

L–10: Value Education: Need for Self-Exploration



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Lesson – 10

Value Education: Need for Self-Exploration

Learning outcomes: At the end of this lesson, you will be able to explain the process of self-exploration to also help the students to practice it.

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1.0 INTRODUCTION

Personal '*values*' play a big role in one's life as they guide the person as to what is more important and help him/her to make better choices in various situations. Good values also motivate a person to do better in his/her life. A person with good values can play a significant role in bringing about positive changes at workplace and will be able to perform the role of a good citizen. Values can be developed through consistent efforts. Therefore, value education becomes more important so as to appreciate inherent values in oneself and also realise the need to imbibe them. A person usually faces situations in life where s/he is in dilemma and struggles with questions such as, 'What can give me peace and happiness? It is known that s/he cannot derive satisfaction, happiness and peace from the external materialistic world. This is moment, when s/he needs introspect, explore choices by self-exploration which can lead to happiness, peace and satisfaction from his/her actions or decisions. Self-exploration is very important because it very much helps in one's happiness. However, such an exploration is seldom done by persons while making decisions affecting one's life. This lesson therefore discusses the need of value education which is needed for self-exploration and derive the benefit out of these aspects affecting himself/herself and pass on these benefits to the students as well.

2.0 VALUE EDUCATION

All the human beings continuously aspire for a happy, fulfilling and successful life. One of the purposes of education is to provide adequate competence to actualise this aspiration. The subject which enables you to understand 'What is Valuable' for human happiness is called *Value Education*. Value education is the process by which importance of moral values is instilled into the learner. The process adopted for doing this may comprise of different types of experiences such as listening to the teacher or by undergoing simulated experience or by practical experience in real situation and reflection thereafter. It can be said that *Value Education* enables one to:

- a) Rationalise one's needs and priorities
- b) Visualize one's life goals correctly and
- c) Indicate right direction for making efforts to fulfill them.

Explicit value education is associated with different pedagogies and the methods that the teachers or educators adopt in order to create learning experiences for students especially when it comes to value-based questions and situations.

3.0 SELF-EXPLORATION

Often, there is a conflict between the *outside world*, and *personal preferences* in this materialistic world. Such situations give rise to dissatisfaction or unhappiness. The person is faced with the dilemma as to which path to follow, e.g. whether to remain an honest teacher at the cost of losing a bribe offered by a student or, how to maintain work-life balance or, whether to demonstrate strong ethical behaviour versus quick money by unethical professional practices or, whether to avoid to pay extra for environment friendly articles thereby saving money for personal entertainment and so on. *This is the point where the need of self-exploration becomes evident.* The process of self-exploration helps the teacher to be in harmony within oneself and in harmony with everything around. It is the process of finding out 'what is valuable to me' by investigating within oneself.

While the word 'exploration' refers to observing what is *outside the self*, the word 'self-exploration' talks about observing what is *inside the self*. The purposes of self-exploration can be described as:

- a) A dialogue between 'what you are' and 'what you really like to be.'
- b) A process of self-evolution through self-investigation.
- c) Knowing oneself and through that knowing the entire existence.
- d) Recognizing one's relationship with every unit in existence and fulfilling it.
- e) Being in harmony with oneself and in harmony with entire existence.
- f) Appreciating human conduct, human character and living appropriately.
- g) Identifying human innateness (svatva or स्वत्व) and moving towards self-organization (swashasan or स्वशासन), swavyavashtha or स्वव्यवस्था) and self-expression (swa-prakatikaran स्वप्रकटिकरण).

ACTIVITY 1

State ten to fifteen sentences which includes the answers to questions such as:

- a) Who are you? What are your priorities?
- b) What are your ambitions?
- c) What is the supreme source of your energy and motivation?
- d) Is there any conflict in your personal and professional life?
- e) How do you handle it?
- f) How do you handle the problems at your workplace?

4.0 OUTCOME OF SELF-EXPLORATION

The end-result or outcome of the process of self-exploration is the '**Realisation**' and '**Understanding**' of what are the strengths that are truly within you that you should harness. It will transform you to a level of perfection where you are free to behave or act accordingly to the needs of that moment. This is the ultimate freedom that everyone aspires for.

5.0 BENEFITS TO TEACHER FROM VALUE EDUCATION AND SELF-EXPLORATION

A teacher can do self-exploration in the context of the verbal and non-verbal feedback received from his/her students and fellow teachers. A set of commonly observed ailing symptoms or conditions applicable to a teacher are given in the table 1. These can be mitigated by adopting correct values. There is no strict one-to-one correspondence but this gives reasonable number ideas.

