

UNIT –I: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

UNIT-1 Syllabus

1. Understanding the need, basic guidelines, content and process for Value Education
2. Self-Exploration—what is it? - its content and process; ‘Natural Acceptance’ and Experiential Validation- as the mechanism for self-exploration
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: understanding and living in **harmony** at various levels

1. Understanding the need, basic guidelines, content and process for Value Education

What is Value Education?:

Character oriented education that instils basic values and ethnic values in one's psyche is called 'Value Based Education'. The subject that enables us to understand 'what is valuable' for human happiness is called value education.

Importance of Value education:

- It is important to help everyone in improving the value system that he/she holds and puts it to use.
- Once, one has understood his/ her values in life he/she can examine and control the various choices he/she makes in his/ her life.
- Value education enables us to understand our needs and visualize our goals correctly and also helps to remove our confusions and contradictions and bring harmony at all levels.
- It also helps to remove our confusions and contradictions and enables us to rightly utilize the technological innovations.
- Values form the basis for all our thoughts, behaviours and actions. Once we know what is valuable to us, these values becomes the basis, the anchor for our actions.
- We also need to understand the universality of various human values, because only then we can have a definite and common program for value education, then only we can be assured of a happy and harmonious human society.

What are the fundamental values of Human beings?:

The five core (fundamental) human values are : (1) Right Conduct (2) Peace (3) Truth (4) Love and (5) Non-violence

Values related to right conduct are:

- i) Self-help skills:** Care of possessions, diet, hygiene, modesty, posture, self reliance and tidy appearance
- ii) Social skills:** Good behavior, good manners, good relationship, helpfulness, No wastage and good environment.
- iii) Ethical skills:** Code of conduct, courage, dependability, duty, efficiency, ingenuity, initiative, perseverance, punctuality, resourcefulness, respect for all and responsibility.

Values related to peace: Attention, calmness, concentration, contentment, dignity, discipline, equality, faithfulness, focus, gratitude, happiness, harmony, humility, inner silence, optimism, patience, reflection, satisfaction, self-acceptance, self-confidence, self control, self-discipline, self-esteem, self-respect, sense control, tolerance and understanding

What are the fundamental values of Human beings?:

Values related to Truth: Accuracy, curiosity, fairness, fearlessness, honesty, integrity (unity of thought, word and deed), intuition, justice, optimism, purity, quest for knowledge, reason, self-analysis, sincerity, spirit of enquiry, synthesis, trust, truthfulness and determination.

Values related to Love: Acceptance, affection, care, compassion, consideration, dedication, devotion, empathy, forgiveness, friendship, generosity, gentleness, humanness, interdependence, kindness, patience, patriotism, reverence, sacrifice, sharing, sympathy, thoughtfulness, tolerance and trust.

Values related to non-violence :

- i) Psychological:** Benevolence, compassion, concern for others, consideration, forgiveness, manners, happiness, loyalty, morality and universal love
- ii) Social:** Appreciation of other cultures and religions, brotherhood, care of environment, citizenship, equality, harmlessness, national awareness, perseverance, respect for property, and social justice.

Need for Value Education:

All human beings aspire for a happy, fulfilling life. For a human being, there are two important questions pertaining to this:

- **What is my aspiration? (What to do?)**
- **How to fulfil my aspiration? (How to do?)**

The purpose of Value education is to facilitate the development of clarity on the aspiration and adequate competence to actualize it.

For this, it is essential to understand what a happy, fulfilling and successful life is – what is really valuable for human being; what is our purpose as a human being? **Understanding human aspiration, or what is really valuable for human being, is the value domain.** The subject which enables us to understand this domain is called ‘Value Education’ (VE).

It enables us to understand our aspirations and visualize our goals for a fulfilling life and indicates the direction for their fulfillment. In relation to these issues, it also helps to remove our confusions and contradictions. In that sense, VE addresses the issues related to ‘what to do?’.

It is also *necessary to learn the skills to actualise our aspirations*. This is the skill domain. The subject which enables us to learn the skills is called ‘Skill Development’ (SD). It enables us to learn the science, technology, management and other skills for fulfilling our aspiration. In that sense, SD addresses the issues related to ‘how to do?’.

Values and skills go hand in hand. Both values and skills are required. There is an essential complementarity between the two. The priority is values, then skills; i.e. first understanding ‘what to do’ and then developing the skills for ‘how to do’. And of course, checking if this results into a fulfilling life!

The present education system has largely become skill-biased. For developing skills, the prime emphasis is on science and technology, without a base of values. Skills can only help to provide the means to achieve what is considered valuable. It is not within the scope of science and technology to provide a way to decide what really is valuable. **The consequence of skill-biased education is clearly visible in the form of serious crises at the individual, societal and environmental level.** Thus, there is a strong need to rectify this situation. **Value education is a crucial missing link in the present education system.**

But more importantly, the prime need of **value education is to understand human aspirations, to discover what is truly valuable in life;** and work out the program for its fulfillment.

Guidelines for Value Education:

For any input to qualify for Value Education, the following guidelines for the content of the course are important:

Universal: It has to be universally applicable to all human beings for all time and all places. This implies that values should not change according to sect, creed, nationality, gender, etc.

Rational: It has to appeal to reasoning; and not be based on dogmas or blind beliefs. It has to be open to address the related questions. It cannot be a set of sermons or do's and don'ts.

Natural and Verifiable: It has to be 'naturally acceptable' to the human being and there needs to be every provision in nature for its fulfillment. It needs to be experientially verifiable, and not based on dogmas, beliefs or assumptions. It is not merely an intellectual exercise or information transfer.

All Encompassing: It needs to cover all dimensions (thought, behavior, work and understanding) and levels (individual, family, society and nature/existence) of human life.

Leading to Harmony: It ultimately needs to promote harmony within the individual, among human beings and with the entire nature.

Content of Value Education

The value of an entity is its participation in the larger order of which it is a part. The context is always the larger order. Value has to do with the participation of a unit in the larger order. E.g. a piece of chalk is a unit. The classroom is the larger order for this unit. The value of chalk is that it can be used to write on the blackboard for the desired functioning of the classroom.

The value or 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! This value is worth understanding, worth thinking about, worth living.

The value of human being is to ensure mutual fulfilment in the larger order , i.e. in the entire nature/existence, but starting from within themselves, then extending in their family and in the society.

Hence, to understand human values, we need to study the human reality along with all that is there in the entire nature/existence which constitutes the larger order. We need to explore and understand things as they are; so that we are able to recognise and fulfil our participation with them.

That means the content or scope of study has to be all encompassing, i.e.

- **It has to cover all dimensions of human being – thought, behaviour, work and realisation.**
- **It has to cover all levels of human living – individual, family, society, nature and existence.**

Accordingly, the content of Value Education has to be to understand human being, human aspirations, happiness; understand the goal of human life comprehensively; understand the other entities in nature, the innate inter-connectedness, the harmony in the nature/existence and finally the role of human being in this nature/existence.

