



# Universal Human Values

## UHV-II

(An Introduction to Value Education)

### **Today State - At the level of the individual**

- **Rising problems of depression**
- **Relative confidence**
- **Psychological disorders**
- **Suicides**
- **Stress**
- **Insecurity**
- **Psychosomatic diseases**
- **Loneliness etc.**

### **Today State - 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.**

### **Today State - 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.**

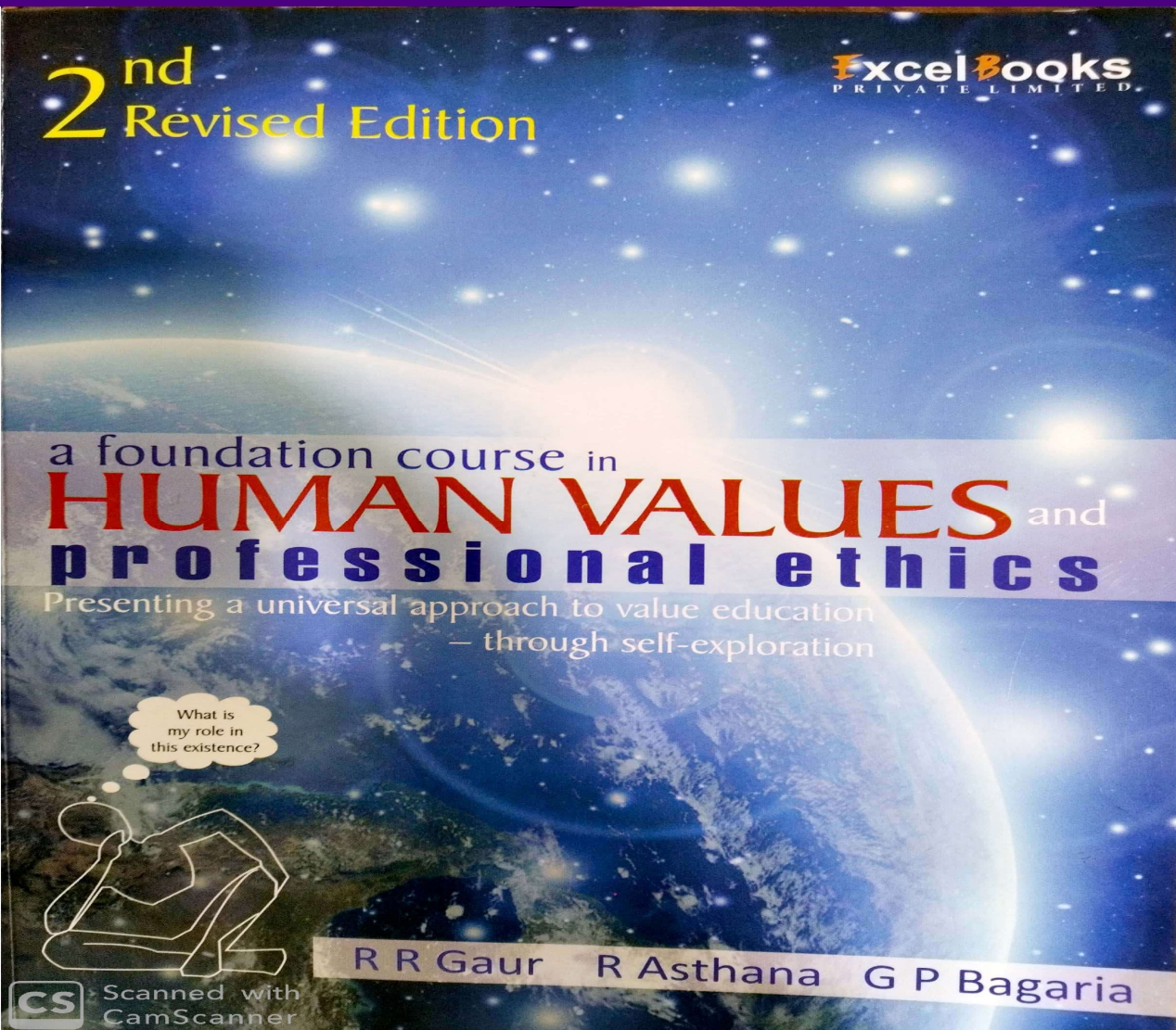
### **Today State - At the level of the Nature**

- **Global warming**
- **Water, air, soil, noise, etc. pollution**
- **Resource depletion of minerals and mineral oils**
- **Sizeable deforestations**
- **Loss of fertility of soil.**

## Outcome of the Course (if you understand properly)

- **Clarity regarding a fulfilling life and the program to achieve it.**  
(resulting in channelized thoughts)
- **Harmony in Individual**  
(Resulting in happiness and a feeling of prosperity and living with absolute confidence)
- **Harmony in Family**  
(Resulting in mutual fulfillment in relationship and prosperity in family)
- **Harmony in Society**  
(Resulting in trustful, undivided, universal society )
- **Harmony in Nature/Existence**  
(Understanding the inherent co-existence resulting in being in harmony in Nature)

## About Book



## About Authors

### Prof. R R Gaur

Prof. R R Gaur has been a senior professor of **Mechanical Engineering at IIT Delhi** with research focus on **renewable energy conversion systems**. He has also been the **Head of National Resource Centre for Value Education in Engineering at IIT Delhi** and has contributed significantly **towards integrating Science, Technology and Human Values through curricular development and research**. For more than two decades, Prof. Gaur, along with other colleagues at IIT Delhi and other institutions has been seriously experimenting with a variety of innovative inputs in value education. He has recently taken **voluntary retirement** from IIT Delhi in order to fully devote himself to value education activities.



## About Authors

### Rajul Asthana

Rajul Asthana, an **alumnus of IIT Delhi**, has **28 years** of corporate experience in **India and USA**. He was the **IT leader of (CIO)** of the **Industrial Products Division of W.L Gore and Associates, USA** and, later, **Senior Vice President** with **Satyam Computer Services, Hyderabad**. As head of their Learning Center globally, he was responsible for co-developing and implementing the company's learning strategy for associate development. He was a founding member of **Global Council of Corporate Universities, France** promoting the idea that corporate universities can be instrumental in personal transformation. He was also the founder director of **The International Resource Center for Universal Human Values and Ethics at Punjab Technical University, Jalandhar**.

## About Authors

### Prof. G P Bagaria

Highly respected teacher both in **Electronics and Communication** as well as in **Value Education**. He has carried out extensive research over the past 15 years in evolving a **suitable methodology for Value Education** and has successfully experimented with it, both within the institutional framework as well as with a variety of people in the community at large. He is accepted as an inspiring role model by his students and peers. For the work carried out by him in the area of Value Education and as social activist, he was awarded the **Satyendra K Dubey Memorial Award for the year 2006 by IIT Kanpur**. He is an **alumnus of IIT Kanpur**.

## UPDATED COs: (BVE-301) Universal Human Values

- **C202.1.** Demonstrate the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
- **C202.2.** Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
- **C202.3.** Analyse the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
- **C202.4.** Analyse the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
- **C202.5.** Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

# Value

Value of a unit is its participation in the larger order

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

What is valuable

The chalk writes on the blackboard in the classroom?

or

The chalk scratches the blackboard in the classroom?

What is valuable = value

The context is always the larger order

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

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

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

## Explore

What is the value of water?

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

Is its value (participation) definite?

- Does it remain same over time?

- Does it remain same in different places?

- Is it same for different persons?

You can further reflect on the relationship between value and price

## 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*

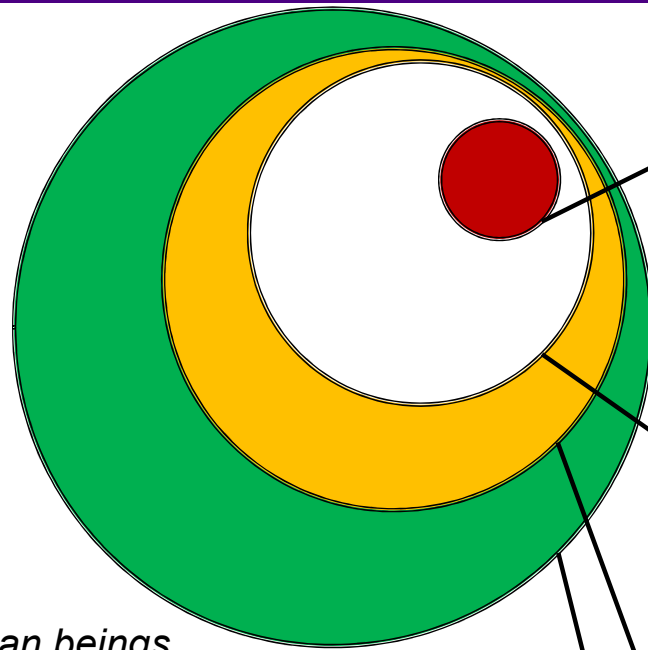
*Except for human being (who does not understand human values)*

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, Participation, Role of Human Being in the Larger Order



## **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*



# 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



**The part of education that deals with the understanding of one's participation in the larger order, and thus ensuring it in living, is called as Value Education.**

## 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?

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

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



- **Skill Education**

- Skills are necessary in our life. (computer, telecom, construction..)
- However, along with skills, it is essential to decide the purpose for which they are to be used.

- **Complementarity of Values and Skills.**

- Right utilization of learnt skills.
- Achieving right purpose.

- **Priority of Values over Skill**

- What is more important: What to do? OR How to do?

## Need and Important Implications of Value Education

- Correct identification of our aspirations.
- Develop a Holistic Perspective
- Clarity of Programme to Live with Holistic Perspective.
- Evaluation of our beliefs
- Solution of existing problems
- Development of Ethical Competence



## Correct identification of our aspirations.

- Can the goal of a human being be to accumulate as much wealth as possible or to ensure a prosperous life?
- Are accumulation of wealth and prosperity the same thing or different?
- Is our goal decided within oneself or by looking at others?
- if your goal is also not your own but borrowed from others, will its achievement be fulfilling to you?

## Develop a Holistic Perspective

- The outcome of value education is a holistic perspective with the clarity about human being (the one who understands), about the nature/existence of which we are an integral part as well as our participation in this nature/existence.
- we can understand that the nature or the existence is in harmony and there is relationship among all the units of nature, including human beings.

## Clarity of Programme to Live with Holistic Perspective

- We are all faced with many questions regarding our program of living
- what thoughts are naturally acceptable to me with which I would like to continue
- what food will keep my body healthy which clothes will fulfil the need of my body better
- what behaviour with my friends will sustain our relationship
- How I can be a help to the other in my family
- How I can participate in the college or neighbourhood or the society at large so that there is mutual fulfilment
- What my role can be in maintaining the harmony of the environment which includes trees, air, water, etc
- We all have such concerns and we keep struggling with confusion about all these aspects and the notions vary from person to person.