Table 1
BENEFITS FROM VALUE EDUCATION

S. No.	Common Symptoms or Shortcoming of a Teacher	Value to be Inculcated or Enhanced	Comments About Outcome
1	Lack of patience for slow learners	LOVE	Love of teacher empowers slow learners to overcome their hurdles and excel.
2	Intolerance towards miscreants	COMPASSION	Compassion of teacher enables changes in feelings of students, make them obedient and grateful, helps to make effort for achieving desired academic performance.
3	Lack of self-control; uncontrolled anger	COMMITMENT	Strong commitment of teacher leads to fulfill promises and obligations by winning over self-weaknesses.
4	Incomplete preparation of classroom or laboratory session	BEING FOCUSED, HONEST, HUMBLE	The teacher accepts folly, prepares better next time and shines.
5	Lack of conviction or firmness in speeches or teaching	TRANSPARENT	The teacher should practice what is preached and walks-the-talk. This will produce a moral force behind the assertions and arguments.
6	Does not enjoy student's trust or confidence	TRUSTWORTHY	Teacher should maintain confidentiality; never abuse or divulge student information.
7	Worried due to non-academic issues - family, society tensions	FORTITUDE	Teacher's strength of mind that enables one to endure adversity with courage.
8	Depressed due to lack of desired facilities, support, encouragement in workplace	FORBEARANCE, FORGIVING	Despite shortages, teacher should focus on excelling and achieving very high proficiency in his/her work overcoming lack of amenities and negativity.

6.0 REGULATION OF ENERGY BY ADOPTING GOOD VALUES

Normally, a human being starts learning basic values at his home at first and then in school followed by learning in the society. This process involves learning through discipline and relatively harsh environment where one's desires are made subservient to priority decided by the trainer.

Slowly s/he learns the advantages of following the path of discipline by enjoying the new found skills and fruits of accomplishments. Thus a virtuous (Morally Good) cycle begins. Over a period of time, after schooling, s/he has learnt enough to earn a livelihood and live a respectful life. Now begins his/her most productive part of life where s/he bears many positive and negative aspects of life.

As s/he comes across a variety of trying circumstances, s/he notices that s/he is able to regulate energy flow only under certain conditions and can produce excellent results. But, under certain another set of circumstances, s/he fails miserably. *This is the time when it is worthwhile to re-examine the **values** needed to empower him/her to be a good regulator of energy or so to say, the master of his own destiny.*

7.0 A MODEL FOR CONDUCTING SELF-EXPLORATION USING VALUE EDUCATION

The urge to conduct self-exploration with the help of value education can be explained with a model:

- a) Every human being is a reservoir of finite amount of energy which is channeled into our mental, physical and emotional processes, depending upon our aspirations, desire and needs.
- b) Your intellect enables this energy flow into various paths for the desires to come through. When a desire is fulfilled, the you become happy. On the other hand an unfulfilled desire leads to not only pain and misery but also, to other mental and physical illnesses.
- c) Usually a person does not know how to control the amount of energy channeled into a particular activity. Sometimes, s/he may over-indulge into something which s/he likes. Some other time, s/he may shirk from an important tasks (which requires his/her urgent attention) by not feeding enough energy into that activity. Thus, the entire problem is mismanagement or misappropriation of human energy into less efficient, less productive and many times in more detrimental enterprises. *It should be remembered that every human being is endowed with a finite amount of energy each day. If that energy is spent on less important matters; then the important matters get stacked up in pending queue. This causes stress, anxiety, fear of failure and loss of prestige and earnings.* Therefore, there is a need for a perfect '**valve**' to '**regulate**' or '**discipline**' the **flow of energy**. There is also a need for a method or algorithm or discrimination (*Vivek* विवेक) to decide when to operate this '**valve**' to regulate energy and by how much amount. This is where; *value education* empowers a person's intellect to do this job precisely.
- d) Value education teaches him/her to regulate the flow of energy by advising him/her:
 - i. Where to apply?
 - ii. When to apply?
 - iii. How much to apply? and
 - iv. When to stop?

Therefore, by following the path of great values, a person escapes the traps of destruction laid in the path by uncontrolled, over-indulgent, wasteful and untimely dissipation of precious human energy. Here is a very important aspect to note: 'Most of the human issues including the destiny of human being are created by timely and perfect management of channeling this energy in requisite amounts into essential tasks and stopping its flow when it is no longer required. Mostly, human beings are trained to apply their mind to a particular task and immerse fully in that. What they are not taught is how to make free the mind from that task, once it is over. Unless the mind is made free, it cannot be applied elsewhere.'

ACTIVITY 2

Close your eyes. Take deep breaths for five minutes. Try to feel energy within you. Try to focus on your supreme source of energy. Think of tasks that you have to do. Which are the priority level tasks? Open your eyes, write on paper the tasks that are your priority.

