

UHVPE 0.1

Role of Education in Holistic Development

lexz fodkl esa f"kk{kk dh
Hkwfedk

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

izLrko gS ¼**ekuas ugha**½

tkipas & Lo;a ds vf/kdkj ijA

viuh **lgt LohÑfr** ds vk/kkj ijA

;g **laokn** dh izfØ;k gSA

;g laokn vkids vkSj esjs chp 'kq: gksrk gS] fQj **vki eas** pyus yxrk
gSA

The Role of Education

What is the Role of Education?

The role of education is to facilitate the development of the competence to live with Definite Human Conduct

Education is thus the process of developing definite human conduct in human beings

All units around us exhibit definite conduct... except human being

Trees, Plants...	Conduct is based on their seed
Cow....	Conduct is based on their breed
Human Beings	Conduct is based on their education-sanskar

Education is the process of developing definite human conduct in human beings

- Education is the process of developing definite human conduct in human beings
- Education is the process of developing definite human conduct in human beings
- Education is the process of developing definite human conduct in human beings

The Role of Education f''k{kk dh Hkwfedk

What is the Role of Education? f''k{kk dh Hkwfedk D;k gS \

The role of education is to facilitate the development of the competence to live with Definite Human Conduct

f''k{kk dh Hkwfedk Ekkuo esa fuf''pr Ekkuoh; vkpj.k Is thus dh ;ksX;rk fodflr djuk gSA

Out of the three types of fear, which is predominant for you?

- Fear of Natural Calamities
- Fear of Wild Animals
- Fear of the Inhuman Behaviour of Human Being

Is this on the increase or decrease?

vki ds fy,] bu rhuksa esa ls dkSu lk Hk; izeq[k gS \

- fgald i'kqvksa dk Hk;
- izkd`frd vkink dk Hk;
- ekuo ds vekuoh; O;Ogkj dk Hk;

;g Hk; c< jgk gS ;k ?kV jgk gS \

Literacy is increasing

The fear of the Inhuman Behaviour of Human Being is also increasing...

lk{kjrk c< jgh gS

ekuo ds vekuoh; O;ogkj dk Hk; Hkh c< jgk gS---

4 July 2013

<u>Year</u>	<u>Literacy</u>	<u>Values</u>
1947	12%	
2011	74%	

The Supreme Court said today that the education system in the country has failed to achieve its objective and **it has to be reformed immediately.**

It is unfortunate that today education **instead of reforming the human behaviour, in our humble opinion, appear to have failed** to achieve its objective.

<http://www.ndtv.com/article/india/india-s-education-system-failed-to-achieve-objective-needs-reform-supreme-court-388000>

Edn system failed to achieve objective, needs reform: SC

Education system in the country has failed to achieve its objective and it has to be reformed immediately, the Supreme Court has said.

"It is unfortunate that today education instead of reforming the human behaviour, in our humble opinion, appear to have failed to achieve its objective. Instead we find troubled atmosphere in the society at large, which calls for immediate reformation with the efforts of one and all," a bench of justices B S Chauhan and F M Ibrahim Kalifulla said.

The bench said that in comparison to earlier times, the literacy level has increased but it did not result in better human value which calls for transformation in education system.

"With great respect, it will also have to be stated that bereft of improvement in the educational field when we pose to ourselves the question as to what extent it has created any impact, it will have to be stated that we are yet to reach the preliminary level of achievement of standardised literate behaviour.

"In fact, in the earlier years, though the literate level was not as high as it now stands, the human value had its own respected place in the society," the bench said.

The court passed the order on a petition filed by Maharishi Mahesh Jogi



Supreme Court of India

"In fact, in the earlier years, though the literate level was not as high as it now stands, the human value had its own respected place in the society," - SC

Vishwavidyalaya of Madhya Pradesh challenging the state government's decision to amend the law under which the university was set up.

The apex court said it is still a matter of concern that so many people are illiterate and it is imperative that the institution, the teachers, the parents, the students and the society play a role in bringing transformation in the present system.

"When the British rule ended in 1947, the literacy rate was just 12 per cent. Over the years, India has changed socially, economically, and globally. After the 2011 census, literacy rate in

India, during 2011 was found to be 74.04 per cent. Compared to the adult literacy rate here, the youth literacy rate is about 9 per cent higher.

"Though this seems like a very great accomplishment, it is still a matter of concern that still so many people in India cannot even read and write. The number of children who do not get education especially in the rural areas are still high. Though the government has made a law that every child under the age of 14 should get free education, the problem of illiteracy is still at large," the bench said.