Process of Value Education – Self-exploration

Human Values can be understood by an appropriate process of self-discovery, because they are potentially there in each and every human being. There is already a natural acceptance for values in a human being. It is only that we have to discover them or become aware of them. Thus, the process for Value Education has to be that of self-exploration, and not of giving sermons or telling dos & don'ts.

Whatever is found as truth or reality may be stated as a proposal and every student is to be encouraged to verify it on his/her own right. You can check if you want to be able to decide on your own right or 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:

- *Someone else is programming you (deciding what is valuable and what is not valuable for you)*
- *Unconsciously you keep accepting those things as values*
- *You get busy with how to implement them, how to realise them and materialise them*

This process of **Self-exploration** has to be in the form of a **dialogue** – a dialogue between the teacher and student to begin with; and finally, within the student – **between ‘what I am’ and ‘what I really want to be’, which is the innate natural acceptance.**

2. Self-Exploration—what is it? - its content and process; ‘Natural Acceptance’ and Experiential Validation- as the mechanism for self-exploration

Define self exploration. What is the content of self – exploration?

Self exploration is the process to find out what is valuable to me by investigating within myself. What is right for me and true for me has to be judged within myself. Once we start paying attention towards investigating into our present beliefs and aspirations, we get to know whether our aspirations and what we really want to be (i.e. what is naturally acceptable to us) are one and the same or not. If they are the same, then it's no problem. But if the two are different, it means that we are leading a life against our natural acceptance. Such a life cannot bring us happiness.

Self exploration is a process of discovering that there is something innate, invariant and universal in all human beings. This enables us to look at the confusions and contradictions within us and resolve them by becoming aware of our natural acceptance. Once we start observing inside, we can achieve harmony at all levels of our living

Content of self exploration involves finding answers for the following fundamental questions of all the human beings:

1. The Desire/Goal/Aspiration: What is my (human) Desire/ Goal? What do I really want in life, or what is the goal of human life?

2. The Program: What is my (human) program for fulfilling my aspirations? How to fulfil it? What is the program to actualize the above?

In short, the above two questions cover the whole domain of human aspirations and human endeavor. Thus, they form the content of self- exploration.

Purpose of Self-Exploration:

Self exploration helps us to identify our innateness (Svatva) and move towards Self-Organization (Swantantrata) and Self-Expression (Swarajya).

It is a process of dialogue between ‘what you are’ and ‘what you really want to be’.

It is a process of self evolution through self-investigation.

It is a process of knowing oneself and through that, knowing the entire existence.

It is a process of recognizing one’s relationship with every unit in existence and fulfilling it.

It is a process of knowing human conduct, human character and living accordingly.

It is a process of being in harmony with oneself and in harmony with entire existence.

***Self exploration is a process of dialogue between ‘what you are’ and ‘what you really want to be’. Explain and illustrate. (Or)
Explain the process of self exploration with the help of a diagram.***

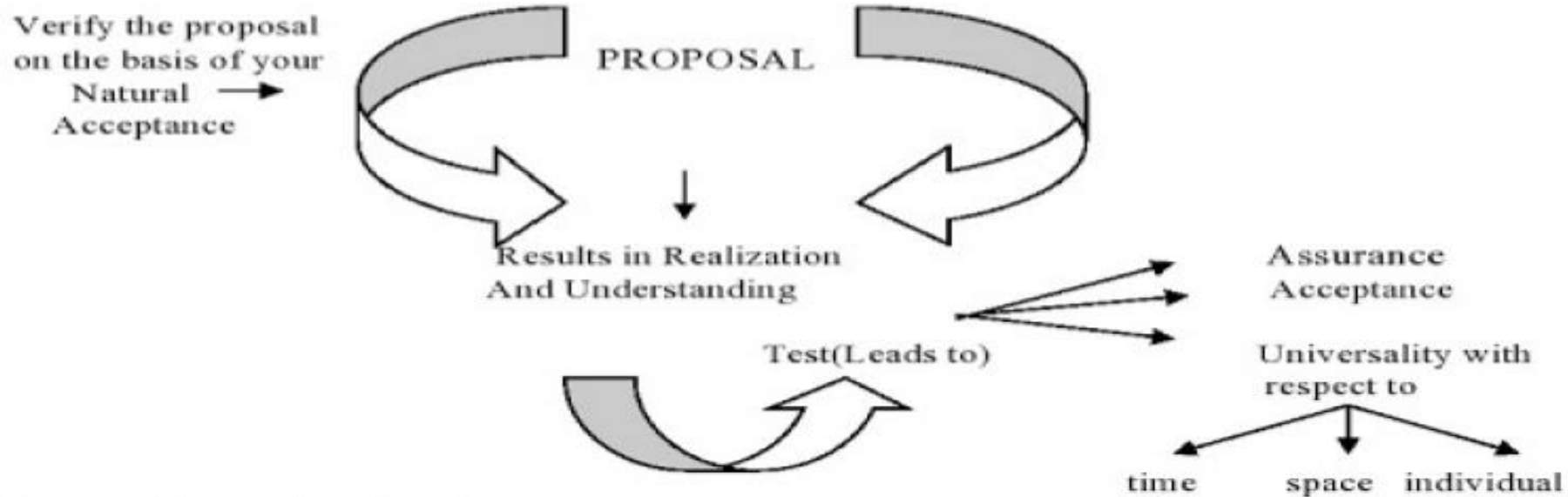
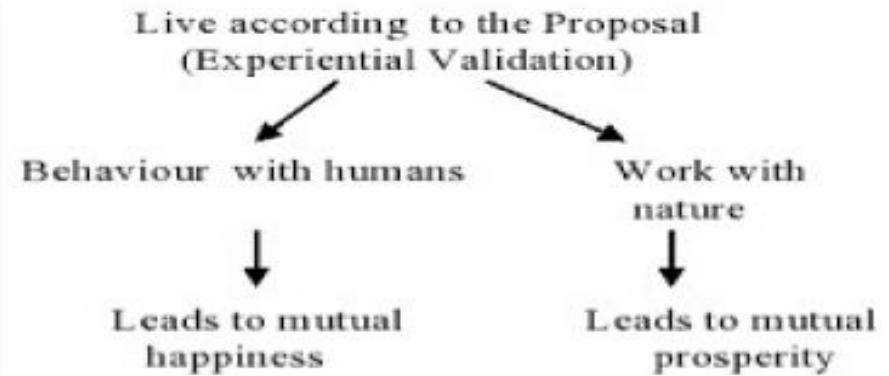
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Process of Self Exploration

- Whatever is stated is a proposal
- Don't start by assuming it to be true or false
- Verify it on your own right
- Don't just accept or reject it on the basis of scriptures, instruments or on the basis of others.
- Verify it yourself



Keep asking again and again:
What is my natural acceptance?

Process of Self-Exploration:

The process of self exploration may initially begin as a dialogue between two people, but eventually it becomes a dialogue within yourself. It is a dialogue between ‘what you are’ and ‘what you really want to be’. Self exploration enables us to look at the confusions and contradictions within us and resolve them by becoming aware of our natural acceptance.

