



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

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Lecture 1: Right Understanding, Relationship and Physical Facility

(Holistic Development and the Role of Education)

Lecture 2: Understanding Value Education

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Lecture 1

Understanding Value Education

About this Material and Effort on Universal Human Values

It has been prepared by UHV TEAM (uhv.org.in)

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We consider the efforts towards integrating value education in the present education system and moving towards holistic value-based education as a worthy mission for the wellbeing of all. In this spirit and to enable widespread usage, no royalty or fee is charged on this work.

We acknowledge, with deep gratitude, the existence, the entire nature and effort by generations of human beings for understanding and living by truth, love and compassion. The UHV effort is in continuation of this human tradition.

Guidelines for this effort and further efforts in this direction:

1. Universal – the content must be universal – applicable to all human beings and be true at all times, in all places
Should not depend on sect, creed, nationality, race, gender, etc.
2. Rational – the content must be amenable to logical reasoning
Should not be based on blind beliefs
3. Verifiable – the student should be able to verify the values on his/her own right (on the basis of their natural acceptance and experiential validation)
Should not be asked to believe just because it is stated in the course
4. Leading to Harmony – the 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)
Should not lead to contradiction, differentiation, sectarianism, struggle, chaos, etc.



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' | <input type="checkbox"/> Value Education |
| 2. Learning 'how to do' and Doing | <input type="checkbox"/> 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



Deciding “What to Do” or “What is Valuable” – Example

Eg. In a professional college, the language in which students talk undergoes a drastic change in using foul language in a very short time

What is happening? Foul language is assumed to be an indication of freedom, an indication of progress... and the student starts using foul language . They are not even investigating/finding out whether it is really worth for them

Did they decide it for themselves that they want to change? Or it just happened and they are not even aware of it? Are these things happening “unconsciously”?

So, we are also being programmed generation after generation without being aware

Look into yourself – do you decide what to do or is it decided from outside?

The question is – can we become aware? Can we investigate? Can we find out what is worth for us 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?

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

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

Human Values

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

Understanding Human Values

In nature, every unit participates with every other unit in a mutually fulfilling manner

E.g. air nurtures plants and plants enrich air

Except for human being (who does not understand human values)

For a human being to live with human values,
s(he) has to understand human values

E.g. for a human being to live with a feeling of respect s(he) has to understand the feeling of respect

To live with happiness, human beings have to understand human values

They have to understand their participation

They have to understand their role

Human Values

Value of a unit is its participation in the larger order

Human values = Value of human being is its participation in the larger order

In human-human interaction, living in accordance with human values leads to mutual happiness

- Your happiness
- Happiness of the other human being

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

- Your prosperity
- Prosperity of rest of nature

To live with happiness and prosperity, it is essential to understand human values

Without understanding human values, one may or may not be able to live with happiness and prosperity

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 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, 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 adulthood... and they may 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

Should Education help You to Develop Holistically?

Understanding	What to do	Values	Value Education
Learning	How to do	Skills	Skill Development
Doing	Use of Skills	Skills guided by Values	Practice

The problems around you are more due to lack of skills?
or more due to lack of 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)

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

Guidelines for Value Education

- Universal

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- Rational

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- 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)

Guideline 1. Universal

It is universally applicable to all human beings and be true at all times and all places

It is about the basic principles of human existence which are universal. And if it is universal then it is not dependent on any sect, caste, creed, nationality, gender etc.

Eg. Living with a feeling of relationship is naturally acceptable to all human beings – it is universal

Q: What do you think Value Education has to be universal or sectarian? It has to be dependent on time, space and individual or independent of time, space and individual (i.e. apply equally to all of them)?

If it is universal then it is secular and it is more than that. When you say secular, it is a negation. Universal is more than secular. One of the interpretations of secularism is that we not talk about religion or sex. What has happened in the name of secularism is that we have stopped talking about human beings. So, secularism is basically a negation, not an assertion. When you say universal, it is an assertion.