## Evaluation of our Beliefs

- Our conduct depends on what we understand or believe about ourselves, our family, the society and the nature around.
- it is important to evaluate our own beliefs sincerely
- For example, if we believe that earning money is the ultimate goal of life, we make effort for accumulating money
- One of these beliefs could be that the very design of nature is such that there is struggle for survival and the 'survival of the fittest';
- With this belief, invariably we think in terms of competition, instead of cooperation with human beings; we may even think of domination which may ultimately lead to fighting and even war.

## Solution of Existing Problems

- If we understand our participation (human values) and live by them in the complete expanse of our being (from ourselves to family, to society and to the entire nature), it will lead to a fulfilling life for ourselves and fulfilling for all around.
- With right understanding of things, we are better able to define our role in different phases of life and work accordingly.
- One thing that happens with such inputs is that we do not create problems for ourselves or others;
- secondly, we are able to resolve the existing problems at different levels of our living;
- and thirdly, we are able to lay down a programme, whatever be the scale which does ensure fulfilment for all.

## Development of Ethical Competence

- Ethics is the expression of definite human conduct in one's behaviour, work or participation in the larger order.
- The problem of unethical conduct in various professions which is becoming a grave menace almost everywhere, can also be tackled effectively by focussing attention on development of ethical competence through human value education.

## 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.
- ✓ For example, the feeling of respect in relationship is something universal, so it can be a part of value education.

- **Rational**

- ✓ It must be amenable to logical reasoning
- ✓ It should not be based on blind beliefs
- ✓ It should 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' 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
- ✓ This can be done by both checking for validity within ourselves, as well as something which we can implement in our living and observe its outcome.

## • **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.**
- ✓ It is not merely an intellectual exercise or information transfer.

## • **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)



# Content of Value Education

## Holistic, All Encompassing

### Covers all levels of living:

1. Individual (human being)
2. Family
3. Society
4. Nature/Existence

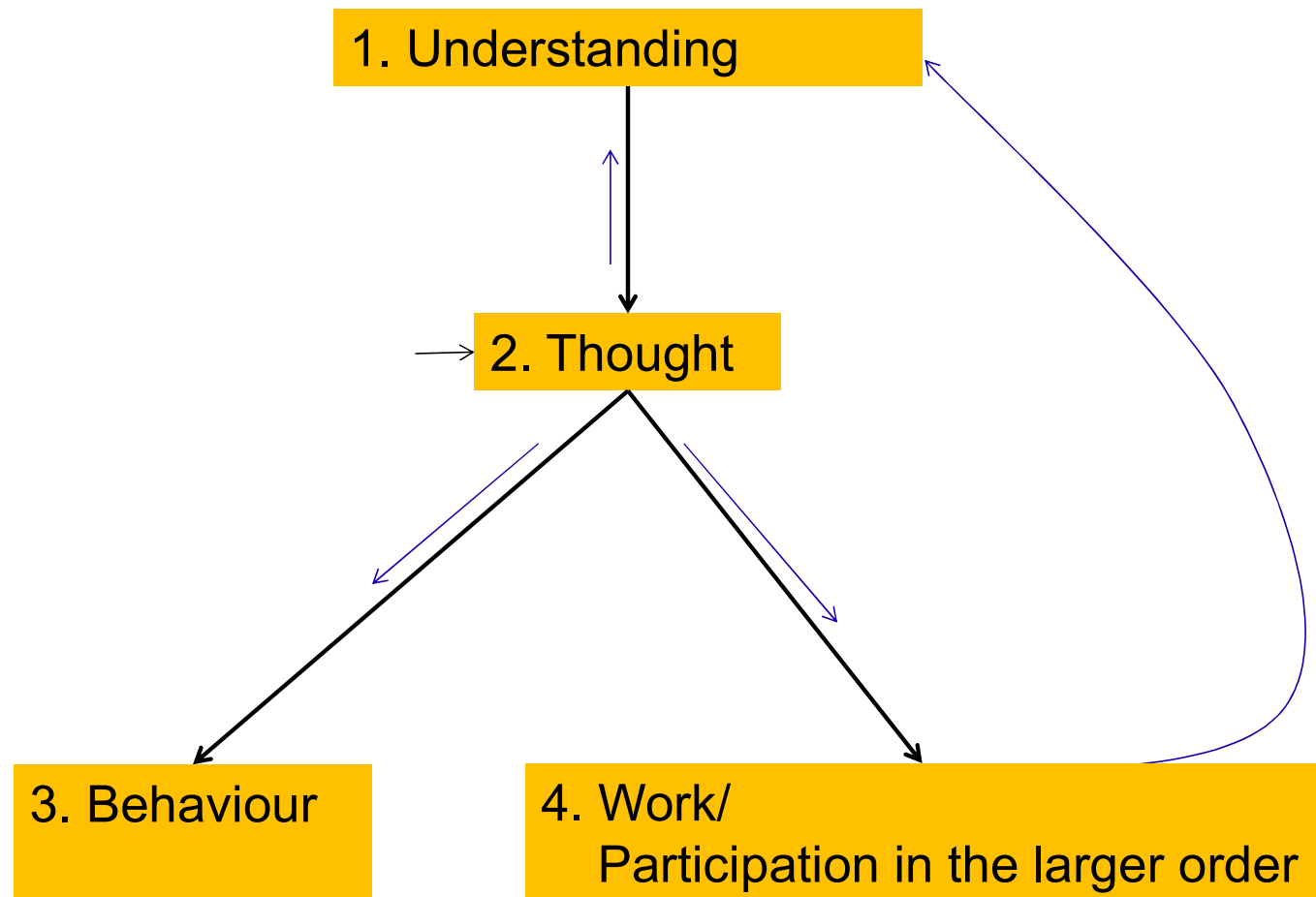
Eg. As a Family, Society – we want  
Fearlessness / Trust  
**NOT** fear (mistrust / opposition)

### 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)

## 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

- To study human values, the process has to be such that it develops a process of self-exploration in you. Taking every statement as a proposal, you are able to investigate the reality by yourself.
- Self-exploration is a process of seeing the truth about a reality on our own right, by our own observation and investigation. Through this process, we understand the reality and our participation (value) with it.
- Through self-exploration we try to see and understand the human being as well its participation (value) with other human being

## 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)

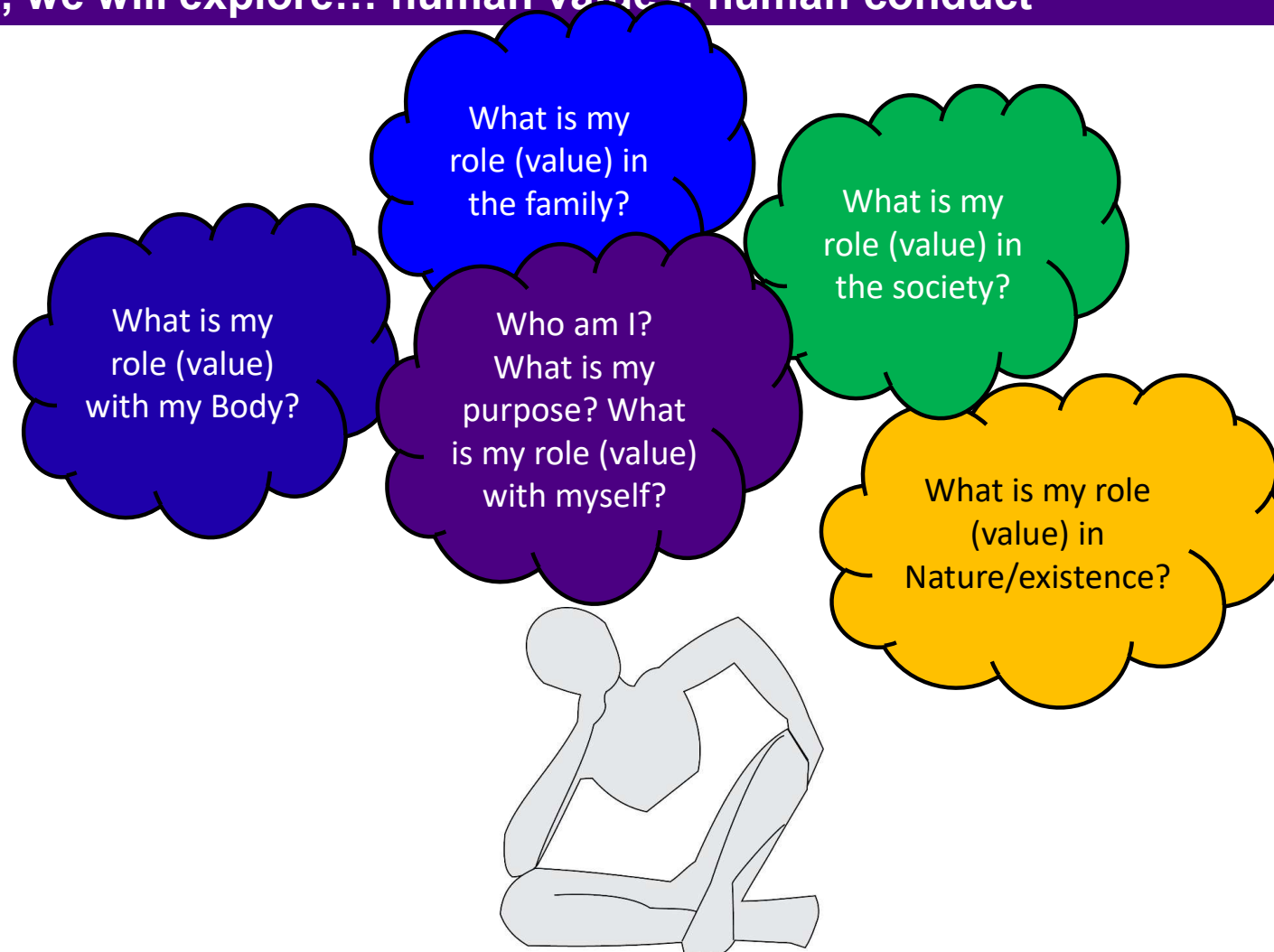
The purpose of this course is to initiate this internal dialogue,  
to help you to be self-referential, self-confident

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



## Sum Up

- We saw that the value of any entity is its participation in the larger order.
- As human beings, we feel happy when we are fulfilling our participation, our role i.e., we feel happy when we are living in accordance with our value (i.e., living in harmony within, living in harmony with other human being as well as with every unit in nature/existence).
- Value education is about understanding our values and living accordingly.
- The process for value education is self-exploration.