- Agencies

f''k{k&laLdkj & Ekkuo ds vkpj.k dk vk/kkj

All units around us exhibit definite conduct... except human being

Trees, Plants...

Conduct is based on their seed

Cow....

Conduct is based on their breed

Human Beings

Conduct is based on their education-sanskar

izd`fr esa gj bdkbZ dk vkpj.k fuf''pr fn[kkbZ nsrk gS--- ekuo ds

vykokA tSl &

isM] ikS?ks---

tSlk cht oSlk vkpj.k

xk,---

tSlk oa''k oSlk vkpj.k

ekuo

tSlk f''k{k&laLdkj oSlk vkpj.k

The Role of Education-Sanskar

What is the role of education-sanskar?

Education-sanskar is the role of education-sanskar

The role of education-sanskar is to facilitate the development of the competence to live with Definite Human Conduct

Education-sanskar is the role of education-sanskar. It is the role of education-sanskar to facilitate the development of the competence to live with Definite Human Conduct.

Education-sanskar is the role of education-sanskar.

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Education-sanskar is the role of education-sanskar.

Education-sanskar is the role of education-sanskar.

Is Human Relationship Important?

D;k ekuoh; lacaa/k egRoiw.kZ gS

Check within Yourself! vius esa tkap dj ns[ksa!

What do we all want?

ge lc dh pkguk D;k gS

We can examine this within ourselves

bls ge vius esa tkap dj ns[k ldrs gSaA

Desire pkguk

Do we want to be happy?

D;k ge lq[kh gksuk pkgrs gSa

Do we want to be prosperous?

D;k ge le`) gksuk pkgrs gSa

Do we want the continuity of
happiness and prosperity?

**D;k ge lq[k] le`f) dh fujarjrk
pkgrs gSa**

Do we want to be happy?

D;k ge lq[kh gksuk pkgrs gSa

Do we want to be prosperous?

D;k ge le`) gksuk pkgrs gSa

Do we want the continuity of
happiness and prosperity?

**D;k ge lq[k] le`f) dh fujarjrk
pkgrs gSa**

Are we happy?

D;k ge lq[kh gSa

Are we prosperous?

D;k ge le`) gSa

Is there continuity of our
happiness and prosperity?

D;k gekjs lq[k] le`f) dh fujarjrk gS

Desire pkguk

Do we want to be happy?

D;k ge lq[kh gksuk pkgrs gSa

Do we want to be prosperous?

D;k ge le`) gksuk pkgrs gSa

Do we want the continuity of
happiness and prosperity?

**D;k ge lq[k] le`f) dh fujarjrk
pkgrs gSa**

We will explore this further
bl ckr ij ge vkxs v/;;u djsaxsA

Effort djuk

Is our effort (**gekjk iz;kl**):

– For continuity of happiness
and prosperity?

**lq[k] le`f) dh fujarjrk ds vFkZ
esa gS or ;k**

– Just for accumulation of
physical facility?

**dsoy lqfo/kk&laxzg ds vFkZ
esa**

**D;k geus eku fy;k gS fd
lqfo/kk&laxzg ls gh lq[k &le`f)
dh fujarjrk gksrh gS**

**lqfo/kk&laxzg ds vykok lq+[k dh
fujarjrk ds fy, D;k ç;kl dj jgs gSa**

Check within Yourself! vius esa tkap dj ns[ksa!

The unhappiness in your family is

- More due to lack of physical facility or
- More due to lack of fulfillment in relationship?

vkids ifjokj esa tks nq%[k gS] og lqfo/kk ds vHkko esa T;knk gS ;k laca/k dk fuokZg u gksus ds dkj.k T;knk gSa\

How much time and effort are you investing:

- For physical facility
- For fulfillment in relationship

vki lqfo/kk tqVkus ds fy, fdruk le; o iz;kl yxk jgs gSa vkSj laca/k dk fuokZg ds fy, fdruk le; o iz;kl yxk jgs gSa\

The unhappiness is more due to lack of fulfillment in relationship

Most of the time and effort is spent for physical facility

nq%[k laca/k dk fuokZg u gksus ds dkj.k T;knk gS(ijUrq] le; o iz;kl lqfo/kk ds fy, T;knk yxk;k tk jgk gS

Check within Yourself! vius esa tkap dj ns[ksa!