The following points are to be kept in mind regarding the process of Self-Exploration:

- Whatever is stated is a proposal
- Don’t start by assuming it to be true or false
- Verify it on your own right
- Don’t just accept or reject it on the basis of scriptures, instruments or on the basis of others.

The following two steps are involved in the process of Self-Exploration:

- Firstly, verify the proposal on the basis of your natural acceptance
- Secondly, live according to the proposal to validate it experientially.

Natural Acceptance: It is the process of seeing and observing everything attentively and then using your inner conscience to get the answer from within. It is a way to bring out the goodness in everything naturally. It helps us to learn everything that is good from others and absorb it in our own way, but without changing our identity.

- It does not change with time/age
- It doesn't depend on place
- It does not depend on our beliefs or past conditioning
- It is always there within us
- It is the same for all of us.

Experimental Validation:

- Experimental validation is a process that infuses direct experience with the learning environment and content.
- Most of what we know about ourselves is not only through our own opinion of ourselves but also because of how others view us.
- When what we already believe to be true of us is validated by some situations, phenomena or outcomes. We may term it as experimental validation.

How can we verify proposals on the basis of our natural acceptance? Explain with example.

(Or) What do you mean by your natural acceptance? Illustrate with examples. Is it innate, universal and invariant with time? Explain

Natural Acceptance: It is the process of seeing and observing everything attentively and then using your inner conscience to get the answer from within. It is a way to bring out the goodness in everything naturally. It helps us to learn everything that is good from others and absorb it in our own way, but without changing our identity.

a) **Natural acceptance does not change with time/age.** It remains invariant with time. For example our natural acceptance for trust and respect does not change with age.

b) **It does not depend on the place.** Whatever we have naturally accepted in our life does not change with our age, place or time. For example our desire for respect doesn't change with age or with a change in our place.

c) **It does not depend on our beliefs or past conditionings.** No matter how deep our beliefs or past conditionings, as long as we keep investigating deep into ourselves, the answers will always be the same. Natural acceptance does not get influenced by our beliefs or past conditionings. For example, we may believe that money is the most important thing in life. But looking deep down in our heart , we know that money alone cannot keep us happy.

d) **This natural acceptance is always there within us.** Natural acceptance is always present within us, it always tells us what is right.

e) **Natural acceptance is the same for all of us:** Each one of us have our own lifestyle, beliefs, preconditioning, etc. But deep inside our minds, the purpose of all human desires, success and achievements are based on common goals like the need to be happy, need to be respected and cared for, need to be prosperous etc. So the basic natural acceptance remains the same for all the human beings.

All human beings can lead a happy and prosperous life as long as they follow their natural acceptance. All miseries begin only when we start going against our Natural acceptance.

What do you understand by the terms Svatva, Swatantrata and Swarajya?

Svatva: Svatva means innateness of self – the natural acceptance of harmony. The word "innate" is defined as originating in or derived from the mind . It is present in an individual by birth. When we identify our innateness, we realise the difference between what we are and we really want to be.

Swatantrata: Swatantrata means being self- organized – being in harmony with oneself. When we identify our innateness, we establish a dialogue with our conscience, and it enables us to become self organised, i.e. we attain harmony in ourself. This is called swatantrata.

Swarajya: Swarajya means self-expression, self- extension – living in harmony with others. When we identify our innateness, what we really want to be and establish a dialogue within, it enables us to become self organised, i.e. we attain harmony in ourself. When we start living with this harmony, it starts expressing itself through our harmonious behaviour towards others and towards our work, and it naturally leads to a healthy participation with the surroundings. This is called swarajya.

Thus when we start exploring our svatva, in the process of self-verification and living accordingly, we are attaining svatantrata and svarajya. Exploring our svatva at different levels of our living helps us in getting rid of our preconceived notions, our dilemmas, contradictions and compulsions, either external or internal. The more, we attain swatantrata or the self- organized state, the more we can live in harmony with others and we can also help others attain this state. This leads to our participation in swarajya.

The effort towards ensuring orderliness in the society is possible and is sustained by ensuring orderliness in ourselves. Every mechanism to bring order in the society needs to be based on this. This is an important implication of right understanding when we go to make policies for nations and the world.

What are pre-conditionings? What is their source? Do you feel that you have some preconditioning? How do you evaluate them?

Preconditioning means the condition developed by beliefs (manyatas). Often we have our own assumptions about something on the basis of our prevailing notions. They come from what we read, see, hear, what our parents tell us, our friends talk about, what the magazines talk of, what we see on the TV etc. Most of our desires, thoughts and selections are based on these pre-conditionings. We do not verify the desires in our own right. As a result, we are not clear about what we will get out of fulfilment of that desire. Because of this, we often end up spending an entire lifetime accumulating desires that are not ours, and in running about trying to fulfil them. As a result, our desires, thoughts and selections are always in conflict. Since the desires are in conflict, the thoughts they give rise to, are also in conflict and in turn, the selection from the thoughts are also in conflicts leading to dissatisfaction and unhappiness.

All of us have some pre-conditionings, sensations and beliefs. For example, most of us believe that money and position bring us respect and make us happy. We start living by this pre-conditioning and work hard to achieve it. We also involve ourselves in all those activities which are needed to achieve it. During this process, we often experience disharmony within ourselves and with others. With unhappiness within, we also make others unhappy.

However, once we start exploring deep into ourselves on the basis of our natural acceptance, we realise the difference between what we are and what we really want to be. This realization leads to the right understanding which paves way to a harmonious living within ourselves, our family, our society and also with nature.

“ I want to be a doctor”

“ I want to do research in astronomy”

“I want to serve the society”

“I want to be a film star”

“I want to earn a lot of money and fame”

In the above cases, what is the basic aspiration? Justify your answer.

Aspirations are the goals, ambitions or desires that a person often dreams to possess or achieve. Aspirations are future-oriented and are driven by conscious and unconscious motivations. They are indicative of an individual or group's commitments towards a particular end point.

Some aspirations come about with a little influence from others, while some others stem from the strong persuasion of other people or situations. Individuals may have short, medium and long-term aspirations and these vary in importance with respect to both the individual and the others.

Not all aspirations are in the interests of others and some individuals' aspirations may even provoke harm or offence. While some individuals aspire for a better life, some others might strive for specific transformative social changes.

However, the most common aspirations of all human beings are centered around health, family, philanthropy and personal development. Some common aspirations include making a difference in life, personal happiness, job satisfaction, acquiring status and wealth etc.

In all the above cases, the basic aspiration is to ultimately lead a happy life. The aspirations to become a doctor, a film star, to do research in astronomy stem out of the interest that the person has in those fields. Success in these would make them feel happy in their lives.

Similarly the aspiration to serve the society means the person derives happiness in doing philanthropic deeds. Earning a lot of money and fame means the person want to lead a happy life with respect and comforts in the society.

Hence we can say that the basic aspiration underlying all the above aspirations is to attain continuous happiness.