# Sum Up

## 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  
*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)





# Self-exploration as the Process for Value Education

## Process

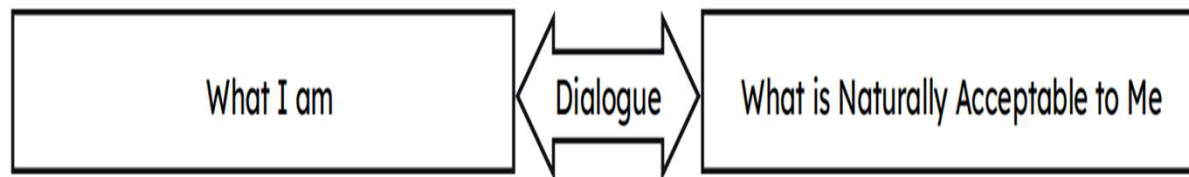
Whatever is said is a **Proposal** (**Do not assume it to be true or false**)  
**Verify** it on Your Own Right – on the basis of our **Natural Acceptance**

It is a process of **Dialogue**

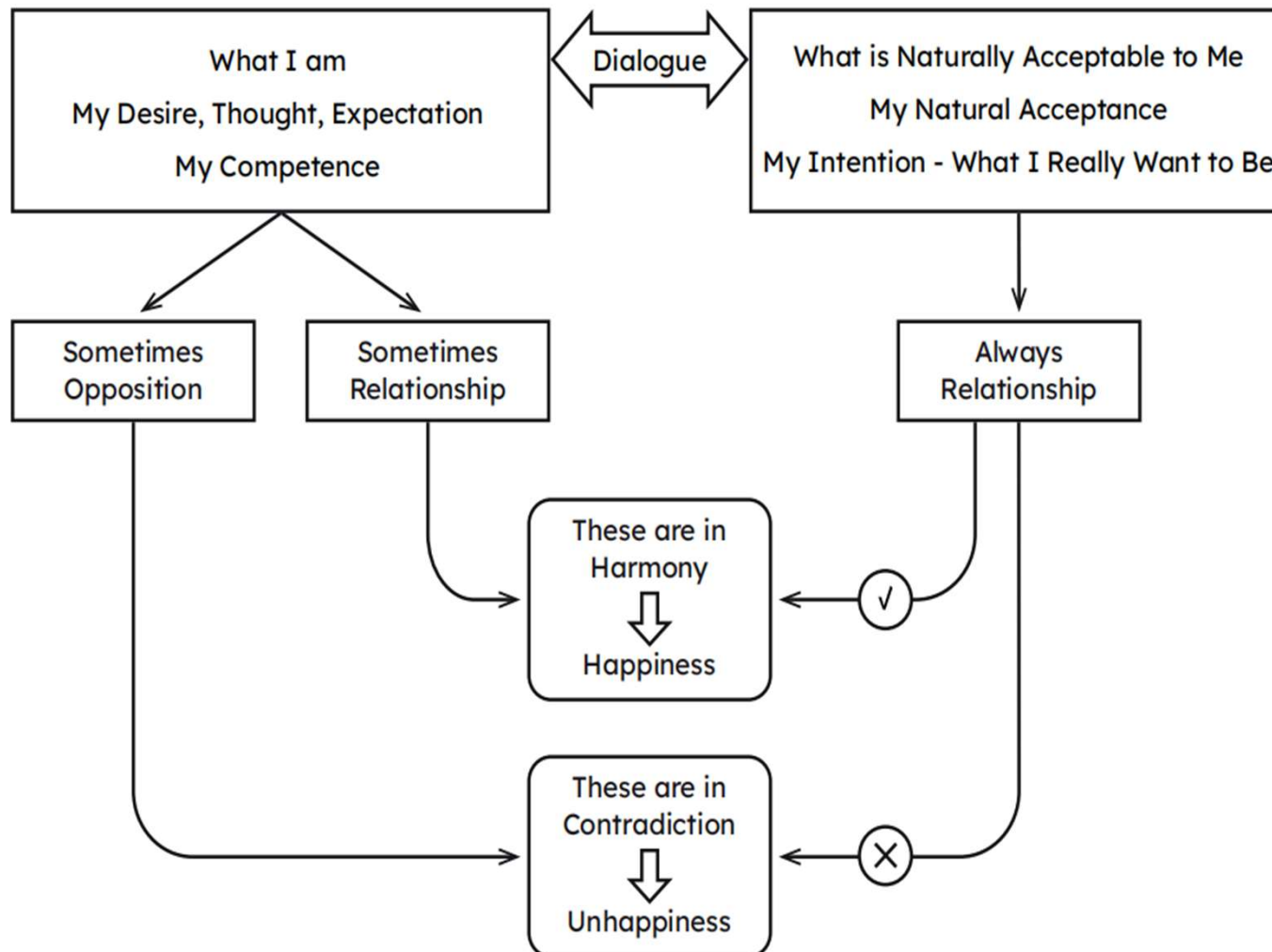
A dialogue between me and you, to start with

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

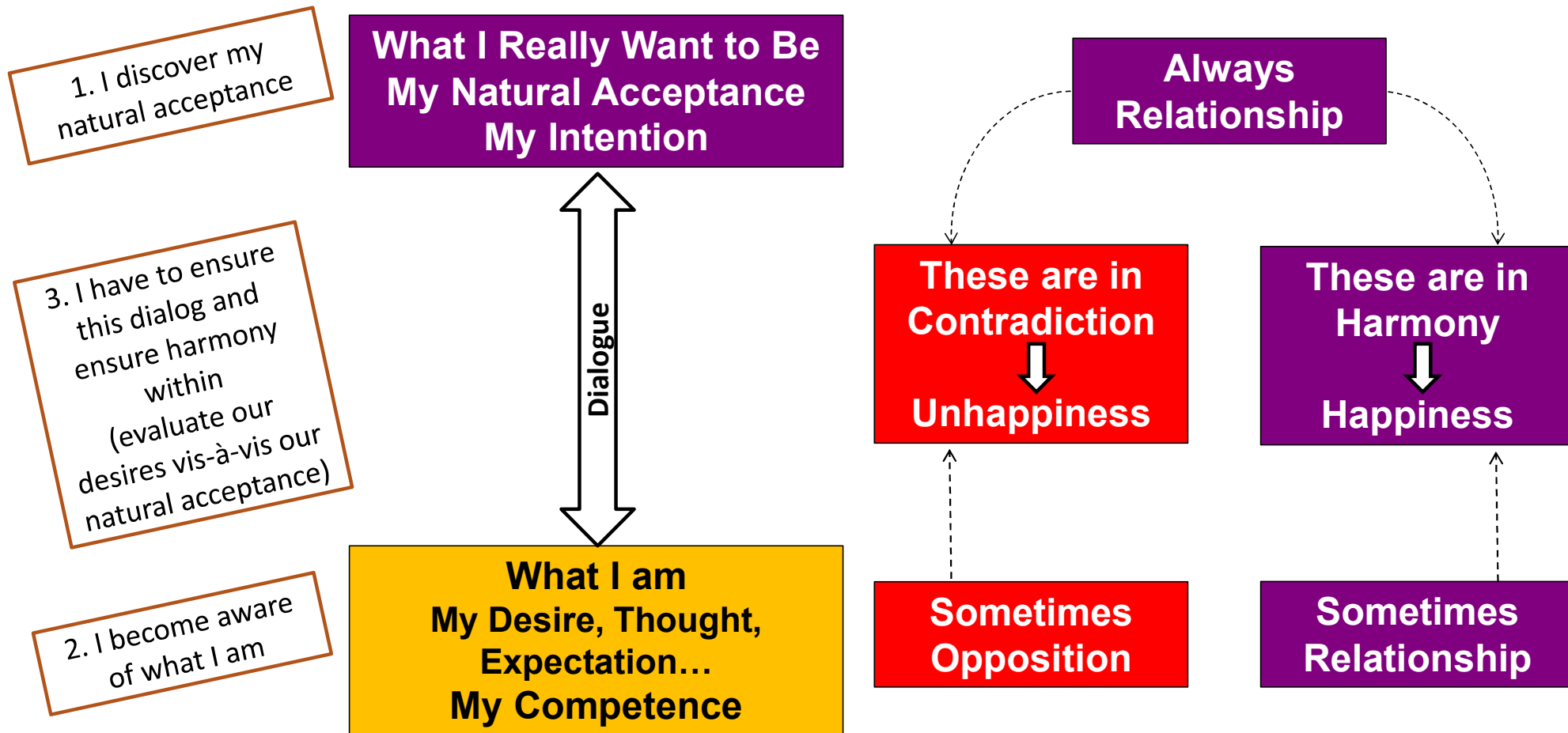
between what you are and what you really want to be  
(your natural acceptance)



- “What I am”:
  - Is my current competence on the basis of which I live.
  - It includes the way I feel, the way I think, how I make decisions, what I expect from others and all that.
  - It has to do with my desires, thoughts, expectations etc.
- “What is naturally acceptable to me”:
  - is my natural acceptance.
  - It is my intention.
  - It is “what I really want to be”.
  - It is a basic reference which is a part and parcel of me
- In general, a contradiction between “what I am” and “what is naturally acceptable to me”, will result in disharmony within me.
- Only when “what I am” and “what is naturally acceptable to me” are in harmony, we are comfortable within.



# The Dialogue Within



## Process of Self-exploration, Self-investigation



## Process of Self-exploration, Self-investigation

- 1. It is a process of knowing oneself and through that, knowing the entire existence.
- 2. It is a process of recognizing one's relationship with every unit in existence and fulfilling it.
- 3. It is a process of knowing human conduct and living accordingly.
- 4. It is a process of being in harmony within and in harmony with the entire existence.
- 5. It is a process of identifying our innateness and moving towards self-organisation and self-expression.
- 6. It is a process of self-evolution (evolving as a human being) through self-exploration.

## Scope of this Course: Self-evolution, Self-extension

Knowing your Natural Acceptance  
What you really want to be  
Natural Acceptance



Living in accordance with your Natural Acceptance  
Living in harmony within  
Self-organized



Living in harmony with others... with the entire existence  
Self-extension



Harmony Everywhere = Universal Order



## Self-exploration, Self-investigation

### 1. Content of Self Exploration:

- Whatever is essential for us to understand for moving towards a fulfilling life should naturally form the content for self-exploration.
  - a. Desire - Aim, Objective, Basic Aspiration, Purpose  
What do I want to achieve? What is our basic aspiration?
  - b. Program – Process of achieving the desire, action  
How do I achieve it ?

- Are these questions important for you?
- Do you have any other questions?
- In fact, most of the questions that we have generated are because of the lack of clarity of these two. If we get the answers to these two questions, we only have to act!