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

ekuo ds fy, lqfo/kk Hkh vko';d gS] ijarq laca/k Hkh vko';d gSA

On examining carefully, we find that this is a fundamental difference between animals and human beings

/;ku ls ns[ksa rks ekuo o i'kq ds chp ;g ,d ewyHkwr varj gSaA

Physical facility is necessary for animals and necessary for human beings also

lqfo/kk i'kq ds fy, vko';d gS] euq"; ds fy, Hkh vko';d gSA

However, **ijarq]**

For animals physical facility is necessary as well as adequate

i'kq ds fy, lqfo/kk vko';d Hkh gS vkSj iw.kZ Hkh gS]

For human beings physical facility is necessary but not adequate

euq"; ds fy, Hkh lqfo/kk vko';d gS ij iw.kZ ugha gSA

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

i'kq dks lqfo/kk dk vHkko gksrk gS] rks og ijs'kku gksrk gS] lqfo/kk fey tk, rks og vkjke esa vk tkrk gS] (tSl isV Hkj ?kkl fey tk, rks xk; vkjke ls tqxkyh djrh gS)A

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

euq"; dks lqfo/kk dk vHkko gksrk gS] rks og ijs'kku o nq%[kh gksrk gS]

ijarq lqfo/kk fey tk, rks mlds ckjs rks Hkwy gh tkrk gS] mlds vykok lkS vkSj phtsa lkspus yxrk gSA

(Check for yourself if you feel happy every day that you are getting enough to eat?)

(vki gh vius esa tkap dj ns[ksa D;k vki bl ckr ij jkst [kq'k gksrs gSa fd vkidks isV Hkj Hkkstu fey jgk gS\)

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

ekuo ds fy, lqfo/kk Hkh vko';d gS] ijarq laca/k Hkh vko';d gS

laca/k
&ekuo ds lkFk

lqfo/kk
& 'ks''k izd`fr
ds lkFk

For animals:
necessary &
adequate

i'kq ds fy,
vko';d
,oa iw.kZ

For human beings:
necessary but
not adequate

ekuo ds fy,
vko';d
ijarq iw.kZ ugha

For animals, physical facility is necessary as well as adequate
i'kq ds fy, lqfo/kk vko';d Hkh gS vkSj iw.kZ Hkh gS

Other than physical facility what else does a human being think about?

lqfo/kk ds vykok lkS vkSj phtsa D;k lksprk gS euq";

On close examination, the list of thoughts can be classified into two categories:

1. Feelings in relationship with other human beings
2. Right understanding in the self, or knowledge

Human beings think about ensuring these, in addition to physical facility

vxj bu lkS vkSj phtksa ij /;ku nsa rks ewyr% nks izdkj dh lwph curh gS &

1- ekuo ds lkFk laca/k esa Hkko vkSj

2- Lo;a esa lgh le>] Kku

dks lqfuf'pr djus dh ckr euq"; lksprk gS] lqfo/kk ds vykokA

If we recognize human beings' aspiration, we find that they want to live in relationship with all and feel happy living in relationship, therefore relationship is necessary for human beings

euq"; dh pkguk dks igpkusa rks og lHkh ds lkFk laca/kiwoZd thuk pkgrk gS vkSj laca/kiwoZd thdj lq[kh gksrk gS] blfy, laca/k euq"; ds fy, vko';d gSA

Examine within yourself if

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

vki gh vius esa tkap dj ns[ksa D;k

1- vkidh pkguk laca/kiwoZd thus dh gS ;k

2- vkidh pkguk fojks/kiwoZd thus dh gS ;k

3- vkius eku j[kk gS fd thuk rks fojks/kiwoZd gh laHko gSA 'struggle for survival', 'survival of the fittest' vkSj D;k vki oSlk thrs gq, lq[kh gksrs gSa\

Thus: for human beings, both physical facility and relationship are necessary
vr% ekuo ds fy, lqfo/kk o laca/k nksukssa vko';d gSaA

laca/k
&ekuo ds lkFk

lqfo/kk
& 'ks''k izd`fr
ds lkFk

i'kq ds fy,
vko';d
,oa iw.kZ

ekuo ds fy,
vko';d
ijarq iw.kZ ugha

On further examination, we find that we all do want to live in relationship with others

vkxs /;ku nsa rks irk pyrk gS fd laca/k iwoZd thuk rks ge lc pkgrs gh gSaA

Every night when there is a fight, we want to resolve it. We start the next day with the thought that we don't want to fight today, but due to lack of right understanding about fulfillment of relationship, a fight takes place by night

gj fnu tc jkr esa >xM+k gksrk gS rks vxys fnu ;gh r; dj ds 'kq: djrs gSa fd vkt >xM+k ugha djuk gS ijarq] laca/k ds fuokZg dh le> u gksus ds dkj.k ge laca/k iwoZd th ugha ikrs gSa] vkSj jkr rd fQj >xM+k gks tkrk gSA

