



UHV-II: Universal Human Values – Understanding harmony and Ethical Human Conduct

Module 1 – Introduction to Value Education

Module 1 – Introduction to Value Education (6 lectures and 3 tutorials/ practice sessions)

Lecture 1: Understanding Value Education

Lecture 2: Self-exploration as the Process for Value Education

Tutorial 1: Practice Session PS1 **Sharing about Oneself**

Lecture 3: Continuous Happiness and Prosperity – the Basic Human Aspirations and their Fulfilment

Lecture 4: Right Understanding, Relationship and Physical Facility

Tutorial 2: Practice Session PS2 **Exploring Human Consciousness**

Lecture 5: Happiness and Prosperity – Current Scenario

Lecture 6: Method to Fulfill the Basic Human Aspirations

Tutorial 3: Practice Session PS3 **Exploring Natural Acceptance**



Lecture 1

Understanding Value Education

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.

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



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

Understanding Value

Value of a unit is its participation in the larger order

e.g. The value of a piece of chalk is its participation in the classroom

What is valuable

The chalk writes on the blackboard in the classroom?

or

The chalk scratches the blackboard in the classroom?

What is valuable = value

The context is always the larger order

Value of a unit is definite (does not change with time, place, person)

The value of a unit is also referred to as its role

Thus, the role of chalk is to write on the blackboard

Explore

What is the value of water?

E.g. Value of water for quenching your thirst – the participation of water in quenching your thirst
Does water quench your thirst? Is it valuable?

Is its value (participation) definite?

Does it remain same over time?

Does it remain same in different places?

Is it same for different persons?

You can further reflect on the relationship between value and price

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

E.g. Your participation in the family defines your value in the family

What is valuable for you? feeling of respect or feeling of disrespect?

You feel happy when you have a feeling of respect

The other feels happy when you express respect to him/her

Living in accordance with human values leads to mutual happiness*

- Your happiness
- Happiness of the other human being



*i.e. in the case of human-human interaction

In the case of human-rest of nature interaction,
living in accordance with human values leads to mutual prosperity

Basic 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

Natural and Verifiable

It has to be ‘naturally acceptable’ and experientially verifiable, and not based on dogmas, beliefs or assumptions.

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

All Encompassing

It needs to cover all dimensions (thought, behaviour, work and understanding) and levels (individual, family, society and nature/existence) of human life

Should not be confined to only few aspects of life.

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)

This will be sufficiently exemplified in the presentations in this workshop

Holistic, All Encompassing

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 (mistrust / opposition)

Covers all dimensions of human being, (as an Individual):

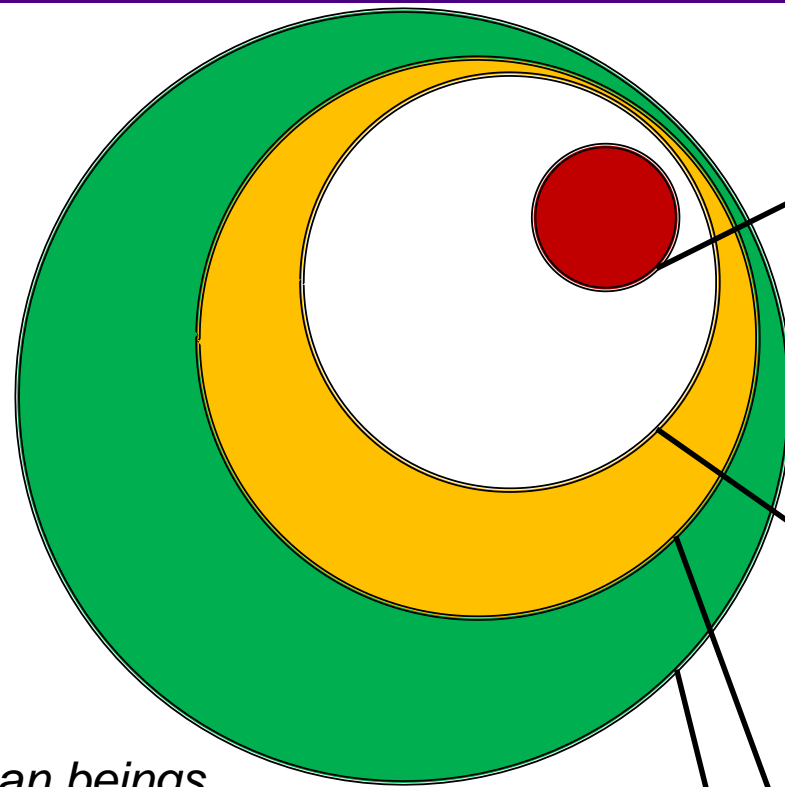
1. Understanding/Realization
2. Thought
3. Behaviour
4. Work/Participation in larger order

Eg. In Thought – we want clarity

(a state of resolution, solution)

NOT confusion (a state of problem)

Levels of Living of a Human Being



Individual

My value for myself
(eg. ensuring happiness in the self and health in the body)

Family

My value in the family
(eg. ensuring feeling of relationship and prosperity)

Society

My value in the society
(eg. to participate in social systems for justice, peace and harmony)