Again close your eyes for five minutes. Take deep breaths. Think of first two tasks in your list. Ignore any other thoughts that come to your mind. Open your eyes. Make an action plan to complete the first task. Discuss with a person/mentor of your choice.

A CASE-STUDY

Mr. 'A' is a teacher who is afflicted by one or more of the symptoms mentioned in the section 5. The students recognize the weaknesses of the teacher and neither respect him nor interested to learn anything from him. That makes his life difficult and the students also suffer in the process. There is heartburn all around the campus including management and the consequences may be disastrous.

Now the teacher Mr. 'A' picks up a 'value' corresponding to that 'symptom', understands its utility and worth and starts inculcating, absorbing and imbibing it. The discipline required in learning process will help the teacher shed some of the symptoms, develop confidence and rectify his teaching mistakes and make everybody happy. Mr. 'A' will soon be able to regulate his energies away from bad habits and move towards what is desirable and productive. This is the process of self-exploration in action where the teacher goes from 'what he is' to 'what he should be' level. *Absorbing and practicing right values in real life, enforces a discipline which prevents a person from going emotional over-board, or saves him/her from any kind of excesses and develop rectitude (moral correct behaviour).*

One-by-one, the teacher Mr. 'A' goes on adopting values, named against his symptoms and wins over his weaknesses. Thus, a virtuous circle of adopting a value and elimination of corresponding bad symptom will further strengthen his moral fiber. His surroundings will

encourage him to further shed his/her undesirable traits by embracing newer values. The values cause tremendous changes in his personality.

Questions for Reflection

What is the limit up to which such a virtuous cycle can be taken by Mr. 'A'? The limit is***the sky*** and the maximum improvement level is ***perfection***. A teacher who has nearly reached perfection can be identified by his goals, objectives and working style:

- a) *He shows a harmonious behaviour and existence to all around him - all mankind and nature.*
- b) *He takes care of emotions of living beings and ecology of the planet.*
- c) *He appreciates the value of others and their contributions, however insignificant that may seem.*
- d) *He is not perturbed by setbacks nor gets elated by successes.*
- e) *He does not feel jealous or covet other's property or achievements.*
- f) *He is happily contented in his worth and his contribution.*

It can be concluded that his behaviour has now become appropriate to the need of the moment. He *will do an* intellectual level work or a mental work (low level and boring work) equally well, equally cheerfully without ever seeking credit for it. In such a situation, it can be said that he has completed the process of self-exploration or self-realization, by conquering himself. Now there is nothing left in the world for him to conquer.

8.0 PROCESS OF SELF-EXPLORATION

The process of self-exploration begins with a tiny step and it can be listed as:

Step 1 Examine the stated (given) proposal

Don't start by making any assumptions whether the proposal is true or false, but verify it yourself. Don't just accept or reject it on the basis of scriptures, instruments or on other's advice.

Step 2 Use your *Natural Acceptance* to verify the proposal

Natural Acceptance is the process of seeing and observing 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.

Step 3 Live according to the proposal to validate it experientially

You may like to know more about *Natural Acceptance*. It is a faculty in a human being, which has the following attributes:

- a) It does not change with time/age.
- b) It does not depend on place.
- c) It does not depend on our beliefs or our past conditioning.

- d) It is omnipresent or always there within us.
- e) It is commonly available and applicable to all.

ACTIVITY 3

Sit quietly at a clean and peaceful place.

- a) Take deep breaths and close your eyes. Let the thoughts freely flow. Keep breathing deeply at least for five minutes.
- b) Just watch your thoughts with deep breathing and eyes closed. You may like to increase the time for deep breathing and concentration.
- c) Then open your eyes slowly.
- d) Try to feel that you are out of your body and observing the body. You are observing your energy and your thoughts.
- e) Try to imagine your supreme source of energy. Think, how will you like to use your energy for a good cause.
- f) Share your experience with a person of your choice or write it down maybe in a notebook or diary for discussion with mentor.

Repeat this activity once every day.

9.0 SUMMARY

In this lesson, the model for self-exploration by value education is discussed. Whenever conflicting situations arise in one's life, appropriate values help the person to resolve the conflicting situations by adopting right approach. Self-exploration helps a person to make right choices and follow a path of self-discipline which helps him/her achieve happiness in life by channelising energy to his/her priorities thereby achieving his goals. A person can relate his existence and its purpose to the overall or entire existence through self-exploration and realize the importance of staying in harmony with the entire existence or universe and also decide the priorities. Excellence can be attained in life by continuous self-exploration and adopting right values.

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DISCUSSION FORUM

- Start a discussion on social media on Need for Self-Exploration