For fulfillment in relationship, it is necessary to have right understanding about relationship. i.e. Right understanding is also necessary for human beings

blfy, laca/k ds fuokZg ds fy, vius esa laca/k dh le> dk gksuk vko';d gSA

ekuo ds fy, le> dh Hkh vko';drk gS

le>

&Lo;a esa

laca/k

&ekuo ds lkFk

lqfo/kk

&'ks''k izd`fr ds
lkFk

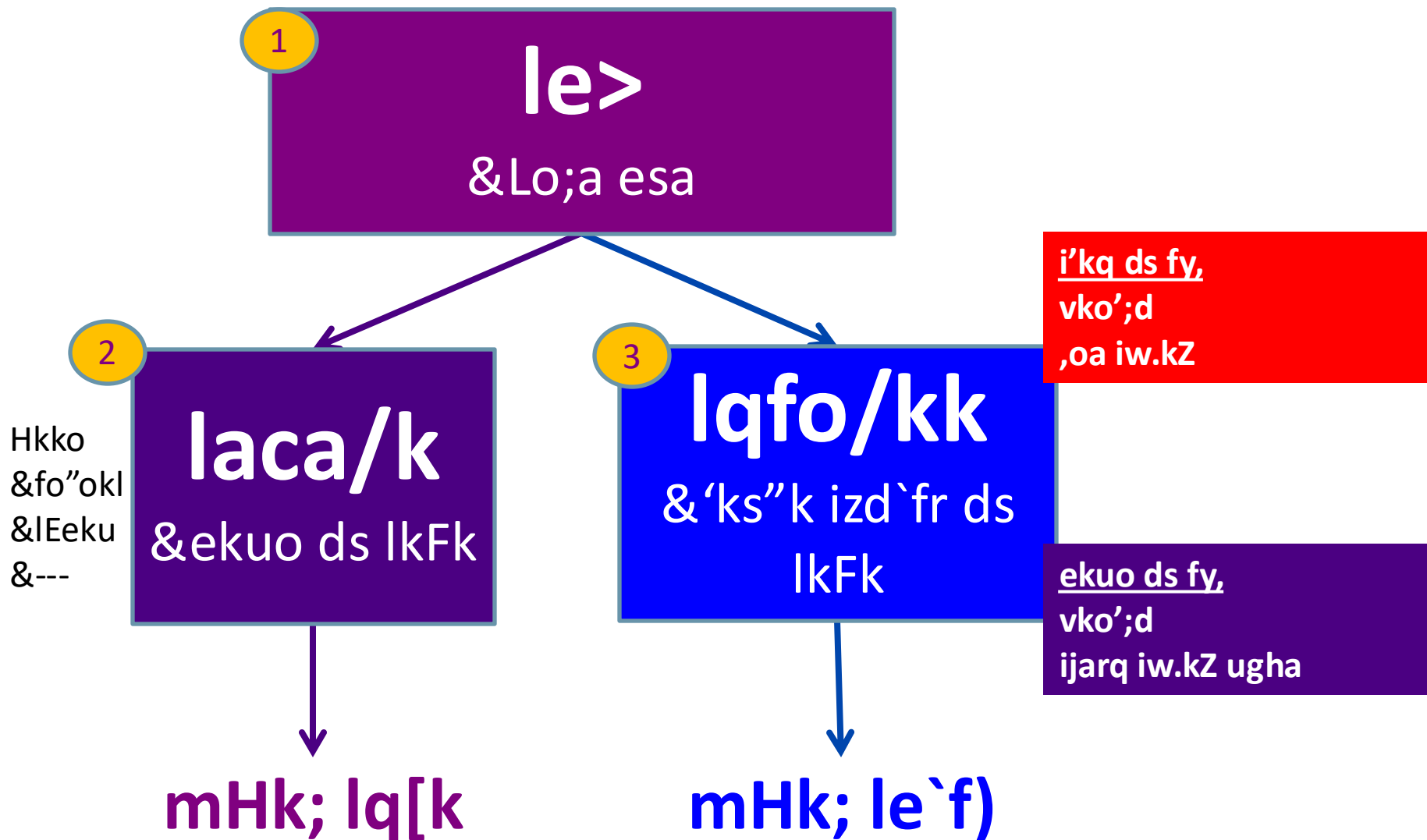
i'kq ds fy,
vko';d
,oa iw.kZ

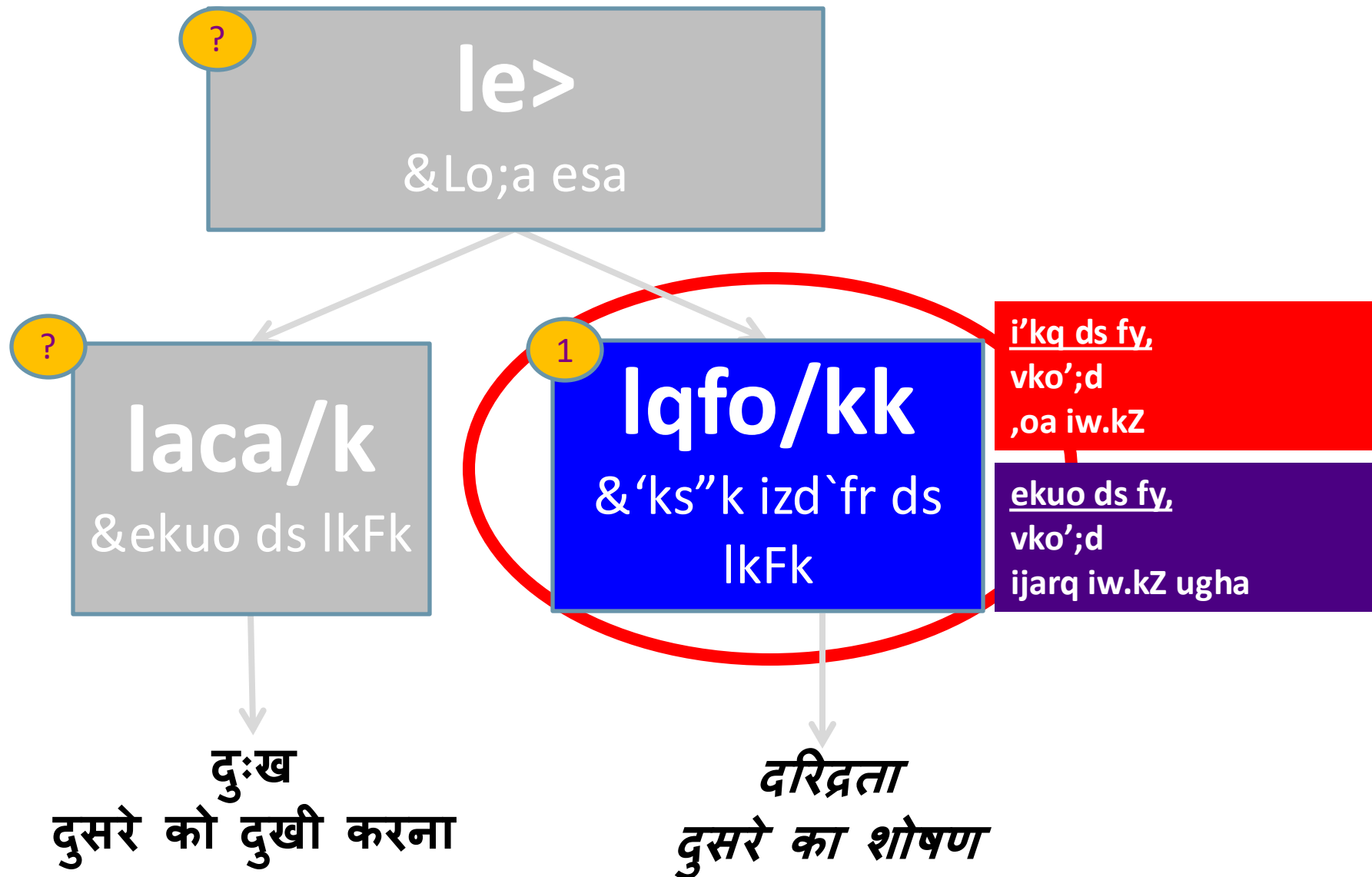
ekuo ds fy,
vko';d
ijarq iw.kZ ugha

rhuksa vko';d gS ;k fdlh dks NksM+ ldrs gSa\ blds vykok dqN
vkSj pkfg,\

D;k ge rhuksa ds fy, iz;kl dj jgs gSa\

vxj rhuksa vko';d gSa rks budk ojh;rkdze D;k gksxk\





With insufficient understanding and insufficient fulfilment in relationship,
when we put in effort only for physical facility

**le> vkSj laca/k ds vHkko esa tc flQZ lqfo/kk ds fy, ds fy, iz;kl dj jgs gksrs
gSa rks:**

1. Firstly, we do not experience happiness

,d rks le> o laca/k ds vHkko esa ge lq[kh ugha gks ikrsA

2. Secondly, without right understanding, we are never able to rightly
determine our requirement of physical facility

Therefore, in-spite of having accumulation of physical facility, we feel
that we do not have sufficient physical facility and we continually
have the feeling of deprivation