## Explore – Why are You Making Any Effort

to Become Something?	to Do Something?	to Get Something?	To Be Something?
an engineer	Build bridges...	Money, name, respect...	Happy, prosperous
a doctor	Keep people healthy...	Fame, money...	Happy, prosperous
a farmer	Grow nutritious food...	Acceptance, respect, money...	Happy, prosperous
an artist	Inspire through music...	Name, fame, money...	Happy, prosperous
a teacher	Educate...	Money, respect...	Happy, prosperous
-----Steps / Pathways -----			--Basic Aspiration--

Which is your basic aspiration? Your goal?  
(if being is your goal, the others are steps/ pathways)

If one pathway is not available is there no way to achieve your basic aspiration?  
(one can choose another pathway)

## Desire – Aim, Objective, Basic Aspiration, Purpose (What do I want to achieve?)

1. Happiness
2. Prosperity
3. **The continuity of Happiness and Prosperity**

Let us find out:

Do we desire for Happiness?

Do we desire for Prosperity?

Do we desire for the continuity of both (happiness & prosperity)?

If continuity of happiness and prosperity is ensured then what else would you desire?

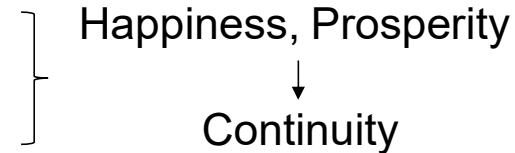
Our basic aspiration is for **happiness, prosperity and its continuity**  
(our desires are not unlimited or indefinite)

# Self-exploration, Self-investigation

## 1. Content of Self Exploration:

- a. Desire - Aim, Objective, Purpose

What do I want to achieve?



- b. Program – Process of achieving the desire, action

How do I achieve it ?

## 2. Process of Self Exploration

- a. Whatever is stated is a **Proposal**

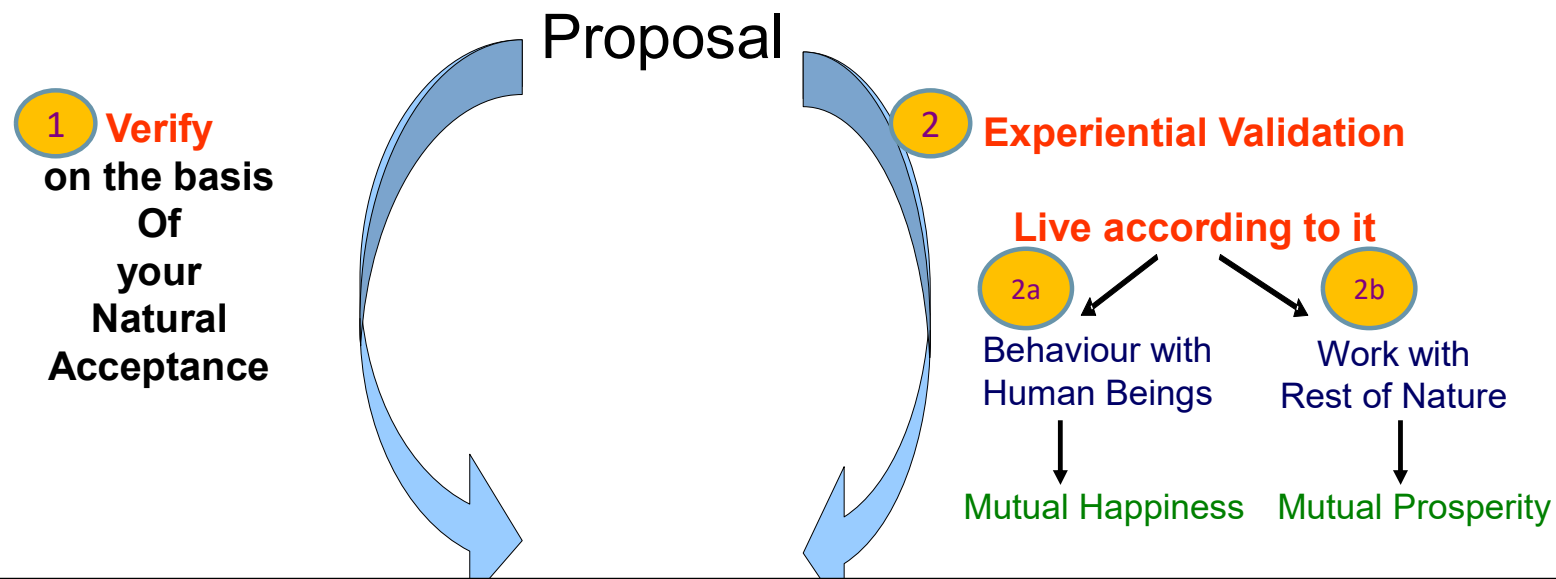
**Verify** it on your own right

**Do not assume it to be true/ false**

- b. Self-verification

## Process of Self-verification

Whatever is stated is a **Proposal – Verify** it on your own right  
(**Do not assume it to be true/ false**)



**Which process is Naturally Acceptable to you?**

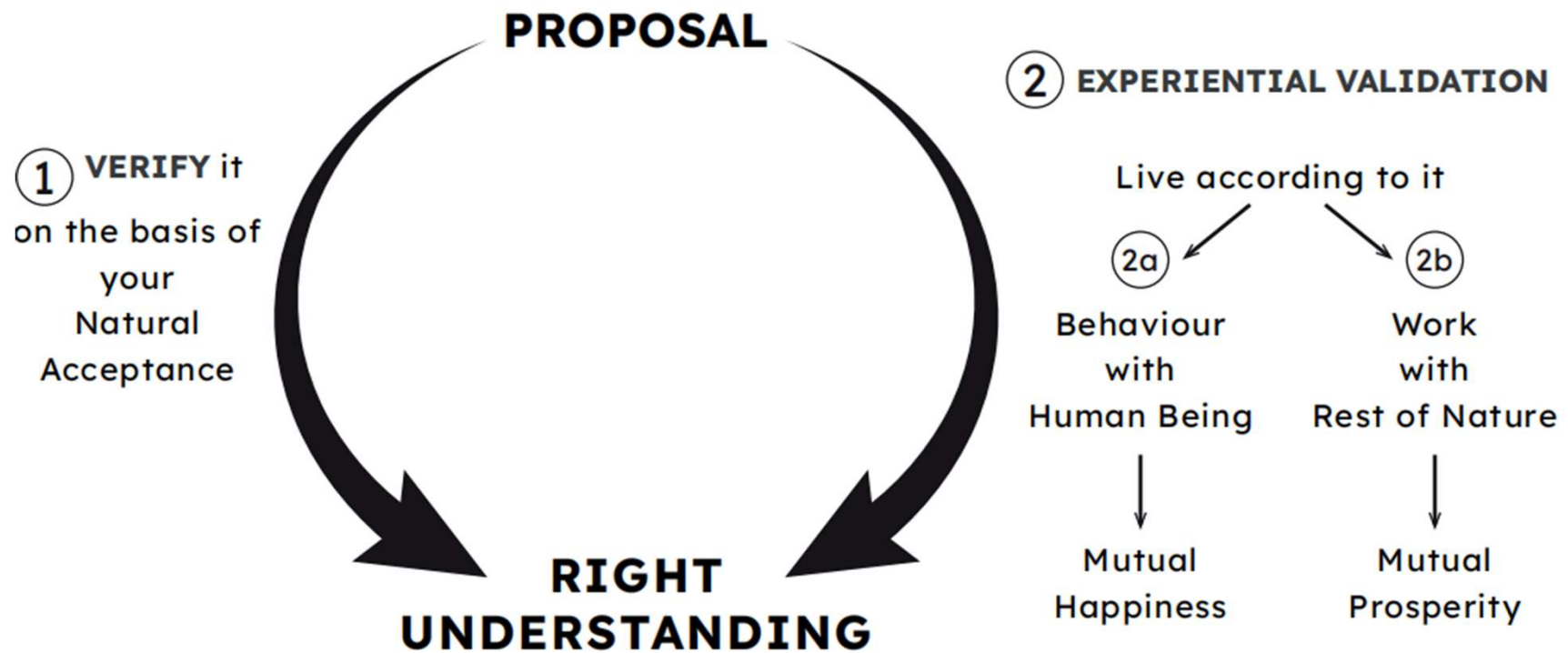
**A process of self-exploration, self-verification on your own right, leading to understanding in yourself  
or**

**A process of do's & don'ts, in which you assume what is said, without verification**

## Process of Self-verification

**Whatever is stated is a Proposal**  
**Verify it on your own right**

(Do not assume it to be true/false)



- The first part of self-exploration is to verify the proposal on the basis of our natural acceptance.
- Once we have verified that a proposal is naturally acceptable to us, we are sure that it is something which we would like to live with.
- The second part of self-exploration is experiential validation. It means trying to live according to the proposal.
- In living there are two parts – one is the behaviour with other human beings and the second is work with rest of nature.
- When we are behaving with human being on the basis of this proposal, we want to verify whether it leads to mutual happiness or not.
- If it leads to mutual happiness, it is a right proposal; if it does not lead to mutual happiness, it is not a right proposal.
- when we are working with rest of nature, on the basis of this proposal, we want to verify whether it leads to mutual prosperity or not.
- If it leads to mutual prosperity, it is a right proposal; if it does not lead to mutual prosperity, it is not a right proposal.

## Natural Acceptance

- Natural acceptance has to do with something fundamental, something related to our purpose, something related to our basic desires.
- Is happiness naturally acceptable or is unhappiness naturally acceptable?
- Is it naturally acceptable to live in relationship or in opposition?
- What is naturally acceptable – to nurture your Body or to exploit it?
  
- However, acceptance may be based on likes and dislikes, assumptions, preconditionings, beliefs, world-view, perspective, etc.
- We might have accepted 'struggle for survival, survival of the fittest', but our natural acceptance is for relationship



## Acceptance

**What one accepts  
under the circumstances, influence of**

Others (peer pressure)  
Own preconditioning, tastes, likes-dislikes...  
Sensation...

Sometimes respect, sometimes disrespect...

Sometimes nurture Body, sometimes exploit...

Respect elders

## Natural Acceptance

**What is acceptable naturally**

Innate Nature (natural acceptance)

Always respect

Nurture the Body

Respect all

## Acceptance

**What one accepts**  
**under the circumstances, influence of**

Others (peer pressure)  
Own preconditioning, tastes, likes-dislikes...  
Sensation...

May change with time  
May change with place  
May change with person

### **Indefinite**

may depend on circumstances, influences...

**Happiness or unhappiness**

## Natural Acceptance

**What is acceptable naturally**  
**About your participation with the other unit**

Innate Nature (natural acceptance)

Does not change with time  
Does not change with place  
Does not change with person

### **Definite**

uncorrupted by preconditioning...

