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

State of Society Today…

Many advances have taken place through the use of 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)   Does this increase the fear or decrease the fear?

Is it getting money?

Is it getting a degree?

Is it getting a job?

What is success?

Should Education prepare you to be successful?

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'
2. **Learning** 'how to do'

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

We are currently so focused on providing skills to do things, to prepare people for profession or jobs that in spite if tremendous achievements of science and technology, we can observe:

1. Lack of mutual feelings in relationship with human beings
2. Lack of mutual enrichment with rest-of-nature

This shows up as confusion in the self; being easily influenced by others; and being busy in their program
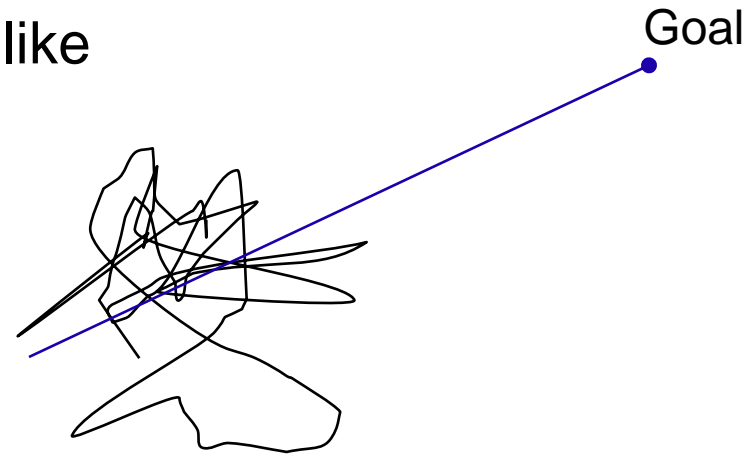
E.g.
- Language
- Clothes
- Course
- Job…

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 are not sure where we want to reach, what is our goal

Our program becomes a jumble of choices like

Goal

- Complete school
- Get admission to a good college
- Get a degree
- Get a job
- and so on…

So while we progress in skills, it is difficult to find out if we are making progress or not

As a human being, it is important to understand what to do (what is valuable for human being), and then, how 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?

What do we want to achieve, how do we want to live:

- As an individual
- As a member of the family
- As a member of an institution... society
- As a unit of nature

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

Is this possible?

We need to explore into this further

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

- **Universal**

  Whatever is studied as value education needs to be universally applicable to all human beings and be true at all times and all places. It should not depend on sect, creed, nationality, race, gender, etc.

- **Rational**

  It has to be amenable to logical reasoning.

  It should not be based on blind beliefs.

- **Verifiable**

  The student should be able to verify the values by checking with one's own experience, and is not 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).

Holistic, 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 Family, 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
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

Value Education	Moral Education
Proposal, Self Verification	Do's & Don'ts
↓	↓
Understanding, Knowing	Preconditioning, Assuming
↓	↓
Self Motivated, Unconditional	Externally Motivated, Conditional
- Self Discipline (स्व–अनुशासन)	- Fear / Incentive
- Swatantrata (स्वतंत्रता)	- Partantrata (परतंत्रता)

Whatever is said is a **<u>Proposal</u>** (**Do not assume it to be true**)

Verify it on Your Own Right – on the basis of your **<u>Natural Acceptance</u>**

It is a process of **Dialogue**

A dialogue between me and you, to start with

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

<u>प्रस्ताव</u> है (मानें नहीं)

जाँचें – स्वयं के आधार पर।

अपनी **<u>सहज स्वीकृति</u>** के आधार पर।

यह **संवाद** की प्रक्रिया है।

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

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

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

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

1. **To develop a critical ability to distinguish between essence and form**; or between what is of value and what is superficial in life *(to appreciate the importance of fundamental issues related to their happiness and real success in the life & profession).*

2. **To move from discrimination to commitment** (to develop sensitivity and awareness leading to commitment and courage to act on the basis of their own understanding, rather than merely on the basis of assumptions)

It follows a process of self verification, on the basis of
one's own Natural Acceptance, leading to self-empowerment

It does not teach values. It encourages students to discover what they consider valuable. Accordingly, they should be able to discriminate between valuable and the superficial in real situations in their life.

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/existence

It is not a process of assuming nor a process of do's & don'ts

2005   IIIT Hyderabad (AP) – an experiment

2009   GBTU & MTU – a large scale experiment   [700 C]

2011   PTU (Punjab) – a high speed, large scale experiment [325 C]

Encouraging results...

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**…"

2005   IIIT Hyderabad (AP) – an experiment
2006   IIT Kanpur (UP) – an experiment
2009   GBTU & MTU (now UPTU) – large scale experiment   [700 C]
2011   PTU (Punjab) – a high speed, large scale experiment [325 C]

Encouraging results

2012   HPTU, Hamirpur (HP)   [46 C]
2013   JNKVV, Jabalpur (MP)   [6 C]
2013   RVSKVV, Gwalior (MP)   [2 C]
2013   JNTU, Hyderabad (AP)   [462 C]
2013   Collegiate Education, Andhra Pradesh   [2500 C]
2013   Galgotias University, Greater Noida   [3 C]
    4000+ Colleges in 30 Universities in 6 states in India

2013   Royal University of Bhutan   [10 C]
        All Colleges of Higher Education in Bhutan

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…

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:

1.	Universal	– all time, all place, all individuals
2.	Rational	– logical, appeals to reasoning
3.	**Natural**	**– to human being & to nature**
4.	**Verifiable**	**– through one's own experience**
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Process

Content