**nwljk le> ds fcuk fdruh lqfo/kk dh vko';drk gS] ;g dHkh r; ugha gks
ikrh gS] A**

**blfy, cgqr lk lqfo/kk laxzg ds ckotwn vius esa vHkko dk Hkko cuk
jgrk gS vkSj Lo;a esa nfjnzrk dk Hkko cuk jgrk gSA**

Therefore we can observe two categories of human beings

blhfy, vHkh nks rjg ds euq”; fn[kkbZ nsrs gSa&

1. Lacking physical facility, unhappy deprived (**lqfo/kk foghu nq[kh nfjnz**)
2. Having physical facility, unhappy deprived (**lqfo/kk laiUu nq[kh nfjn**)

While we want to be – **tcfd ge gksuk pkgrs gSa&**

3. Having physical facility, happy prosperous (**lqfo/kk laiUu lq[kh le`**))

Check within yourself

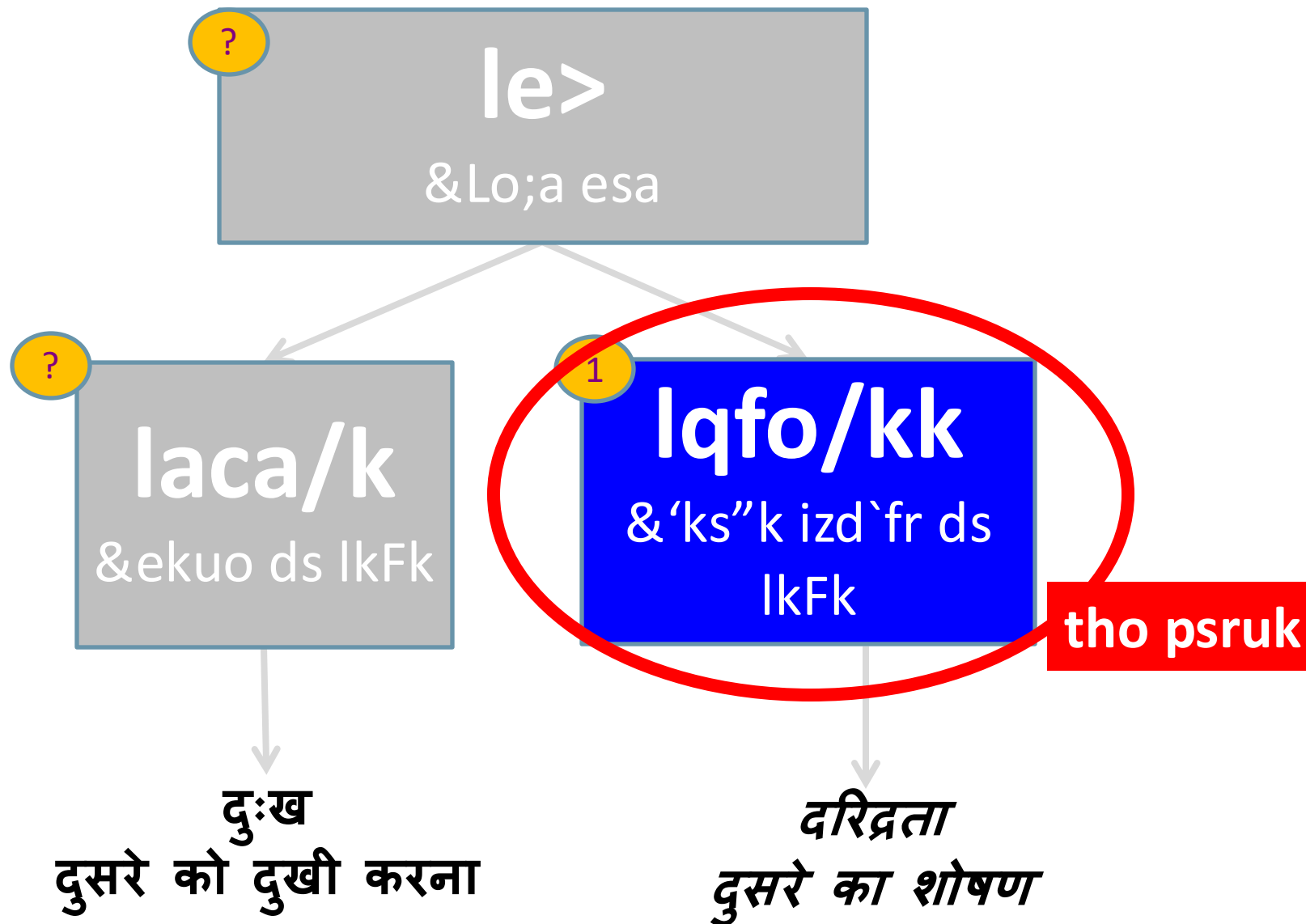
- Where are you now – at 1, 2 or 3 and
- Where do you want to be?