Guideline 2. Rational

It is a set of proposals about reality, not a set of negations

It is amenable to reasoning

It is not based on whims, fancies, dogmas or blind beliefs

It is not a set of sermons

It is not a set of do's and don't

It is not antirational

It is not illogical

it can be communicated clearly

It can be questioned

it can be verified

It can be understood

Guideline 3. Verifiable

We want to verify these values ourselves, i.e. we don't want to assume something just because something is stated, rather, each one of us will want to verify these to find out whether they are true for us

It has to be naturally acceptable, and
experientially verifiable in terms of mutual fulfilment in my behaviour and work

- Behaviour with human beings leads to mutual happiness
- Work with rest of nature leads to mutual prosperity

If it is naturally acceptable, it leads to commitment to live in that manner without being forced in any way or conditioned by another person

Every individual needs to be able to verify these values oneself

Guideline 4. Leading to Harmony

Finally, value education must be able to enable us to be in harmony within and live in harmony with others in the complete expanse of our being, of our living

As an individual, it needs to take care of all the dimensions of our individual existence – thought, behaviour, work and the realization

Also it must cover all levels starting from individual to family to society and to nature/existence

Hence, when we live on the basis of these values, we start understanding that it will lead to harmony in us and harmony in our interactions with other humans and the rest of nature. That is, it leads to human conduct

Holistic, All Encompassing

Covers all levels of human existence:

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)

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)

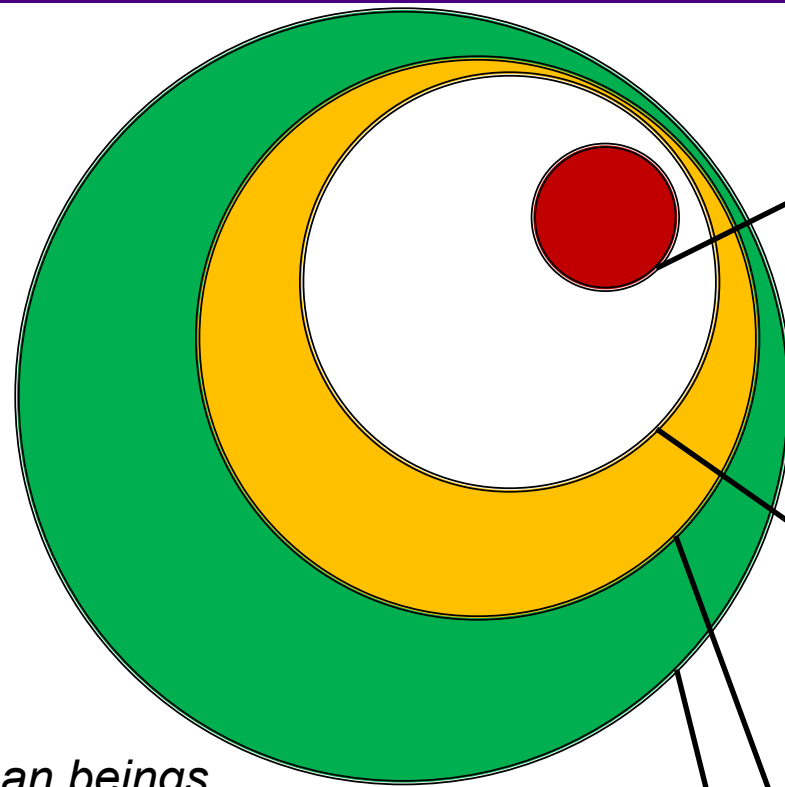
Covers all dimensions of human being, (as an Individual):

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)