3. Continuous Happiness and Prosperity- A look at basic Human Aspirations

Continuous Happiness and Prosperity- A look at basic Human Aspirations

All human beings basically aspire for/ want the following in their life:

- Continuous Happiness
- Prosperity

If all of us happen to prepare a list of our aspirations, we will find that all our aspirations have an underlying basic desire – the basic aspiration to be happy. Through his life, every human being is continuously trying to do things that make him/her happy. In other words, we always look for continuous happiness in our life.

In addition to happiness, we also aspire for adequate fulfillment of our bodily needs i.e. the need for physical facilities. These Physical Facilities are the material things we use in order to fulfill the needs of our body. Having enough physical facilities gives us a feeling of prosperity. We want to have a continuity of this feeling too. Hence prosperity is another basic aspiration of every human being.

Exploring Happiness and Prosperity:

Happiness: Happiness may be defined as being in harmony/ synergy in the states/ situations that we live in. Happiness is being in a state of liking. Unhappiness is a lack of this synergy or harmony. To be in a state of disliking is unhappiness.

Happy situations comprise of feelings such as trust, respect, confidence etc. All these feelings carry an element of harmony in them. Hence they make us feel relaxed and happy.

On the other hand, feelings like failure, disrespect, lack of confidence, doubt etc. lack the element of harmony and hence make us unhappy.

Prosperity: It is the feeling of having more physical facilities than required. Prosperity creates a desire to share what one possesses. However, since the need for physical facilities is limitless, the feeling of prosperity cannot be assured.

Wealth: Wealth is a physical thing. It means having money, or having a lot of physical facilities, or having both.

Prosperity Vs Wealth: Wealth means possessing more number of physical things while Prosperity is a feeling of possessing more than required physical facilities.

Following are the possibilities:

- A person may not possess required physical facilities, so he may not feel prosperous
- A person may accumulate more and more wealth but still he may be deprived of the feeling of prosperity.
- A person may have required wealth and feel prosperous.

Prevailing notions of Happiness and Prosperity: In the modern world, the desire for physical facilities has become unlimited. The physical facilities are no longer seen as objects fulfilling bodily needs but as a means of maximizing happiness. This unlimited desire for physical facilities has become anti-ecological and anti-people endangering human survival itself.

The false notions of happiness and Prosperity have affected human living at all four levels:

At the level of Individual: Problems of depression, psychological disorders, suicides, stress, insecurity, psycho-somatic diseases, loneliness etc.

At the level of family: Breaking of Joint families, mistrust, conflict between older and younger generations, insecurity in relationships, divorce, dowry tortures, family feuds, wasteful expenditures in family functions etc.

At the level of Society: Terrorism, naxalism, communism, casteism, racial, ethnic struggles, wars between nations, genocide, nuclear genetic warfare.

At the level of Nature: Global Warming, pollution, depletion of mineral resources, deforestation, loss of soil fertility.

Difference between Prosperity and Wealth

Prosperity is a feeling of having more than required physical facilities; it is not just physical facilities. Almost all of us feel that wealth alone means prosperity and try to explain this phenomenon on this non-existent or half fact.

Wealth is a physical thing. It means having money, or having a lot of physical facilities or both. This is a very important distinction. We mostly fail to make this distinction today. We keep working for wealth, without realizing that the basic desire is for the feeling of prosperity, to have a feeling of having enough.

Prosperity is more acceptable to us because wealth is just a part of prosperity. We are trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. It is becoming anti-ecological and anti-people, and threatening the human survival itself. A person has lot of money, but does not want to share even a bit of it. The person 'has wealth' but feels 'deprived'. If one felt prosperous he/she would have shared what one has, since there is lot more than enough wealth anyway.

What do the abbreviations given as SVDD, SSDD and SSSS signify?

To achieve our basic aspirations we need to work for right understanding as the base on which we can work for relationship and then physical facilities. Today we are not working according to this that why we can see that there are two kind of people in the world:

1. Those that do not have physical facilities/ wealth and feel unhappy and deprived. i.e. **SVDD: Sadhan Viheen Dukhi Daridra** – Materially Deficient, Unhappy and Deprived.
2. Those that have physical facilities/ wealth and feel unhappy and deprived. i.e. **SSDD: Sadhan Sampann Dukhi Daridra** – Materially Affluent, Unhappy and Deprived. But these are states we don't want to be in. We want to move from this to third category i.e.
3. Having physical facilities and feeling happy and prosperous i.e. **SSSS: Sadhan Sampann Sukhi Samriddha** – Materially Adequate, Happy and Prosperous.

Presently, as we look around, we find most of the people in the above two categories called SVDD and SSDD, while the natural acceptance of all human beings is to be in the category of SSSS.

Example of misuse of Resources

Resources are already in Plenty!

Of the 4.2 billion tons of food produced, more than 1 billion tons of food is 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 distribution?
Is it a question of relationship?
Is it a question of right understanding?
It is a question of education



4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority

What are the requirements to fulfil basic human aspirations? (OR) What is the program to fulfil the basic human aspirations? Explain (OR) Explain the basic requirements to fulfil human aspirations. Give the correct priority among them. (OR) Three things are needed in order to fulfill basic human aspirations—right understanding, right relationships and physical facilities. Explain meaning of each one of these.



Our basic aspirations are happiness (mutual fulfilment) and prosperity (mutual prosperity). Happiness is ensured by the relationships with other human beings and prosperity is ensured by working on physical facilities.

Right Understanding: This refers to higher order human skills – the need to learn and utilize our intelligence most effectively. It helps us to decide how we work for physical facilities and maintain feelings of different relationship with others. It is one of the major tools for fulfilment of our aspirations, which basically need the transformation from animal consciousness to human consciousness.