vius esa tkap dj ns[ksa&

- **vHkh ge dgka gS\& 1] 2 ;k 3 esa vkSj**
- **dgka gksuk pkgrs gSa**

If our living is only for physical facility, then we are living with animal consciousness, because animals live only for physical facility and are fulfilled by that, not human beings

**vxj gekjk thuk flQZ lqfo/kk ds fy, gS rks ge tho psruk esa gh th jgs gS
D;ksafd i'kq dk thuk Hkh lqfo/kk ds fy, gS vkSj i'kq gh bls r`lr gks ikrk
gS] ekuo ughaA**



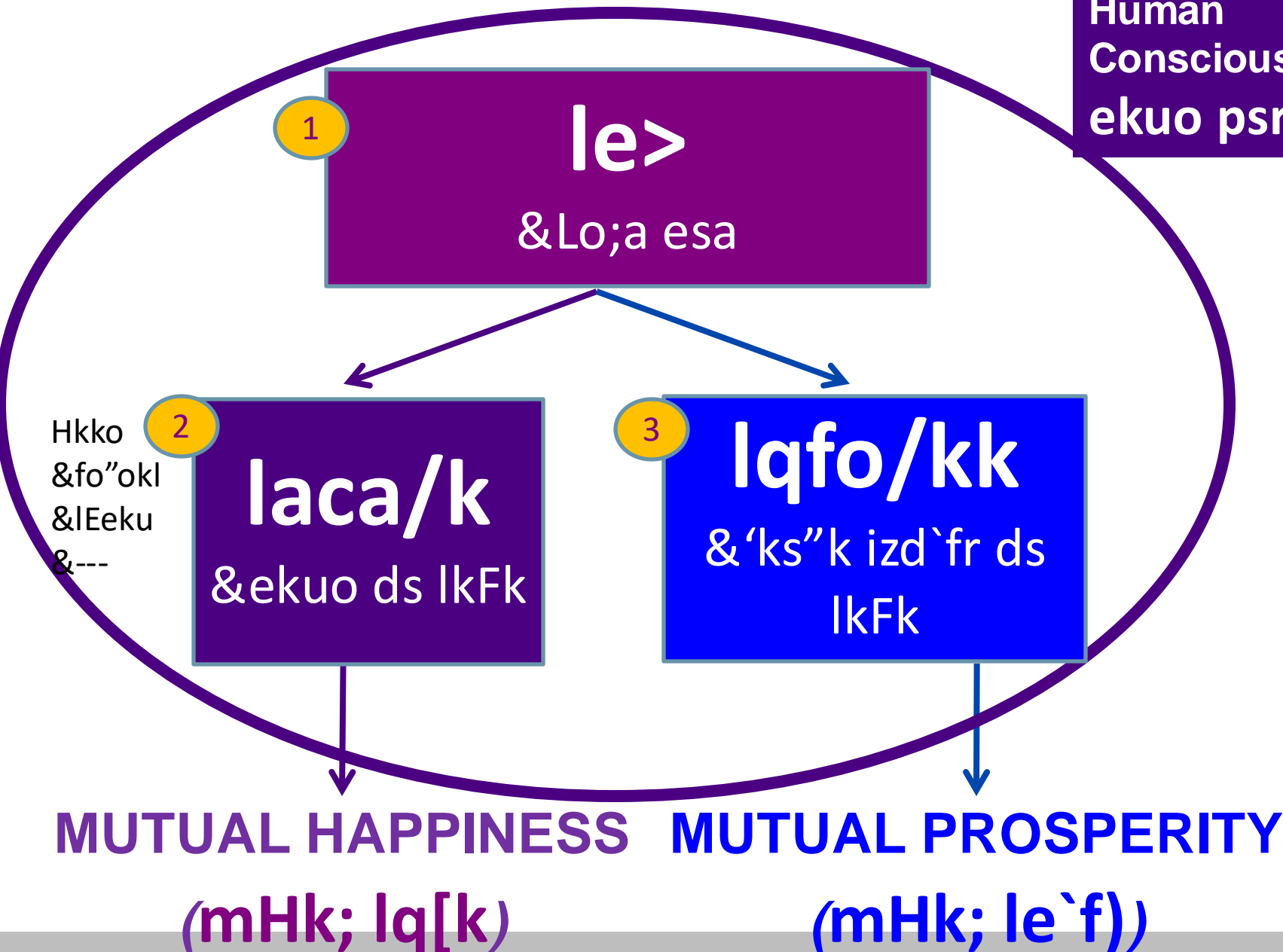
If we are living for all three (right understanding, relationship and physical facility) then we are living with human consciousness