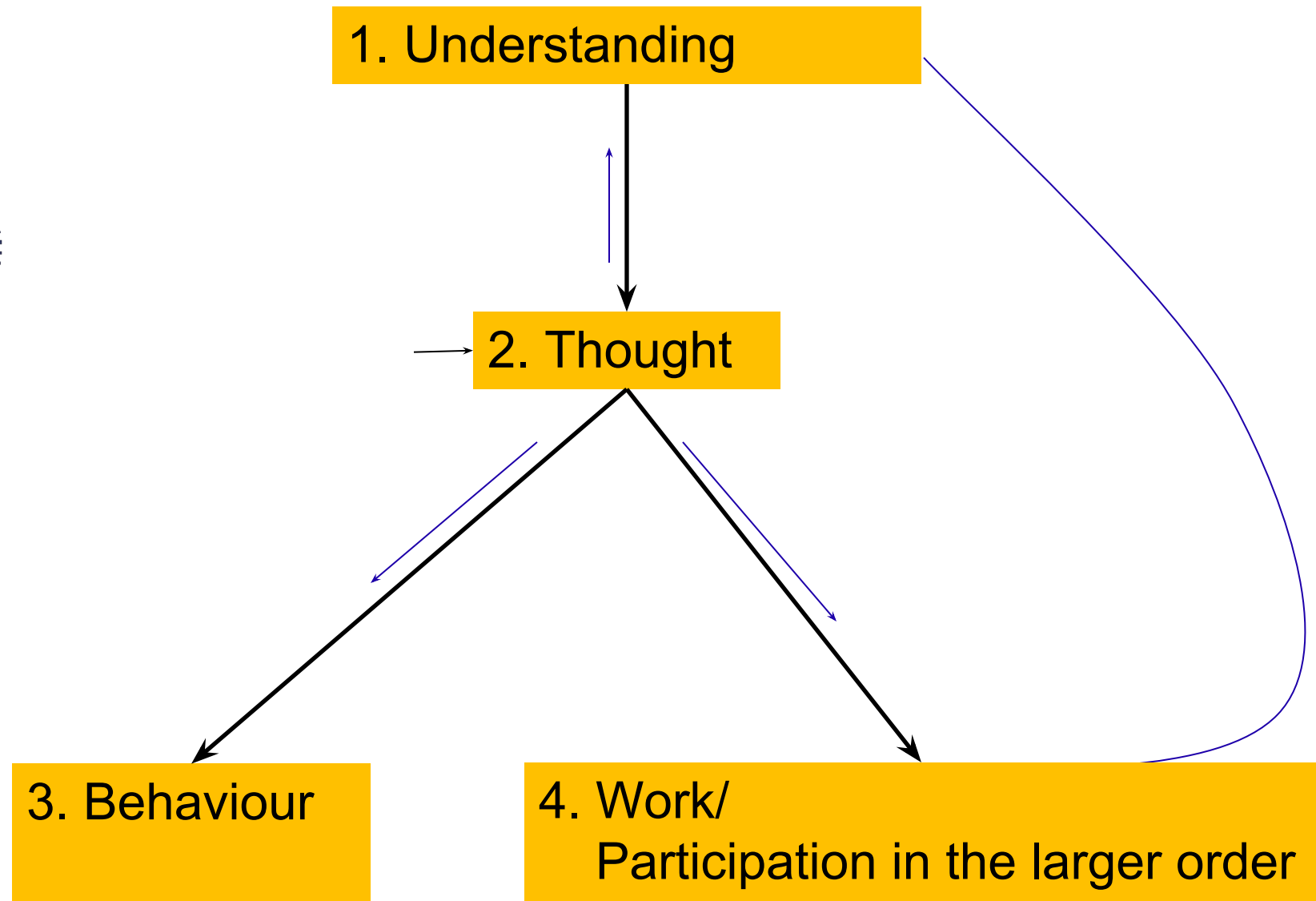
Nature/Existence

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

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... should be able to question

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)