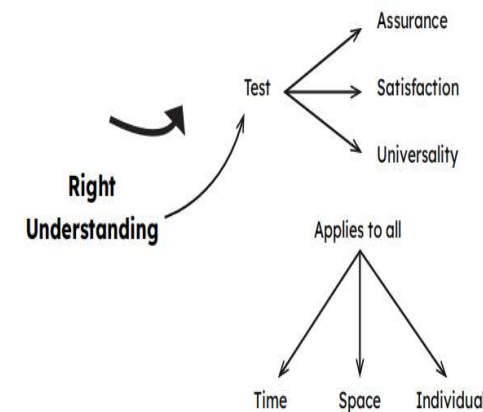
**Happiness always** (assurance, satisfaction)

## Characteristics of Natural Acceptance

- It does **not change with time**. (Invariant)
- It does **not change with** place.
- **It doesn't change with the individual**. It is the same for all of us: it is a part and parcel of every human being.
- It does not depend on our **likes, dislikes**, beliefs or past conditioning.
- It is **innate** (constantly there), **we don't need to create it**.
- Natural Acceptance is **definite**.

## Right Understanding

- The complete process of self-exploration yields right understanding as the tangible outcome
- Right understanding can be recognised as follows:
  - ❖ **It is assuring**: We feel assured, we have no doubt about it. This is because it is based on our natural acceptance, which is intrinsic to us, inseparable from us
  - ❖ **It is satisfying**: We all have the need to know, to understand. When we understand something, it is satisfying, it is fulfilling for us.
  - ❖ **It is universal**: We are able to see that right understanding is definite and invariant with respect to:
    - i. Time: It holds good in all time – past, present and future
    - ii. Space: It is the same at all places or locations
    - iii. Individual: It is the same for every human being
  - In case the outcome of self-exploration does not fulfil any of the above three criteria, it means that it is not the right understanding. It could be a pre-conditioning or we have made a mistake in looking into our natural acceptance and so, we need to continue exploring.



## Sum Up

- The process of **understanding human values** is self-exploration, i.e., by exploring within, on the basis of natural acceptance; and with that, experiential validation, i.e., by exploring outside in our living.
- **Natural acceptance** is the innate capacity of every human being to see the intrinsic purpose, to see what is natural, what is right and thereby conclude what is not right.
- **Self-exploration** is a process of dialogue within us – between “what I am” (my desire-thought-expectation) and “what is naturally acceptable to me” (my natural acceptance)
- The outcome of self-exploration is development of **right understanding**
- Living on the basis of right understanding (living with right understanding as our internal guide), one is in a state of harmony within, i.e., one is **self-organised**.

## Sum Up

Content of self-exploration      Basic human aspiration      happiness, prosperity → continuity  
How to fulfil it

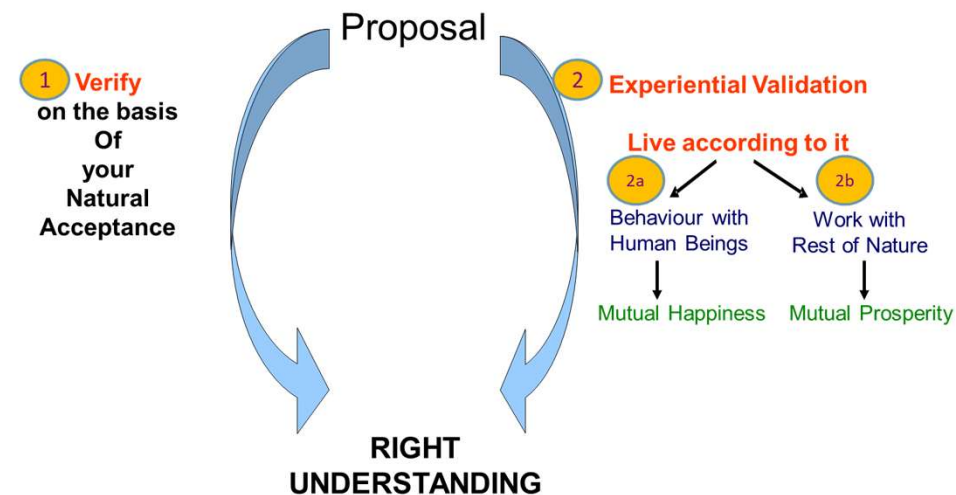
Process of self-exploration

(it may start with the dialogue  
between you and me,

but it soon becomes a dialogue within you  
between "what you are" and  
"your natural acceptance"

### Self-investigation, self-verification

Whatever is stated is a **Proposal** – **Verify** it on your own right  
(**Do not assume it to be true/ false**)



## Activity 1

Look into yourself, into 'what I am' and into 'what is naturally acceptable to me'. Make a list of at least ten things you can observe in your thought, behaviour or work. Now note these down (a sample table is given below):

<b>What I am (My thoughts, behaviour or work)</b>	<b>What is Naturally Acceptable to me</b>	<b>Are these two in Harmony or Contradiction?</b>	<b>Do I feel Comfortable or Uncomfortable?</b>	<b>Dialogue</b>

## Activity 1

- Write 10 statements which are naturally acceptable to you.

Statement	My present thinking (beliefs) about the statement	Is it Naturally Acceptable?





# Basic Human Aspirations and Its Fulfilment

# Basic Aspiration

- Whatever we think, whatever we do is with some end in mind.
- To achieve something
- when we achieve something, we tend to move on to something else.
- Is there an end goal which we want to achieve
- Is there an end state that we want to reach and then we want the continuity of that state? That end state is our basic aspiration.

## Desire, What We Want to Be

Do we want to be happy?

Do we want to be prosperous?

Do we want the continuity of happiness and prosperity?

## State of Being, What We Are

Are we happy?

Are we prosperous?

Is there continuity of our happiness and prosperity?

**Why this gap?**

- between our desire and our state of being
- between what we really want to be and what we are

**What are we doing to fill this gap? Is it getting filled up or getting wider?**

**We will explore into this**

Desire	Effort
<p>Do we want to be happy?</p> <p>Do we want to be prosperous?</p> <p>Do we want the continuity of happiness and prosperity?</p>	<p>Is our effort:</p> <ul style="list-style-type: none"><li>– For continuity of happiness and prosperity?</li><li>– Just for accumulation of physical facility?</li></ul>

- Have we assumed that happiness and prosperity will be ensured when we have enough physical facility?
- We might be thinking that money is everything – once we have enough of it, everything will be all right
- What effort are we making for continuity of happiness and prosperity, other than accumulation of physical facility?

- If continuity of happiness and prosperity is not achieved by just accumulating physical facility then what else is essential to do?
- Check: Is the unhappiness in my family,
  - ❖ More due to lack of physical facility or
  - ❖ More due to lack of fulfilment in relationship?
- Whenever there is any unhappiness in your family, what is the major reason for it?
  - ❖ You will find that the major reason for the unhappiness in the family is the lack of fulfilment in relationship.
  - ❖ Now to look at the investment of your effort, find out:
    - ❖ • How much time and effort you are investing for physical facility, and
    - ❖ • How much time and effort you are investing for fulfilment in relationship?

## Physical Facility is Necessary...

- When an animal has lack of physical facility it becomes uncomfortable, when it gets physical facility it becomes comfortable
- Eg. When a cow gets a stomach-full of grass, it becomes comfortable, sits and chews the cud
- When a human being has lack of physical facility, he becomes uncomfortable and unhappy
- But once he gets the physical facility, he forgets about it and starts thinking about hundred other things

- When a human being has lack of physical facility, (s)he becomes uncomfortable and unhappy. Once (s)he gets the physical facility, (s)he forgets about it and starts thinking about many other things.

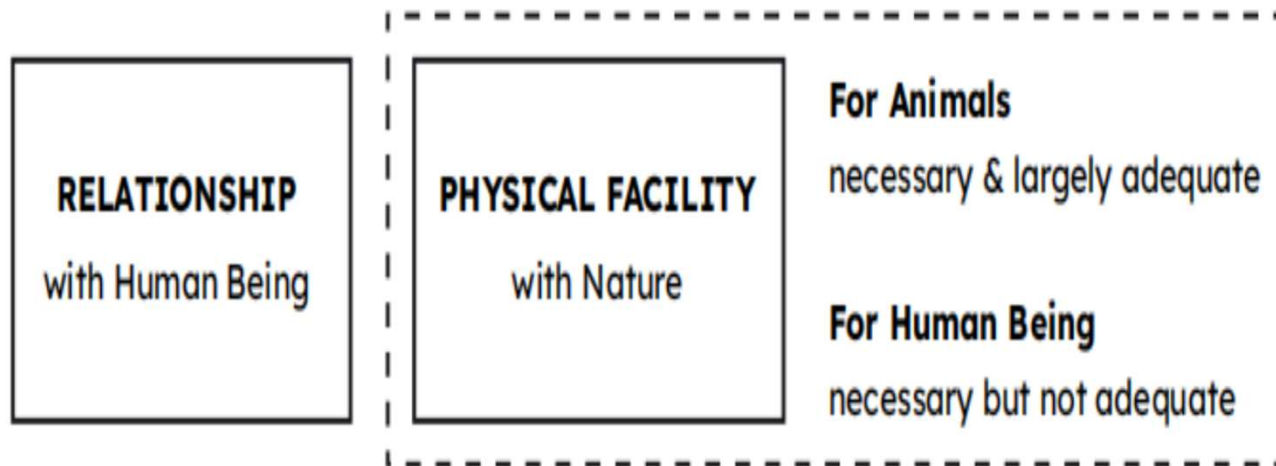
## For Human Being, Relationship is also Necessary

- For human being physical facility is necessary but relationship is also necessary
- On examining carefully, we find that this is a fundamental difference between animals and human being
- Physical facility is necessary for animals and necessary for human being also
- ❖ However, For animals physical facility is necessary as well as adequate
- ❖ For human being physical facility is necessary but not adequate



## In Addition to Physical Facility, Relationship is Necessary

For human beings physical facility is necessary but relationship is also necessary



## Although we have Recognised the need for Relationship...

We do get into arguments, opposition and fights... even in the family, with close friends, with colleagues at work... in the marketplace...

Every time we have a fight, we want to resolve it...

We say sorry, patch up and promise not to fight in future but...

Even though we don't want to, a fight does take place once again

(we want the other to improve... and the other wants us to improve...)

Is this happening?

Are incidences of reaction... not speaking to the other... arguments... debates... divorce... increasing or decreasing?

Explore your close relationships – in the family, with friends, in the workplace, in the society

**In spite of our acceptance for relationship, why is it happening?**

## Let's check our Perspective about Relationship

Let us find out if

1. We want to live in relationship (harmony) with others or
2. We want to live in opposition with others or
3. We believe living has to be necessarily in opposition with others, i.e. There is 'struggle for survival' , 'survival of the fittest' and check if we feel happy living this way?