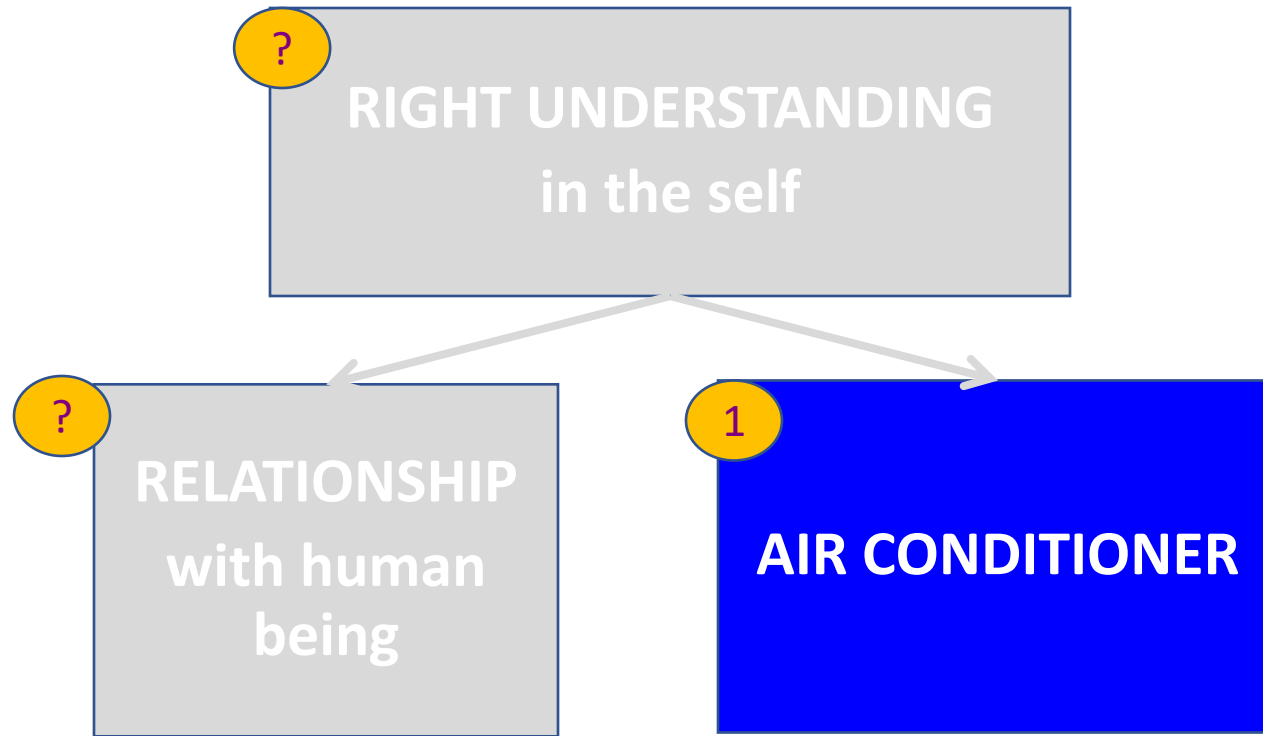
Good Relationships: This refers to the interpersonal relationships that a person builds in his or her life – at home, at the workplace and in society.

Physical Facilities: This includes the physiological needs of individuals and indicates the necessities as well as the comforts of life. It means the feeling of having or being able to have more physical facilities than is needed.

In order to resolve the issues in human relationships, we need to understand them first, and this would come from ‘right understanding of relationship’. Similarly in order to be prosperous and to enrich nature, we need to have the ‘right understanding’. The ‘right understanding’ will enable us to work out our requirements for physical facilities and hence correctly distinguish the difference between wealth and prosperity. With nature as well, we need to understand the harmony in nature, and how we can complement this harmony.

Ex: Sitting in a hot room... we are uncomfortable & unhappy

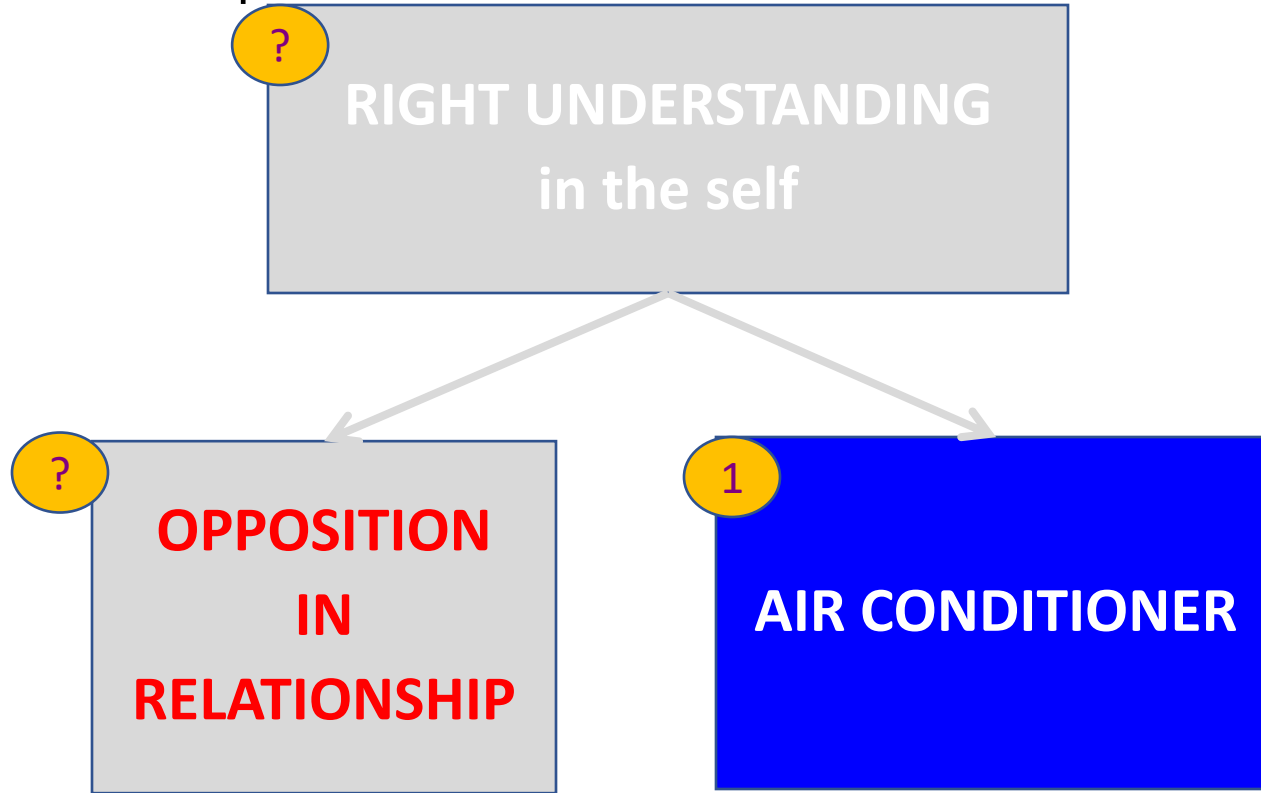
Q: Does an AC help us resolve our discomfort & unhappiness?



- An AC does help resolve the physical discomfort
- However, it is not clear that the AC provides any relief from unhappiness

Ex: Sitting in an AC room... with someone we are opposed to...