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**

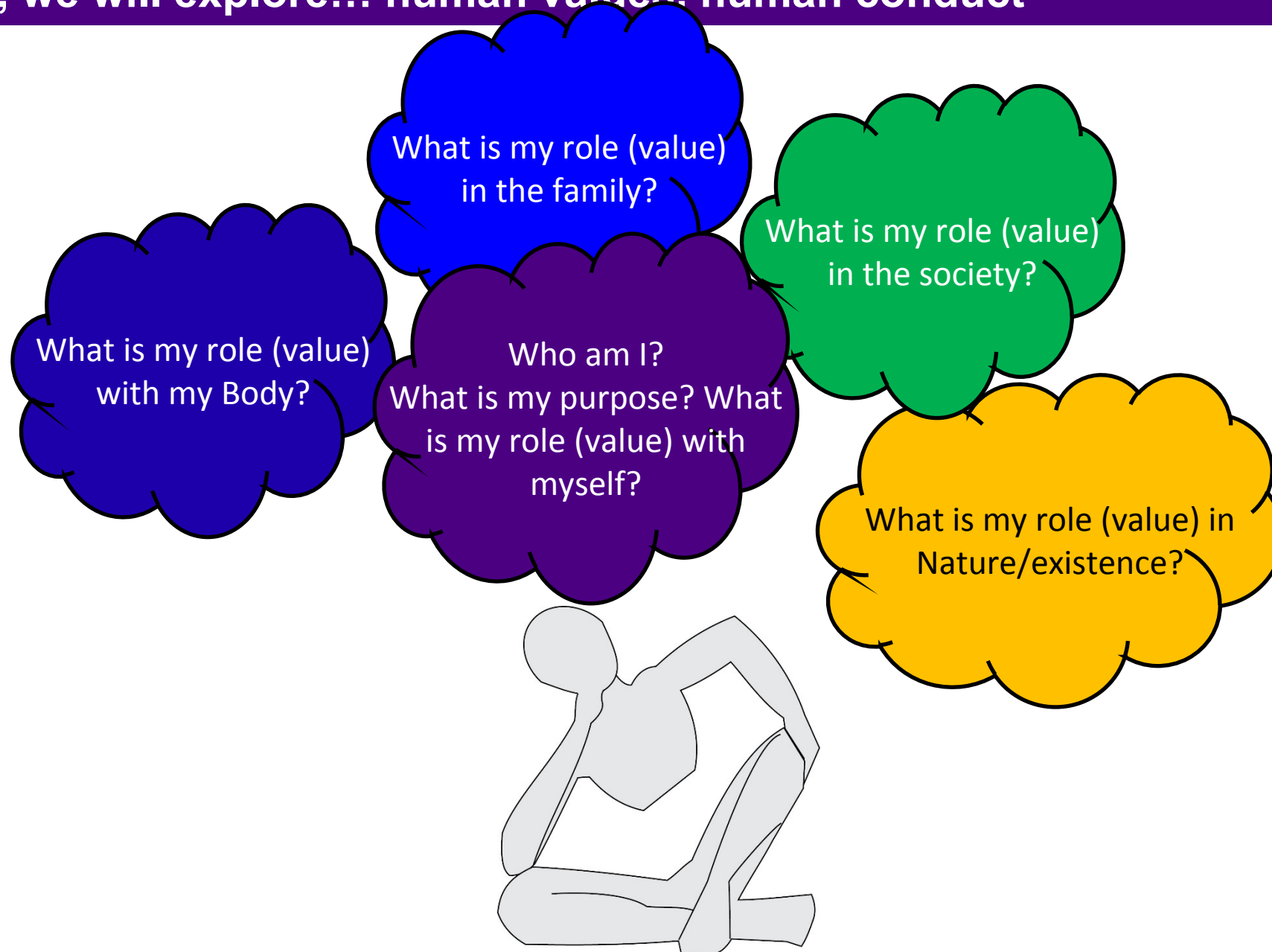
between what you are and what you really want to be (your natural acceptance)

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

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

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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)

A. Living (Surviving)?

Physical facility

B. Living with fulfilment?

Physical facility

Getting feelings from other



C. Living with continuous fulfilment?

(called by different names such as bliss, peace, satisfaction, happiness, fulfilment, salvation, contentment, enlightenment, liberation, independence, self-actualisation, ecstasy, divinity,...)

Having right understanding – in the Self (harmony in the Self,
happiness)

Having right feeling – in the Self (living with fulfilment in relationship with human being,
mutual happiness)

Physical facility – with rest of nature (living with mutual enrichment with rest of nature,
mutual prosperity)

- A. Families living together, in a relationship of mutual fulfillment
(common goal)

Society



- B. Individuals living together, but not in relationship of mutual fulfillment
(differing goals)

Crowd

- C. Individuals living separately, in opposition / struggle
(conflicting goals)

Battlefield



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?
- ...

Value Education and its Outcome

Understanding

(definite, universal, invariant...)

Right World-view, Perspective



Natural Acceptance

Thinking

(ideas, morals...)

**Moral Education
Belief**



Doing

(behaviour, work) (externally enforced
fear, incentive...)

line, Instructions



**Conduct is
Indefinite**



**Conduct is
Indefinite**



**Human Conduct
(Definite)**

Can Values be Taught?