What is our present perspective? Which view do we promote?  
(at home, in the family... in schools and colleges... and in the society)

Is it the naturally acceptable view?

## Right Understanding is also Essential for Human Being

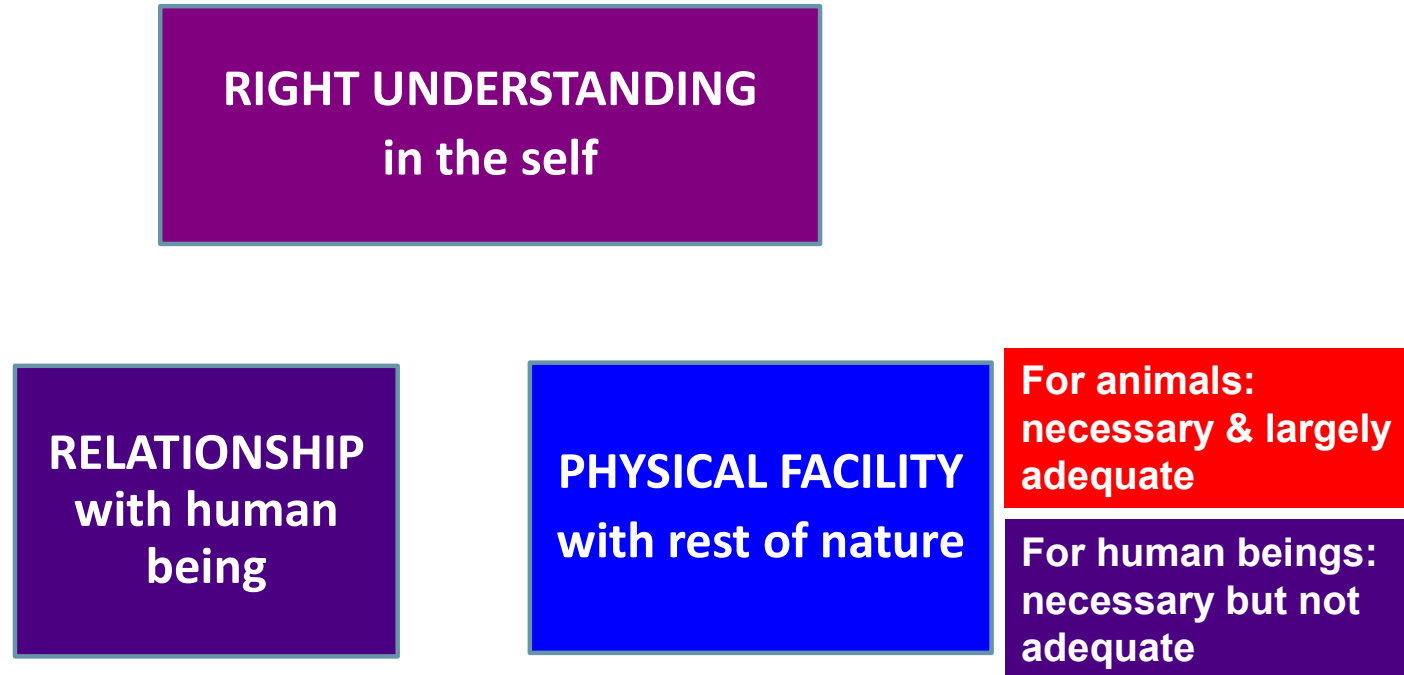
For fulfilment in relationship, it is necessary to have right understanding about relationship

i.e. Right understanding is also necessary for human being

With right understanding:

- We have clarity about relationship with human being; we are able to fulfil relationship
- We also have clarity about how much physical facility we need

## Right Understanding is also Essential for Human Being



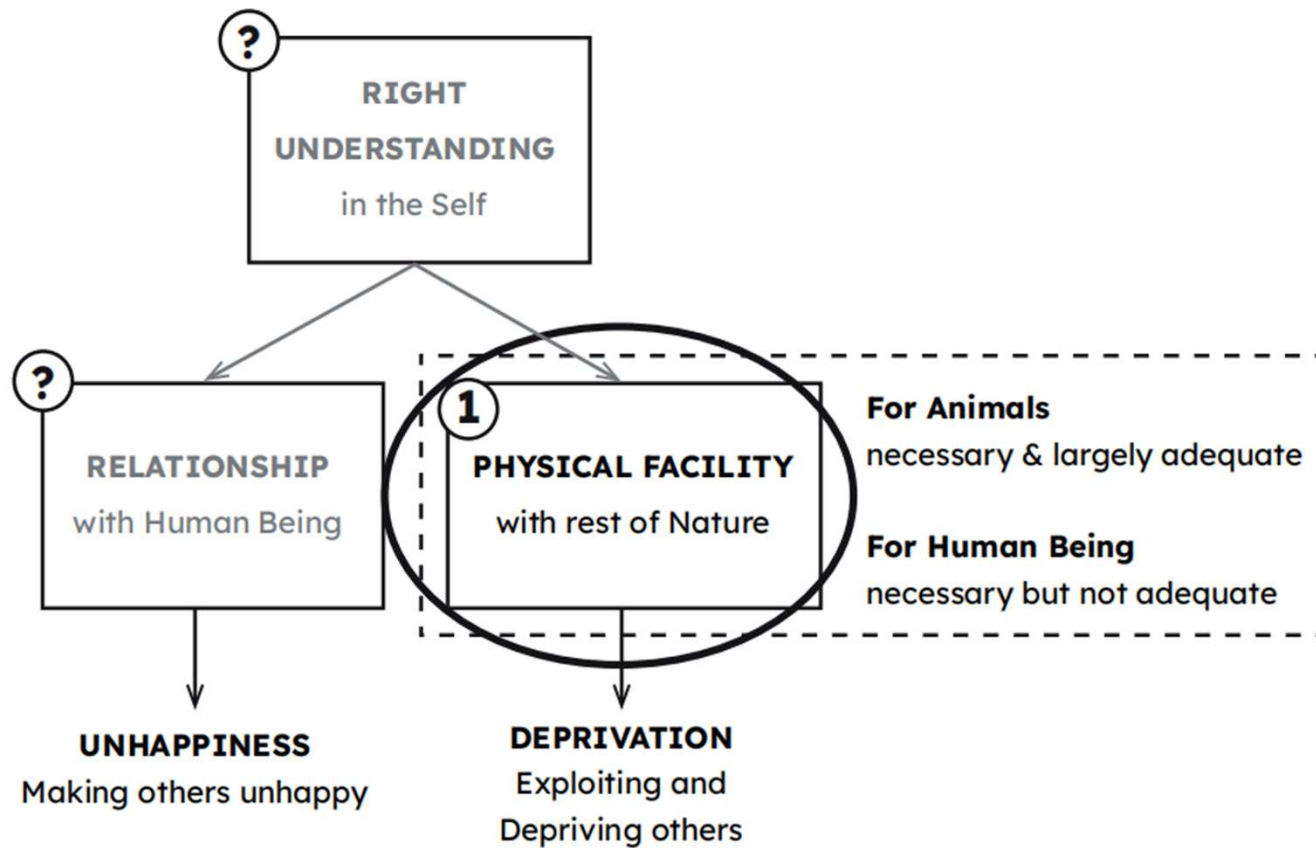
Are all 3 required? Is something redundant? Is anything more required?

Are we working on all 3?

If all 3 are required, what would be the priority\*?

\*Working on the high priority facilitates the realization of the lower priority

## Priority: Physical Facility



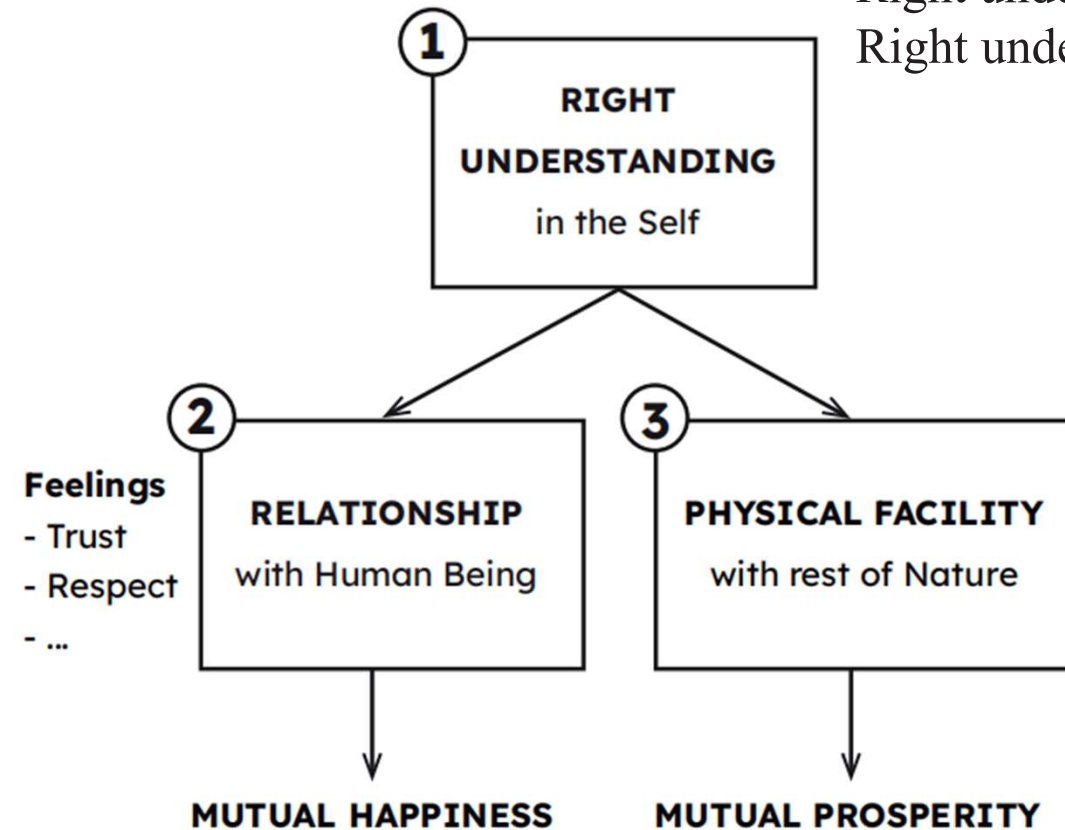
- Once, while taking tea with students, we asked them a funny question, “come, let’s find out how much tea will be needed to fill this cup – if it does not have a bottom?” Naturally, they were amused and smilingly replied, “sir, are you joking? It is so obvious that if this cup doesn’t have a bottom there is no question of it getting filled; no amount of tea will be sufficient to fill it up. But why are you asking us such a trivial question”? Then the discussion continued, “so, you can see that if this cup has no bottom, there is no question of ensuring its filling.

