the blackboard

The participation in the larger order is also its role in the larger order

E.g. The role of chalk is to help write on the blackboard

Human Values

Value / role of a human being is its participation in the larger order

E.g. My role in living with the other human being is to ensure the feeling of respect in the relationship

Interestingly, I feel happy in fulfilling my role; and it is fulfilling for the other as well!

E.g. I feel happy when I have a feeling of respect

The other feels happy when I express respect to him

It is worth understanding, worth thinking about, worth doing

In nature, every unit is participating with every other unit in a mutually fulfilling manner (except human beings without right understanding)

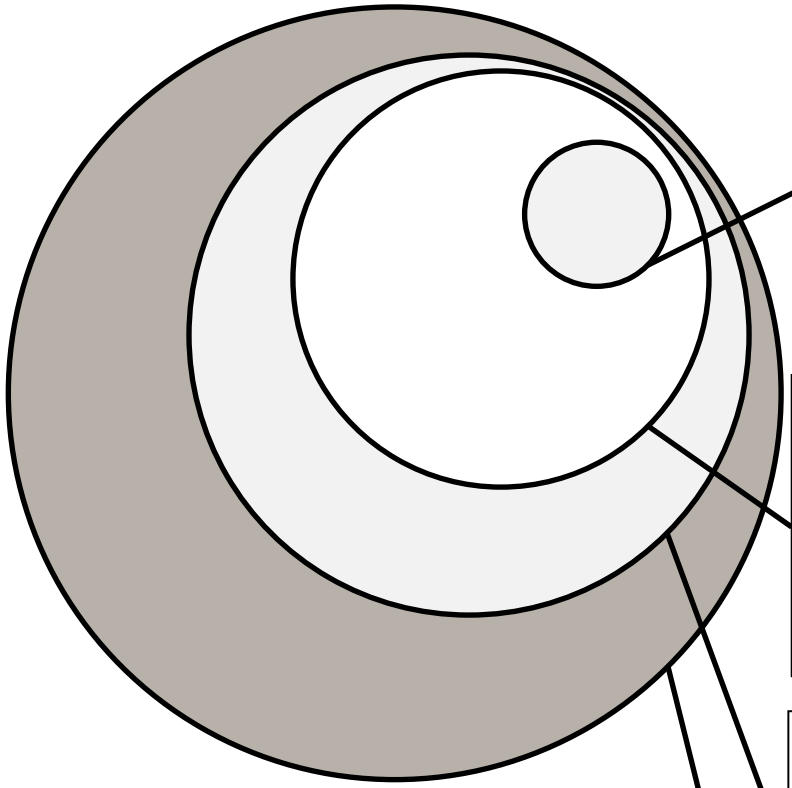
E.g. The air, water, soil, plants, trees, animals, birds…

The role of human being is to live in harmony in the larger order

(i.e. ensure mutual fulfilment)

For this, human being has to understand harmony at every level of being

Human Values, Role of Human Being in the Larger Order



Individual
I have a role within myself
(eg. ensuring happiness in the self and health in the body)

Family
I have a role in my family
(eg. ensuring feeling of relationship and prosperity)

Society
I have a role in the society
(eg. to participate in social systems for ensuring justice, peace and harmony)

Nature/Existence
I have a role in nature/existence
(eg. mutual fulfilment with rest of nature)

Deciding Our Values

Do you want to be able to decide on your own right?

or

Do you want somebody else to decide for you?

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

If you are not able to decide on your own right then:

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

Values Decided by the Other

Eg. In a professional college, many first-year students start to use foul language within a very short time

They are made to assume that this sort of language is one of the indicators of their freedom, of their own progress to manhood… and they adopt it as a new value

Similarly, with sleeping late and getting up late… and so many things

Did they decide it for themselves?

Did it just happen “unconsciously”, without being aware of it?

Is it worth for them? Is it fulfilling for them?

Is it fulfilling for others (like their family members)?

So, if we are unable to decide on our own right, we are programmed by the other; our values are decided by someone else

Deciding Human Values on Our Own Right

Would we decide on the basis of whatever we like, whatever we believe?

If we decide in this manner, human values will be different for different people

Or is there some definite, existential basis, something we can understand, something we can be assured about, something that ensures mutual fulfilment in living?

If this is the case, then there is a possibility that human values are universal, they are the same for all of us

Value education is about exploring into this possibility

Components of Human Education

Understanding What to do, Values **Value Education**
Learning How to do, Skills **Skill Development**
Doing Skills guided by Values

Are both, values and skills, required?

Both are required; Values and skills are complementary to each other

If both are required, then what is the priority?

Values (what to do) first, then skills (how to do), but both are required

What is the state in present-day education?

Education has become skill-biased. There is a need to make appropriate changes

Guidelines for Value Education

- **Universal**

  The content needs to be universal – applicable to all human beings and be true at all times, all places

  It should not depend on sect, creed, nationality, race, gender, etc.

- **Rational**

  It must be amenable to logical reasoning

  It should not be based on blind beliefs

- **Verifiable**

  The student should be able to verify the values on one's own right

  Should not be asked to believe just because it is stated in the course

- **Leading to Harmony**

  Values have to enable us to live in peace and harmony within our own self as well as with others (human being and rest of nature)

Content of Value Education

Holistic, All Encompassing

Covers all dimensions of being, 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 levels of living:

1. Individual (human being)
2. Family
3. Society
4. Nature/Existence

Eg. As a Family, Society – we want Fearlessness / Trust

NOT fear (due to mistrust / opposition)

Process of Value Education

Universal

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Process of Value Education

Whatever is said is a **Proposal** (**Do not assume it to be true or false**)

Verify it on Your Own Right – on the basis of our **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**

between what you are and what you really want to be (your natural acceptance)

The purpose of this workshop is to initiate this internal dialogue

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FAQ

Analysis of the Current State

Little interest in learning, unsure of what they wish to do in life – even in premier institutions

Under tremendous pressure (parents, peers, TV...)

Manifest problems – self-centredness, acute competitiveness and insensitivity towards others, indiscipline and violence, addiction to alcohol, drugs etc., depression, suicide...

Graduates tend to join into a blind race for wealth and position. Their skills are often used only to accumulate wealth

Other aspects of life including relationships in family and work place, understanding of society and public good, remain neglected

Use and misuse of skills…

Some of Your Questions May Be…

Is value education the same as moral education? Knowing, assuming

Is there a need for values in today's world? The need is urgent

Can values be taught in the classroom? We have to facilitate the student to discover values within themselves

Is this teaching effective? In the experiments so far, the results have been quite encouraging

Can our teachers teach it? Preparation required

Will our students be interested in it? Communication

We need to explore into these and such other questions…

Value Education

Proposal, Self Verification

↓

Understanding, Knowing

↓

Self-motivated, Unconditional

- Self-discipline (Lo&vuq”kklu)
- Self-organised (Lora=rk)

Moral Education

Do’s & Don'ts

↓

Preconditioning, Assuming

↓

Externally Motivated, Conditional

- Fear / Incentive
- Enslaved (ijra=rk)

Some of Your Questions May Be…

1. There is a need for value education, but can we deliver it in today's corrupt environment?

2. What can one teacher do? We have to follow the system

3. There is no space in the curriculum. Already we are overburdened

4. The colleges are there only to make money. What are we talking about values in such a corrupt system?