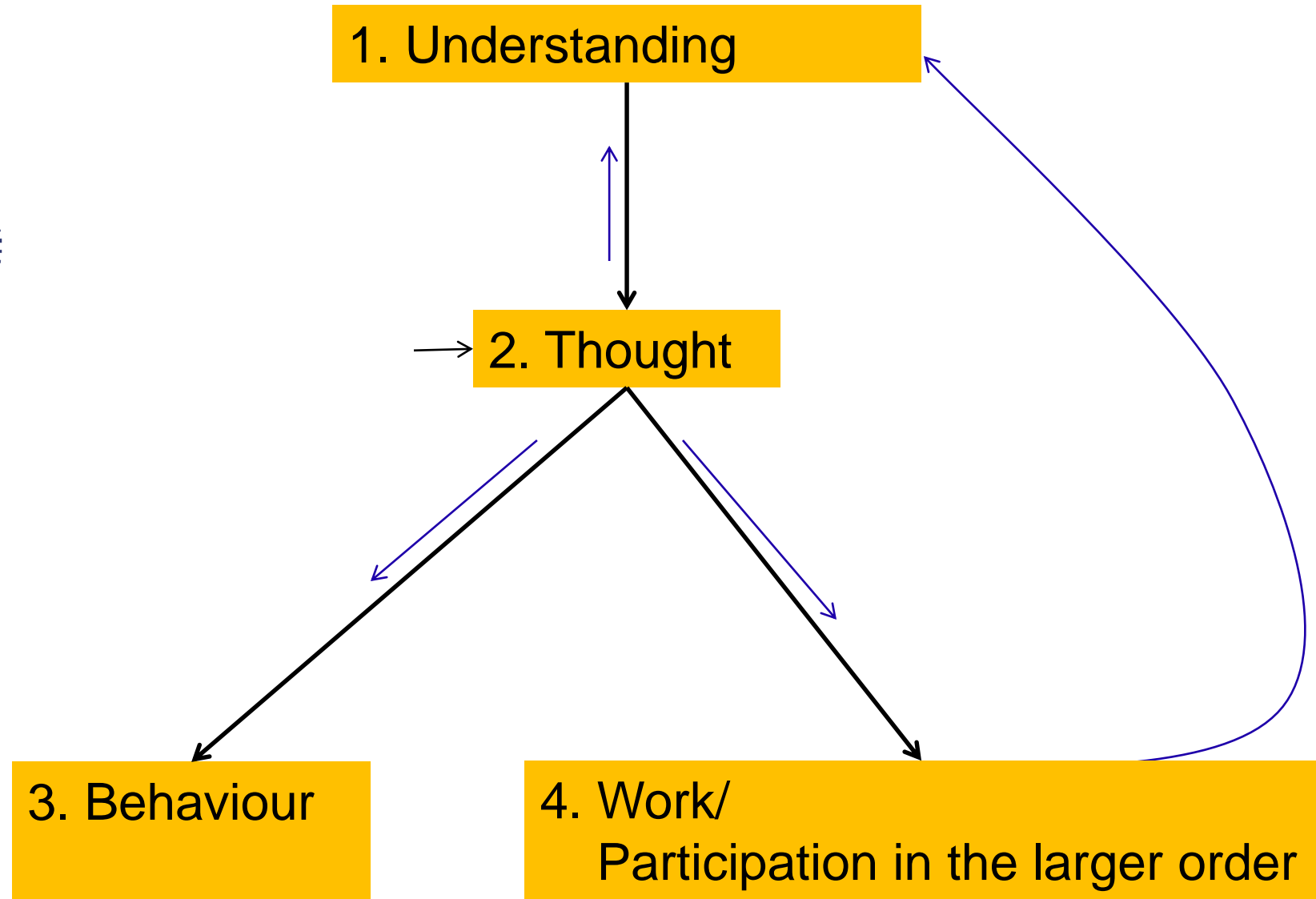
Nature/Existence

My value in nature/existence
(eg. mutual fulfilment with rest of nature)

To live with happiness, human beings have to understand human values, i.e. their participation, their role in the larger order

Without understanding human values, they may assume something about their participation, role, which may or may not be fulfilling

Dimensions of Human Being (as an Individual)



Process of Value Education – Self-exploration

Whatever is said is a **Proposal**

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

Do not assume it to be true or false

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 course is to initiate this internal dialogue,
to help you to be self-referential, self-confident

Is this process naturally acceptable to you?

Is the purpose of this course valuable for you?

In this course, we will explore... human values, human conduct



Need for Value Education

To live with fulfilment, happiness, continuous happiness...

it is essential to understand what is valuable for human being (human values)

To understand human values, human conduct we need value education

Basic Guidelines for Value Education

Content of Value Education

All encompassing

Holistic

Process of Value Education

Self exploration, becoming Self-referential

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FAQs for Lecture 1

Understanding Value Education

Questions

- Preaching, Moralising, Moral Education has been tried for many years – it does not work. So, is this any different?
- Values can only be caught and not taught, so what's the use of classroom teaching?
- We have introduced UHV in higher education. But should not the UHV start early from childhood. Isn't it too late to start teaching value education from college?
- Due to cut-throat competition and lack of human consciousness in society, the focus of the students is on developing skill for a good pay package and not on values. How to bring their attention to values?
- ...





Self Reflection