- If we do not know how much physical facility we require, we will never have a feeling of prosperity, regardless of how much we accumulate.
- The accumulation of physical facility may go on increasing, but our feeling of deprivation will continue; and, if we feel deprived, we think of depriving others, exploiting others and accumulating more and more.
- there are generally two kinds of people today:
  - 1. Those lacking physical facility, unhappy and deprived
  - 2. Those having physical facility, unhappy and deprived



## Priority: Right Understanding, Relationship & Physical Facility

Right understanding + Relationship → Mutual happiness  
Right understanding + Physical facility → Mutual prosperity

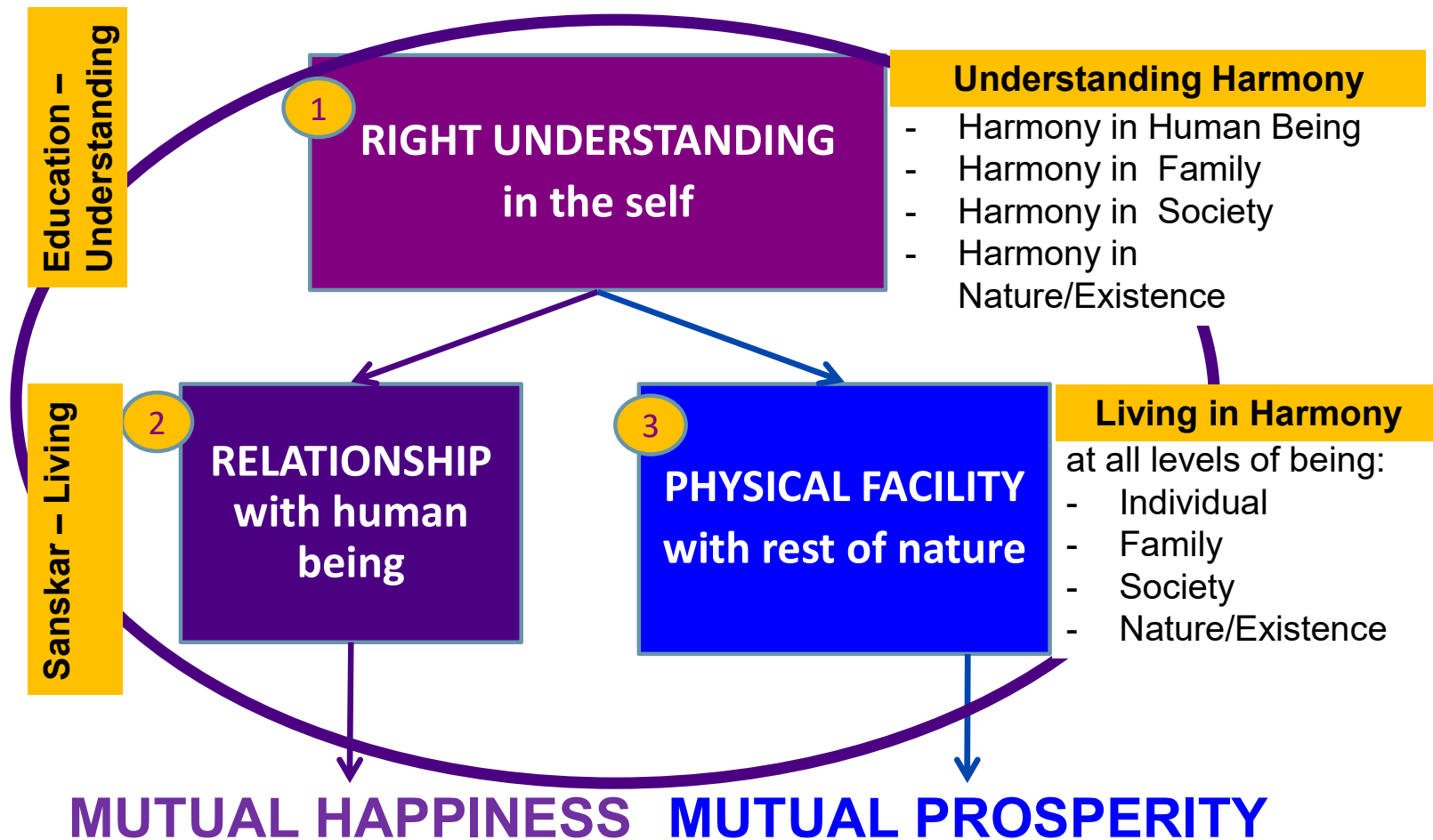


## Human Consciousness

- The basic aspirations of human being, i.e., happiness, prosperity and its continuity, are fulfilled by right understanding, relationship and physical facility, in that priority order.
- A human being working for all three of them can be fulfilled. Therefore, a human being living with all three is living with 'human consciousnesses'.
- if one is living for physical facility alone, one is living with 'animal consciousness'. While physical facility may suffice for animals, it is not adequate for human being to be fulfilled.

Animals living with animal consciousness	They are in Harmony	This is fine
Human being living with human consciousness	They are in Harmony	This is fine
Human being living with animal consciousness	They are in Disharmony	This is the problem

# Human Being Living with Human Consciousness



- What is naturally acceptable to you:
- to live with animal consciousness (inhuman consciousness) or to live with human consciousness?
- Where are we now?
- Living with animal consciousness or human consciousness?
- Whether this transformation from animal consciousness to human consciousness is desirable or not desirable?

## 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**

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 1/3<sup>rd</sup> 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**

<http://www.un.org/apps/news/story.asp?NewsID=38344&Cr=fao&Cr1>

## Role of Education-Sanskar: To Enable Transformation

- Education is developing the right understanding (holistic perspective).
- Sanskar is the commitment, preparation and practice of living with right understanding. The preparation includes learning appropriate skills and technology.
- The role of education-sanskar is to enable this transformation by way of ensuring the development of the competence to live with human consciousness and definite human conduct

For this, it has to ensure

1. Right understanding in every child
2. The capacity to live in relationship with the other human being
3. The capacity to identify the need of physical facility, the skills and practice for sustainable production of more than what is required – leading to the feeling of prosperity

## Required for Transformation

1. Right understanding in every child
2. The capacity to live in relationship with the other human being
3. The capacity to identify the need of physical facility,  
the skills and practice for sustainable production of more than what is required  
right utilisation of physical facility  
leading to the feeling of prosperity

## Present State

Missing

Missing

Identification of need of physical facility is missing.

The willingness to produce by way of labour is also missing.

The core feeling generated is  
to accumulate more & more,  
to consume more & more,  
(rather than to produce more & more...)

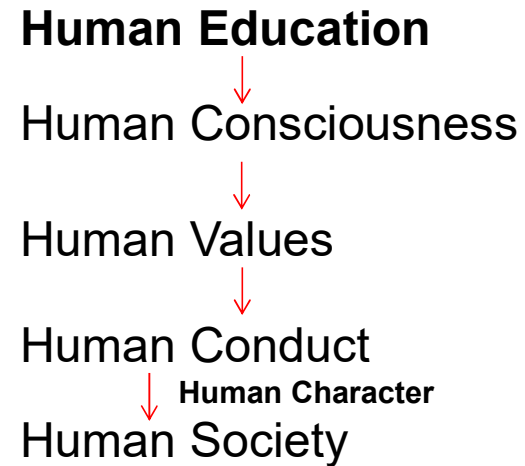
- by facilitating the development of right understanding:
  - ❖ it will lead to living in human consciousness.
- facilitating the capacity to live in relationship:
  - ❖ it will ensure harmony in the family; and that harmony will extend to the larger family, and ultimately go up to the world family, leading to an undivided society.
- The capacity to identify the need for physical facility:
  - ❖ developing the skills and practice for sustainable production of more than what is required leading to the feeling of prosperity; a mindset of production through labour and of right utilisation of the physical facility



## Problems = Indication of Lack of Effort for Holistic Development

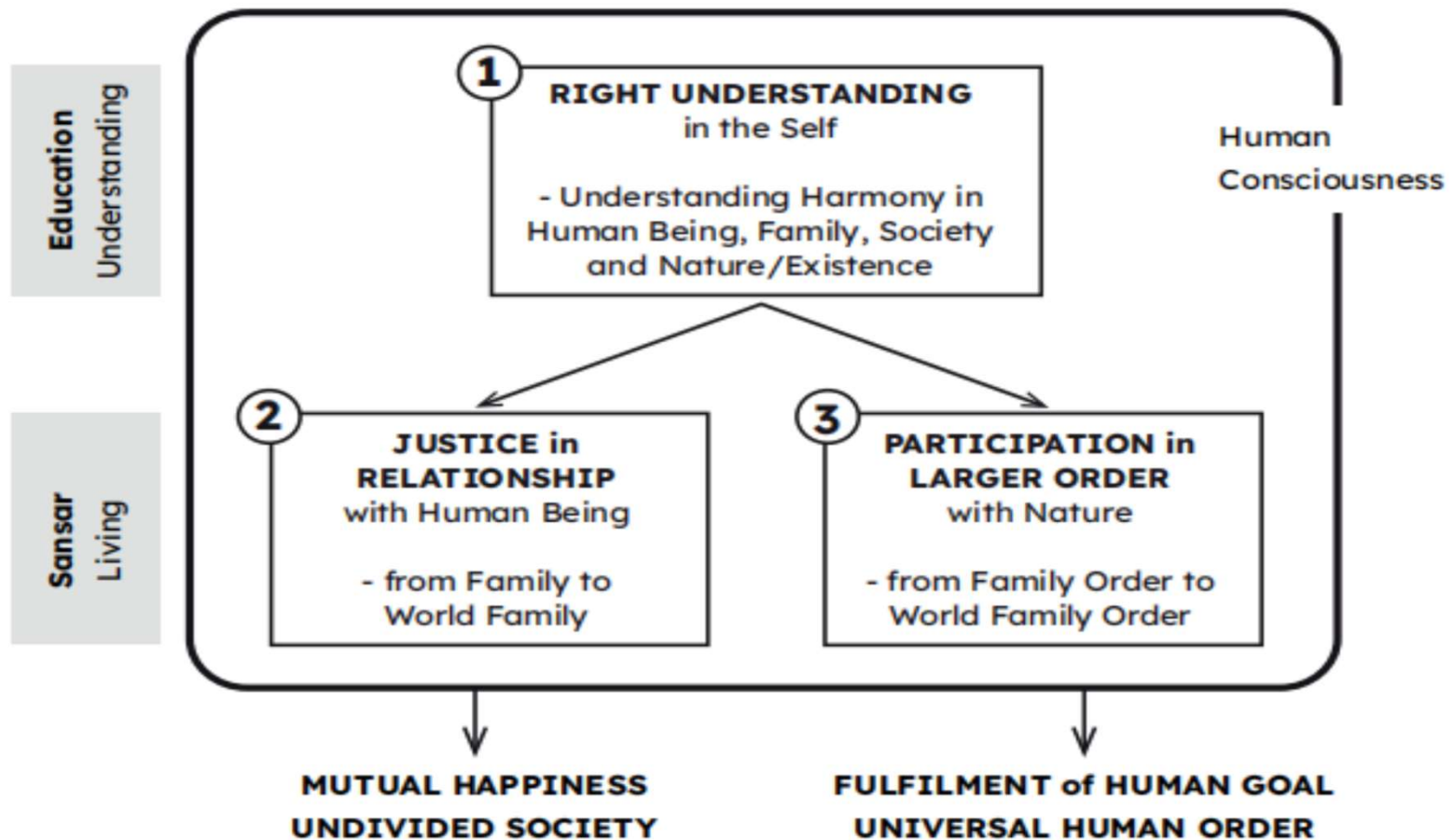
Most of the problems we see around us are really only the symptoms of human beings not living with human consciousness