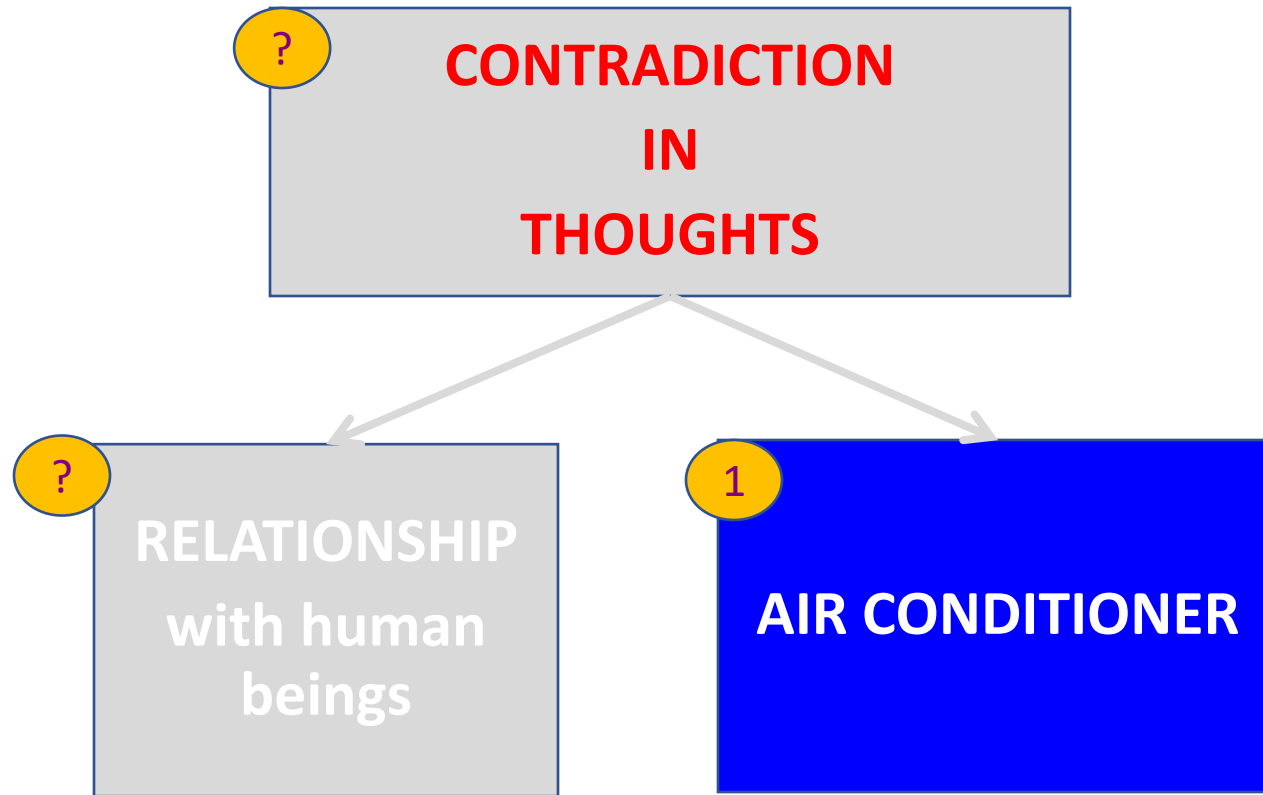
Q: Is the feeling of opposition naturally acceptable? Or do we want to get rid of the feeling of opposition, to resolve the relationship?



- We can see that an AC has no impact in resolving relationship
- Physical facility does not have any lasting impact in relationship. E.g. A gift can atmost distract attention for some time – it is not a solution
- Right understanding about relationship and right feeling in oneself is required for resolving the relationship

Ex: Sitting alone in an AC room... thinking about one we oppose...

Q: Does the AC help us resolve the contradiction in our thoughts?



- We can see that an AC has no impact in resolving contradiction in thoughts
- Right understanding is required to resolve contradiction in thoughts

“Physical facilities are necessary and complete for animals, while they are necessary but not complete for humans.” Comment. (Or) Explain how physical facilities are necessary but not complete for humans while they are complete for animals. (Or) Physical facilities are necessary but not complete for human being. Do you agree with this statement? Support your answer with reasons and examples.

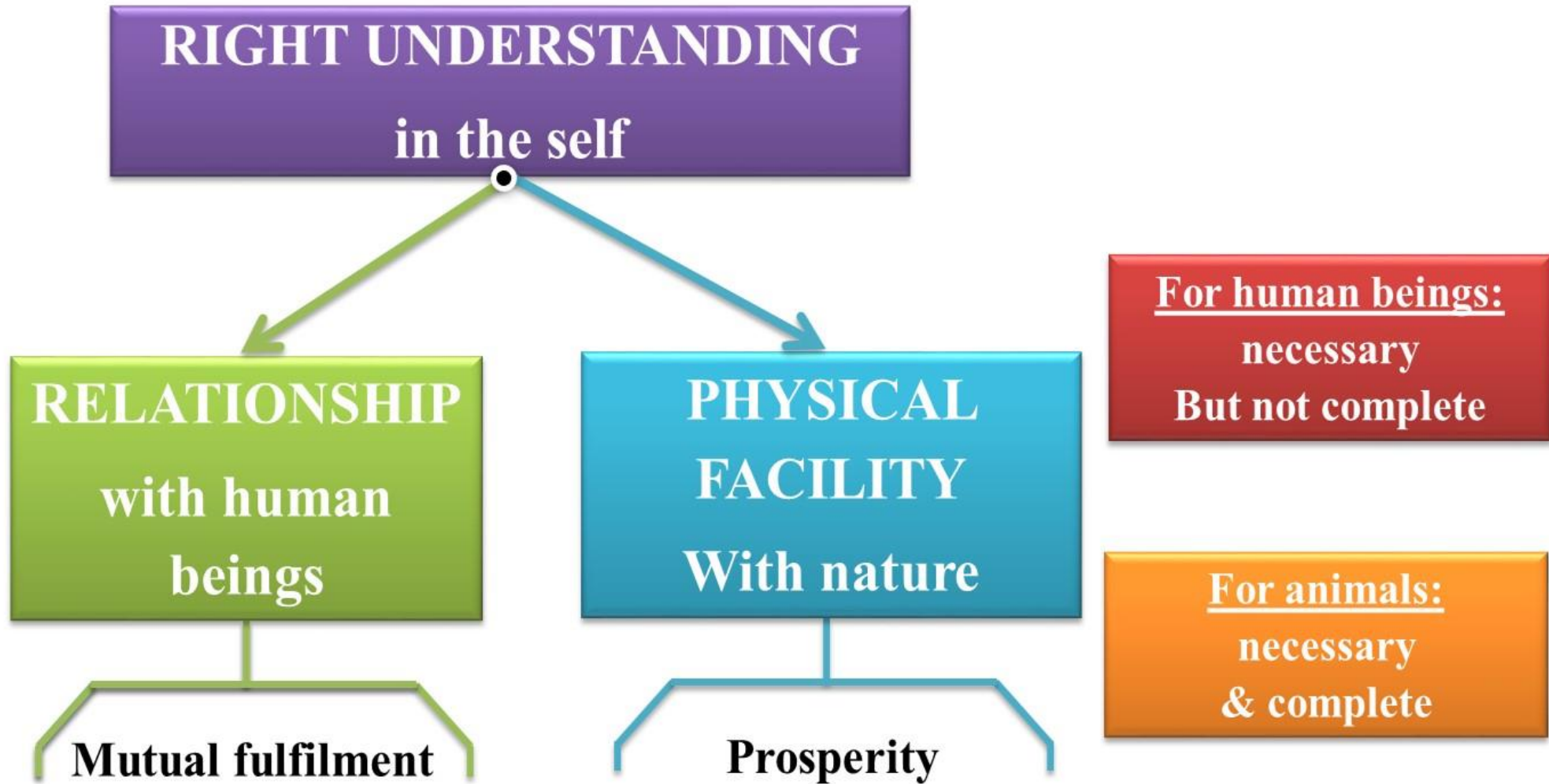
Physical facilities are necessary and complete for animals, while they are necessary but not complete for humans. It is easy to verify.