One of the **misconceptions** has been that
“values cannot be taught, they are caught”



Of course, values are inspired and reinforced in institutions by people who are living models of human values

From the experiments in the last 20 years in mainstream education, it is clear that:

Human values can be taught!



- Youth, regardless of their background, find it interesting when it is shared as a proposal (rather than a set of instructions or do's and don'ts).
- They are able to explore into the proposals, discover the values intrinsic in them
- Self-exploration is an effective means of self-evolution. There is significant perceptual transformation in those exploring seriously.

Is it too Late?

We have accumulated so many problems... at every level

At the level of individual: unhappiness, dissatisfaction, a sense of purposelessness or futility, tension, frustration, depression even suicide and on the other hand show the signs of domination, violence, crime, terrorism etc. Poor health of the body...

At the level of family: deprivation, complaints, fights, inter-personal tensions, injustice and hatred...

At the level of society: poverty, unemployment, division, discrimination, exploitation, opposition, struggle and war...

At the level of nature: ecological disturbances, pollution, resource depletion, global warming, heralding larger problems and disasters soon

If we can start even now, Where to start from?

Where to start from: teachers or parents or policy makers?

At what level to start in education: primary or secondary or higher?

Its good to start value education right from elementary stage – children start learning values right from childhood in their homes from their parents...

So, its better to start from their parents.

But when you go to educate the parents, ultimately you have to work with grown ups.

So, we have started with higher education

Through higher education, you are directly able to address the future teachers, parents and policy makers.





Self Reflection

Assignment Questions

1. For each slide in this presentation, mark the 1, 2 or 3 key points communicated
2. List 2 of the most significant problems that you see in yourself
3. List 3 of the most significant problems that you see in the society around you
4. Are these problems due to
 - Lack of Skills
 - Lack of Values
 - Other reasons (please specify)
5. Do these problems have a common root cause?
6. If there is a common root cause, what are 3 major factors keeping you from making effort for taking care of the root cause?

In the effort for Self-reliance... High Focus on Skills

Stress, focus was on skills

Not able to give adequate attention to the value aspect

Right values



Right use of skills

Wrong values



Misuse of skills

With even more skills

Right values



Faster, more pervasive

Right use of skills

Wrong values



faster and more pervasive

Misuse of skills

Where are we are today?



- Why do we need to teach human values to students in school / college? Isn't it the job of parents to inculcate values in their kids at home?
- 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?

- Why do we need to teach human values to students in school / college? Isn't it the job of parents to inculcate values in their kids at home?
- We have introduced UHV in higher education. But should not the UVH 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?

The parents think that they are paying for education and hence it is the job of teachers. Teachers think that our task is to cover the syllabus and conduct exams, these things are the responsibility of parents. But ultimately the need is not met. And if it is not met in the family, it is our responsibility as teachers.

Response on next slide

Every student ultimately desires for a happy and prosperous life. We need to clarify this to the student through a process of dialogue. We are not stopping the students from going for a higher package. We are only saying that it is not the complete program for life.

If we can start even now, Where to start from?

Where to start from: teachers or parents or policy makers?

At what level to start in education: primary or secondary or higher?



Its good to start value education right from elementary stage – children start learning values right from childhood in their homes from their parents...

So, its better to start from their parents.

But when you go to educate the **parents**, ultimately you have to work with grown ups.

Teachers

Society... **policy makers**

So, why not start with higher education!

Through higher education, you are directly able to address the future teachers, parents and policy makers.

- Values can only be caught and not taught.
Kindly comment.
- How to make value education part of life rather than just being taught as a subject in formal education?
- Implementation of human values in society holds the key. It is not just sufficient to teach the students for few semesters in colleges.

Question(s) 3: Teaching of Human Values

Response

- Values can only be caught and not taught. Kindly comment.
- How to make value education part of life rather than just being taught as a subject in formal education?
- Implementation of human values in society holds the key. It is not just sufficient to teach the students for few semesters in colleges. They may become misfits in society like this.

Response on next slide

Through self-exploration.