The basic effort is required to ensure human consciousness  
(through human education)



Ultimately it will result in a human tradition,  
in which the human goal is fulfilled for all,  
generation after generation

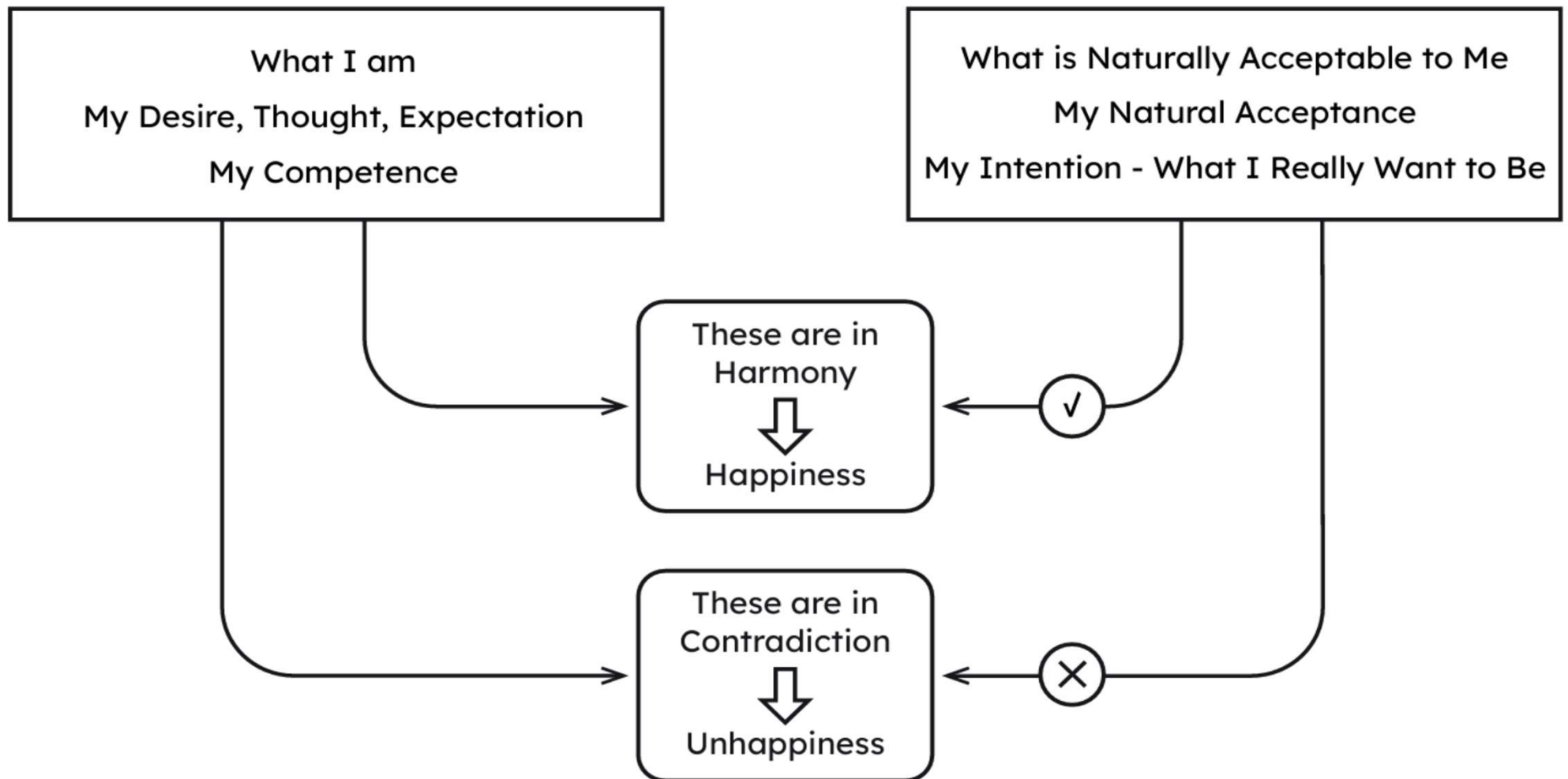
# The outcomes of human beings living with human consciousness





# Understanding Happiness and Prosperity

Their Continuity and Programme for Fulfilment



## Happiness

The state or situation, in which I live,  
if there is harmony / synergy in it,  
then it is Naturally Acceptable to me to be in  
that state / situation  
(and I want to continue to be in that state / situation)



To be in a state of Harmony / Synergy is  
Happiness



Happiness = To be in Harmony

## Unhappiness

The state or situation, in which I live,  
if there is disharmony / contradiction in it,  
then it is not Naturally Acceptable to me to be  
in that state / situation  
(and I want to get out from that state / situation)



To be forced to be in a state of Disharmony /  
Contradiction is Unhappiness



Unhappiness = Disharmony

## Happiness

The state or situation, in which I live,  
if there is harmony / synergy in it,  
then it is Naturally Acceptable to me to be in  
that state / situation  
(and I want to continue to be in that state / situation)



To be in a state of Harmony / Synergy is  
Happiness



**Happiness = To be in Harmony**

## Continuity of Happiness

State / Situation in which I live  
or expanse of my being:

1. As an Individual Human Being
2. As a member of a Family
3. As a member of Society
4. As an unit in Nature/Existence



### Continuity of Happiness

**= Harmony at all levels of being i.e.**

1. Harmony in the Human Being
2. Harmony in the Family
3. Harmony in the Society
4. Harmony in Nature/Existence

## Continuous Happiness – Basic Aspiration of every Human Being

Every human being aspires for continuous happiness

The program for it depends on whatever s/he has understood or assumed about it  
e.g. big house, lots of money... tasty food, loud music, fast car... attention, name, fame...

Keeps shifting from one program to another when the program is not successful  
e.g. not getting attention from family members... shift to watching TV... add tasty food...  
smoking, drinking... Indulgence... renunciation...

## Some Prevailing Notions related to Happiness

- I will be bored of happiness if I am always happy
- I will grow only if I am unhappy. If I become happy, my growth will stop
- I need to be unhappy to recognize that I am happy
- We think of others only when we are unhappy. Thus it is important/useful to be unhappy so that one can help others
- Happiness and unhappiness go together, they cannot be separated
- Yes, I want happiness. But my desiring does not guarantee it. So, why to talk of desire?
- My happiness depends on the others. What can I do about it
- We do not want happiness for ourselves – but we want to make others happy (while we stay unhappy)
- Happiness is a small thing. We have higher aspirations – like contentment, peace, bliss etc.
- Do not bother me with happiness. I have to live and deal with things in my real life.



## Some Prevailing Notions of Happiness – Excitement not Happiness

Owning / accumulating physical facility

Physical facility is required, but it alone does not suffice for human being

**Dependence** on physical facility, **can't be continuous**

Pleasure (from favourable sensation)

Sound, Form, Taste, Smell – Through the Body

***Tasty-Necessary → Tasty-Unnecessary → Tasteless-Unnecessary → Intolerable***

**Dependence** on sensation, **can't be continuous**

Attention, appreciation... (favourable feelings) from others

**Dependence** on the other, **can't be continuous**



Sometimes “happiness”, excitement...

Sometimes “unhappiness”, depression...

## Some Prevailing Notions about Escaping from Unhappiness, Depression

Over eating

Over sleeping

...

Gutka (Doma)

Alcohol

Drugs

...

Violence

...

Suicide

# Sources of Happiness

## 1. Right Understanding

- in Self (I) Harmony at all levels of being  
Human Being, Family, Society, Nature/Existence  
Definite completion point, Continuity is possible,  
Self-organization (*Swatantrata*)

## 2. Right Feeling

- in Self (I) Trust, Respect, Affection, Care, Guidance,  
Reverence, Glory, Gratitude, Love  
Definite completion point, Continuity is possible,  
Self-organization (*Swatantrata*)

- From Other Temporary, Dependence on Other,  
No completion point, Continuity not possible

## 3. Sensation, PF

- Through Body Sound, Touch, Form, Taste, Smell  
Temporary, Dependence on Body & Other,  
No completion point, Continuity not possible

Tasty-Necessary → Tasty-Unnecessary → Tasteless-Unnecessary → Intolerable

## Some Prevailing Notions related to Prosperity

- Accumulation of Wealth = Prosperity?
- The richer you are, the more prosperous you are, i.e. the more you have accumulated, the more prosperous you are.
- Prosperity – The feeling of having / producing more than required Physical Facility

## Our Program

### To facilitate understanding of the harmony at all levels of being

1. Harmony in the Human Being
2. Harmony in the Family
3. Harmony in the Society
4. Harmony in Nature/Existence

**Proposals**

### To understand & to live in harmony at all levels of being

1. In the Human Being
2. In the Family
3. In the Society
4. In Nature/Existence

**1 Verify the proposals  
on the basis of your  
NATURAL ACCEPTANCE**

**2 Experiential validation  
by LIVING ACCORDINGLY**

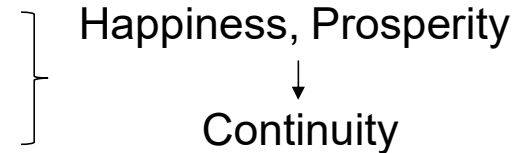
**Right Understanding  
Right Feeling**

## Sum Up : Self-exploration, Self-investigation

### 1. Content of Self Exploration:

a. Desire - Aim, Objective, Purpose

What do I want to achieve?



b. Program – **To understand & to live in harmony at all levels of being**

1. In the Human Being
2. In the Family
3. In the Society
4. In Nature/Existence

### 2. Process of Self Exploration

a. Whatever is stated is a **Proposal**

**Verify** it on your own right

**Do not assume it to be true/ false**

b. Self-verification