For Animals: Animals need physical things to survive, mainly to take care of their body. For example; cow will look for food when it is hungry. Once it gets the grass or fodder. It eats it, sits around to chew at leisure. Hence, we can say that as long as animals have physical things, they are largely fine. They don't desire other things like knowledge or a peaceful animal society or getting a good MBA.

For Humans: While physical facilities are necessary for human beings, they are not complete by themselves to fulfill our needs. Our needs are more than just physical facilities. We all have other needs, other plans, perhaps we think of going to a movie or reading a book, or go to college, or watch some TV, or spend time with family and friends..... this list is endless. Thus it is easy to see that while physical facilities are necessary for us human beings, they are not complete by themselves to fulfill our needs.

Hence we can say that for animals – “Physical facilities are necessary and complete.”

For humans “Physical facilities are necessary but not complete.”



What do you mean by animal and human consciousness? Explain with the help of a diagram. Or Distinguish between ‘human consciousness’ and ‘animal consciousness’. How “shiksha and sanskar” are helpful in raising man to “human consciousness” level. Or What is the difference between animal consciousness and human consciousness? How does the transformation take place in a human being?

Giving all priorities to physical facilities only, or to live solely on the basis of physical facilities, may be termed as ‘**Animal Consciousness**’. Living with all three: Right understanding, Relationship and Physical facilities is called ‘**Human Consciousness**’.



From the diagram we can say that:

- For animal, physical facility is necessary as well as complete – whereas for human beings it is necessary but not complete.
- Working only for physical facilities is living with **Animal Consciousness**.
- Working for right understanding as the first priority followed by relationship and physical facilities implies living with **Human Consciousness**.
- There is a need for transformation from **Animal Consciousness** to **Human Consciousness**. It can be accomplished only by working for right understanding as the first priority.
- This transformation from **Animal Consciousness** to **Human Consciousness** forms the basis for human values and values based living.

The content of education is the understanding of harmony at all the four levels of our existence –from myself to the entire existence. Right living or *sanskar* refers to the ability to live in harmony at all the four levels of living. This dimension of society works to ensure ‘right understanding’ and ‘right feelings’ in individual. Or all-encompassing solution called *samadhan* in every individual and ensures that our succeeding generation have both the content and the environment available to work towards achieving their goal of continuous happiness and prosperity.

5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario

Critically examine the prevailing notions of happiness in the society and their consequences. Or What is prosperity? Is it different from happiness? Or What is the outcome when we try to identify relationship based on the exchange of physical facilities?

Happiness may be defined as being in harmony/synergy in the state/ situation that I live in. “A state or situation in which I live, if there is harmony in it then I like to be in that state / situation. The state of liking is happiness.” Whereas, prosperity is the “feeling of having or making available more than required physical facilities”.

In the current scenario, we are generally trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. This is an attempt to achieve happiness through pleasant sensory interactions. The physical facilities are not seen in terms of fulfilling bodily needs but as a means of maximizing happiness.

This has resulted in wrong assessment of wants for physical facilities as being unlimited. But this pursuit is self-defeating. Neither can we hope to achieve continuous happiness through sensory interactions nor can we have prosperity, as it amounts to trying to fulfil unlimited wants through limited resources. This effort is engendering problems at all the levels. It is becoming anti-ecological and anti-people, and threatening the human survival itself.

Some of the consequences of such a trend are summarized below:

1. **At the level of the individual** – Rising problems of depression, psychological disorders, suicides, stress, insecurity, psycho-somatic diseases, loneliness etc.
2. **At the level of the family** – Breaking of joint families, mistrust, conflict between older and younger generations, insecurity in relationships, divorce, dowry tortures, family feuds, wasteful expenditure in family functions etc.
3. **At the level of the Society** – Growing incidences of terrorism and naxalism, rising communalism, spreading casteism, racial and ethnic struggle, wars between nations, attempts of genocide, fear of nuclear and genetic warfare, etc.
4. **At the level of nature** – Global warming, water, air, soil, noise, etc. pollution, resource depletion of minerals and mineral oils, sizeable deforestations, loss of fertility of soil.

It therefore, calls for an urgent need for human beings to correctly understand happiness and prosperity as well as the sustainable way to achieve these.

Is prosperity different from happiness?

Happiness and prosperity are not related to each other.

Prosperity helps to remain in state of happiness but it does not push towards happiness.

There are so many stories depicting about how a beggar lives a happy and self content life while a king has wealth but he is unhappy and unsatisfied.

Prosperity leads oneself to reduce tensions in day to day life, but if someone is greedy and thrive for more wealth then it can't.

Good health, right attitude life, honesty will lead to happiness.

What are the symptoms of a happy person?

- 1. They live their life with integrity:** Living a life that's in line with your own values and belief is important for happiness.
- 2. They have embraced living in the moment:** You are fully awake and aware, and concentrate your energies on enjoying the present rather than worrying about the past or the future.
- 3. They express gratitude regularly:** Being grateful for the things you have and sharing that gratitude will lead to feelings of satisfaction and happiness.
- 4. Their work satisfies them:** If you find satisfaction in the things you do, then you are well on your way to living a happy life.
- 5. They enjoy harmonious relationships:** Practice respect and patience as you go about your day, whether you are interacting with family, co-workers or with your partner.
- 6. They are not afraid of change:** Stay open to the opportunities
- 7. They enjoy the simple things:** taking pleasure in small things which help you build a big picture of happiness.

Difference between Human and Animal consciousness:

Human and animal consciousness comes into play with regard to physical facility.

Physical facilities can easily be termed as living in animal consciousness since one is only concerned with satisfying physical urges or desires.

For instance, your pet dog will be happy with the food you give it and be content after eating. It does not think about how the food was prepared or presented to it.

However for human, it becomes very important to cook food in different ways and to present it nicely on dining table. Thus, physical facilities are not everything that a human being desires. This is what differentiates humans from animals.

Living with right understanding, relationship and physical facilities together is called Human consciousness.

The transformation from animal consciousness to human consciousness is integral for humans. This qualitative improvement in consciousness is what makes us different from animals.

6. Method to fulfill the above human aspirations: understanding and living in harmony at various levels

What are the different levels of human being? Explain how they can be interrelated?

Levels of Living:

There are four levels of livings:

1. Living in myself
2. Living in family
3. Living in Society
4. Living in nature / existence

All these four levels are crucial to our existence in a harmonious state.

1) Living in Myself: The first level of our living is living in myself. Our thoughts, desires and choices make each one of us unique. Before we express ourselves, we think and this internal process is the Self. The inner world or self co-exists with the body and together we refer to this as human being. Understanding this Self is extremely important because we mostly assume things about ourselves based on the unending conditions that we are subject to from childhood. It is important to break these assumptions and get to know ourselves. Testing our beliefs and passing them through our own natural acceptance can help us to achieve this.

2) Living in Family: The next level of our living is living in the family, which includes our parents, siblings, friends, classmates, teachers etc. This is our first set of relationships and we interact with them on a daily basis. When we try to understand ourselves better, we end up understanding each of them better as well. Also understanding their expectations helps us to live in harmony within family and society.