The content doesn't have to be delivered as a prescription or a moral thing, rather as an essential requirement for continuity of happiness in life.

Agreed. But one needs to be clear what is there to be implemented.

Unless there is content to explore, what will one explore? Hence the classroom input is necessary.

Can Values be Taught?

One of the **misconceptions** has been that
“values cannot be taught, they are caught”



Of course, values are inspired and reinforced in institutions by people who are living models of human values

From the experiments in the last 15 years in mainstream education, it is clear that:

Human values can be taught!



- Youth, regardless of their background, find it interesting when it is shared as a proposal (rather than a set of instructions or do's and don'ts).
- They are able to explore into the proposals, discover the **values intrinsic in them**
- **Self-exploration** is an effective means of **self-evolution**. There is significant perceptual transformation in those exploring seriously.

- Shouldn't the course on UHV be taught through practical exercises or short stories or case studies of great people, in place of classroom teaching? By classroom teaching, students will only mug up the content and reproduce in the examination. This will not bring any transformation in their life.

When a child is self-exploring, it is essential to give them proposals about basic, underlying principles

Help them to explore within, find out for themselves

Answer their questions, clarify

Provide a conducive environment

We do have practice sessions

Live examples

With that it is certainly a good idea to introduce stories... particularly when the child is imitating (as in primary education)

- Shouldn't the course on UHV be taught through practical exercises or short stories or case studies of great people, in place of classroom teaching? By classroom teaching, students will only mug up the content and reproduce in the examination. This will not bring any transformation in their life.

• There are two parts to this process:
One, to grasp the proposal which states the basic principle about life.
Secondly, to verify and validate in one's living.
And both are necessary.
So, we need to enable our teaching methodology to include both, and not leave the second part.
Practical exercises are already included.
We can of course include short stories or case studies of great people too. But we have to ensure that the content is grasped clearly.
There is always a probability that the stories or memoirs of great men give some otherwise conclusions too.

Question(s) 5: Teaching of Human Values

Response

- Students already are not interested in studies. Many of them are sent forcibly for studies. And now we are adding one more course. Is it justifiable?
- Are young students mature enough to sit through lectures like this and grasp these values?

That's why we need to include such subjects which can help them relate better to education. Students lose interest in studies when they are not able to relate the studies to their life and happiness.

Yes. Students are very much in a position to explore if the content is proposed through a process of dialogue.

Question(s) 6: Teaching of Human Values

Response

- There is a vast generation gap between the teachers and students. How to teach this course creatively given this generation gap?

The generation gap may be there in terms of living, but there is no gap in Natural Acceptance. We have to help the students reflect on their natural acceptance.

- Today people only look for skills and not human values. Students have a feeling that if they care about such courses, they will be lagging professionally behind. Is it really possible to teach values in such a scenario?

Even in industries today, they are giving higher priority to teamwork. Further, we need to make it clear to the students that their basic aspiration is continuity of happiness and prosperity and not just the physical facility.

- How to manage the contradiction between focus on marks (for admission/placement) and importance of human values for life?

To begin with they may feel that there is contradiction but, when they start working on human values, it is found that they become sincere towards their academics

- What do we mean by universal here? Does it include all that has been said across the world?
- We are saying that we do not have to assume anything as true or false, rather verify on one's own right. Now how do we verify on our own right whether the earth revolves around the sun or the sun around the earth?

It includes the essence of all that has been said across the world for a happy and prosperous life, a happy and prosperous society.

Universal means applicable to every human being in all time and all place.

Essentially, we do need to verify what is the relationship of any activity (reality) with me, my life and happiness.

Having verified this, then in the process of fulfillment of this relationship, we can get the necessary information through observation or from others, (e.g. about earth, sun and their rotation).

What is the difference between value and meaning

There are four aspects:

- 1-words □ 2-meaning □ 3-seeing the reality
- 4-seeing the reality in completeness

Meaning – description of certain aspect of a reality...

Value – the role of a reality at different levels

Value is relative to the context, the larger order

Value of human being as an individual

Value of human being in family

Value of human being in society, etc.

Value of human being in its completeness

Value is one of the aspects of the reality, so a meaning may indicate one of these value

All participants requested to respond to the poll

So far only 50% have responded