3) Living in Society: Living in society is a level that is lined with living in family since family is a sub-group of the larger group society. Society is composed of all people that we come into contact directly or indirectly and all people upon whom we depend directly or indirectly. The human system involving interdependencies related to food, clothing, housing, health, education etc., is called society. And as we understand ourselves and our family better, we also begin to understand society in a better manner.

4) Living in Nature / Existence: Last, but not the least, we live in nature and this large eco-system is necessary for the survival of the individual, the family and society. We need to understand nature in order to be able to engage with it in a relationship that leads to mutual fulfilment.

Practice Exercises

Week one:

Lecture

1. Understanding the need, basic guidelines, content and process for value education.
2. Self-exploration-its content and process; 'Natural Acceptance' and experiential Validations-as the mechanism for self exploration.

Practical

Introduce yourself in detail. What are the goals in your life? How do you set your goals in your life? How do you differentiate between right and wrong? What have been your achievements and shortcomings in your life? Observe and analyze them.

Home Work:

What is your idea of success/progress/development?

Expected outcome:

The students start exploring themselves: get comfortable to each other and to the teacher and start finding the need and relevance for the course.

Practice Exercises

Week two: Lecture

3. Continuous happiness and prosperity-A look a basic human aspirations.
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being.

Practical

Now a days, there is a lot of voice about many techno-genic maladies such as energy and natural resource depletion, environmental pollution, global warming, ozone depletion, deforestation, soil degradation, etc. – all these seem to be man-made problems threatening the survival of life on Earth – What is the root cause of these maladies & what is the way out your opinion? On the other hand, there is rapidly growing danger because of nuclear proliferation, arms race, terrorism, criminalization of politics, large scale corruption, scams, breakdown of relationships, generation gap, depression & suicidal attempts, etc-what do you think, is the root cause of these threats to human happiness and peace – what could be the way out in your opinion?

Home Work:

1. What is your idea of success/progress/development (after lectures 3 & 4)?
2. What is your idea of happiness?

Expected outcome:

The students start finding that technical education without study of human values can generate more problems than solutions. They also start feeling that lack of understanding of human values is the root cause of all problems and the sustained solution could emerge only through understanding of human value based living. Any solution brought out through fear, temptation of dogma will not be sustainable.

Practice Exercises

Week three:

Lecture

5. Understanding Happiness and prosperity correctly-A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: Understanding and living in harmony at various levels

Practical

1. Observe that each one of us has Natural Acceptance, based on which one can verify right or not right for him. Verify this in case of
 - i. What is Naturally Acceptable to you in relationship – Feeling of respect or disrespect?
 - ii. What is Naturally Acceptable to you – to nurture or to exploit others?Is your living the same as your natural acceptance or different?
2. Out of the three basic requirements for fulfillment of your aspirations- right understanding, relationship and physical facilities, observe how the problems in your family are related to each. Also observe how much time & effort you devote for each in your daily routine.

Practice Exercises

Home Work:

1. What are the 3 key problems you see around yourself at each of the 4 levels – individual, family, society and nature/existence?
2. What are the possible solutions you can think of for each of the problems identified earlier?

Expected outcome:

1. The students are able to see that verification on the basis of natural acceptance and experiential validation through living is the only way to verify right or wrong, and referring to any external source like text or instrument or any other person cannot enable them to verify with authenticity; it will only develop assumptions.
2. The students are able to see that their practice in living is not in harmony with their natural acceptance most of the time, and all they need to do is to refer to their natural acceptance to remove this disharmony.
3. The students are able to see that lack of right understanding leading to lack of relationship is the major cause of problems in their family and not the lack of physical facilities in most of the cases, while they have given higher priority to earning of physical facilities in their life ignoring relationships and not being aware that right understanding is the most important requirement for any human being.

Sample Questions on UNIT-1 of UHV

1. What do you mean by values or human values? (5 marks)
2. Briefly explain the fundamental values of human beings? (8 marks)
3. What do you mean by values? How do they differ from skills? How are the values and skills are complementary? (7 marks)
4. “For the success in any human endeavor both values and skills are required”. Explain (7 marks)
5. What is value education? What is the importance of value education? (7 marks)
6. Explain briefly the importance of value based education for the development of a society. (7 marks)
7. What is value education? Why there is a need of value education? (7 marks)
8. Enumerate the basic guidelines for value education (7 marks)
9. Mention the contents of value education (5marks)
10. Discuss the process involved in value education. (7 marks)
11. Define self exploration. Describe the contents of self exploration? (7 marks)
12. Enlist the purpose of self-exploration.
13. Self exploration is a process of dialogue between ‘what you are’ and ‘what you really want to be’. Explain and illustrate. (OR) Explain the process of self exploration with the help of a diagram. (10 marks)
14. What do you mean by natural acceptance and experimental validation? Briefly explain (6 marks)
15. How can we verify proposals on the basis of our natural acceptance? Explain with example. (OR) What do you mean by your natural acceptance? Illustrate with examples. Is it innate, universal and invariant with time? Explain

Sample Questions on UNIT-1 of UHV

16. What do you understand by the terms Svatva, Swatantra and Swarajya? Explain (8 marks)
17. What is pre-conditioning? What is their source? Do you feel that you have some preconditioning? How do you evaluate them? (8 marks)
18. “I want to do research in astronomy” / “ I want to serve society” / “ I want to earn a lot of money and fame”. In the above cases, what is the basic aspiration? Justify your answer. (8 marks)
19. Briefly explain the basic human aspirations. (6 marks)
20. Differentiate between the terms Happiness, Prosperity and Wealth (7 marks)
21. What are the prevailing notions of Happiness and Prosperity? Explain how the false notions of happiness and Prosperity have affected human living at all four levels. (8 marks)
22. Write the differences between Prosperity and Wealth. (6 marks)
23. What do the abbreviations given as SVDD, SSDD and SSSS signify? Briefly describe (7 marks)
24. What are the requirements to fulfil basic human aspirations? (OR) what is the program to fulfil the basic human aspirations? Explain (OR) Explain the basic requirements to fulfill human aspirations. Give the current priority among them. (OR) 3 things are needed to fulfill basic human aspirations- right understanding, right relationships and physical facilities. Explain meaning of each one of these. (10 marks)
25. ‘Physical facilities are necessary and complete for animals, while they are necessary but not complete for humans’. Comment. (OR) Physical facilities are necessary but not complete for human being. Do you agree with this statement? Support your answers with reasons and examples.

Sample Questions on UNIT-1 of UHV

26. What do you mean by animal and human consciousness? Explain with the help of a diagram. (OR) Distinguish between “ human consciousness” and “ animal consciousness”. How “Shiksha and Sanskar” are helpful in raising man to “human consciousness” (OR) What is the difference between animal consciousness and human consciousness? How does the transformation take place in a human being? (10 marks)
27. Critically examine the prevailing notions of happiness in the society and their consequences. (8 marks)
28. Enumerate the symptoms of a happy person. (7 marks)
29. Briefly explain the difference between Human and Animal Consciousness (7 marks)
30. What are the different levels of human being? Explain how they can be interrelated (8 marks)