**vxj gekjk thuk rhuksa (le>] laca/k vkSj lqfo/kk) ds fy, gS rks ge ekuo
psruk esa th jgs gSaA**

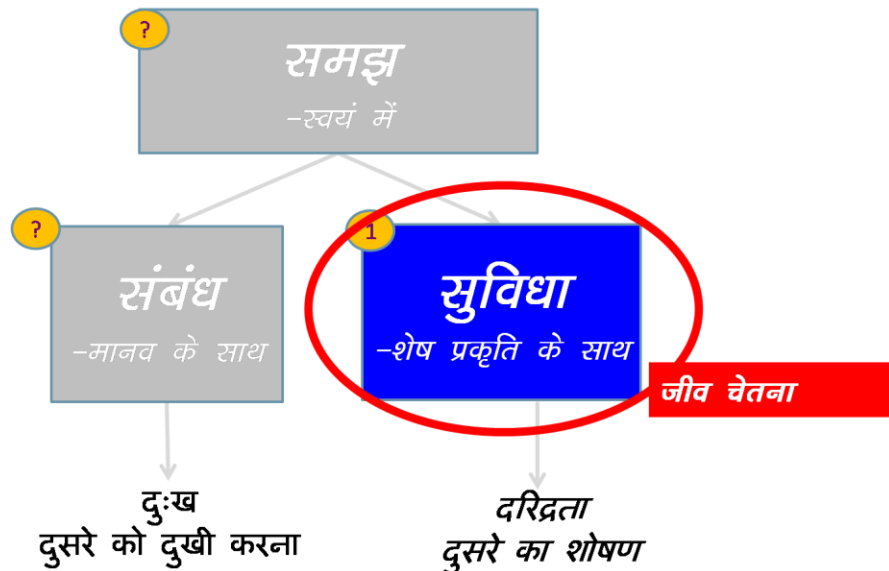
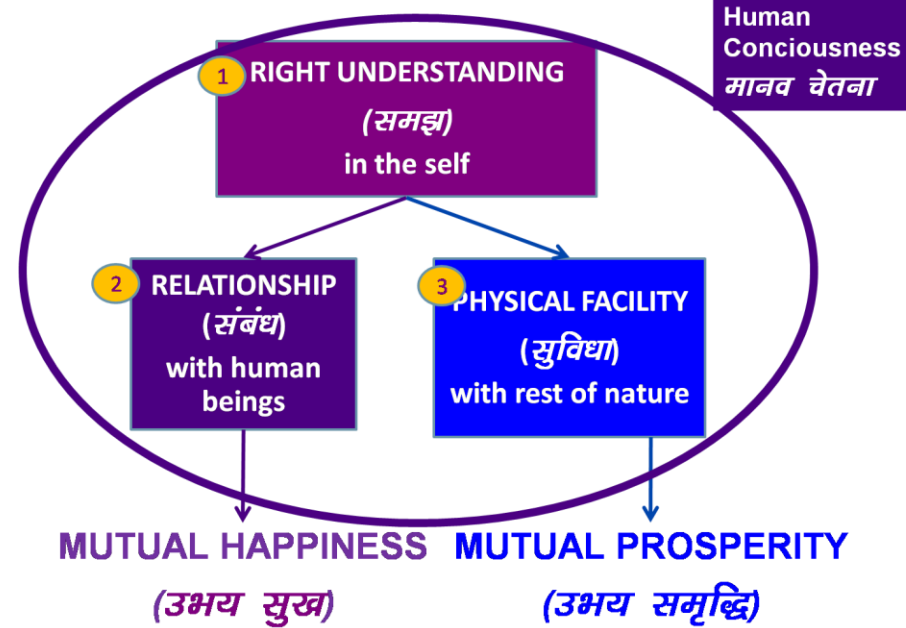
Human beings can be fulfilled by being happy and prosperous on the basis of these three

bu rhuksa ds vk/kkj ij lq[kh] le`) gksdj ekuo r`lr gks ikrk gSA

Human
Consciousness
ekuo psruk

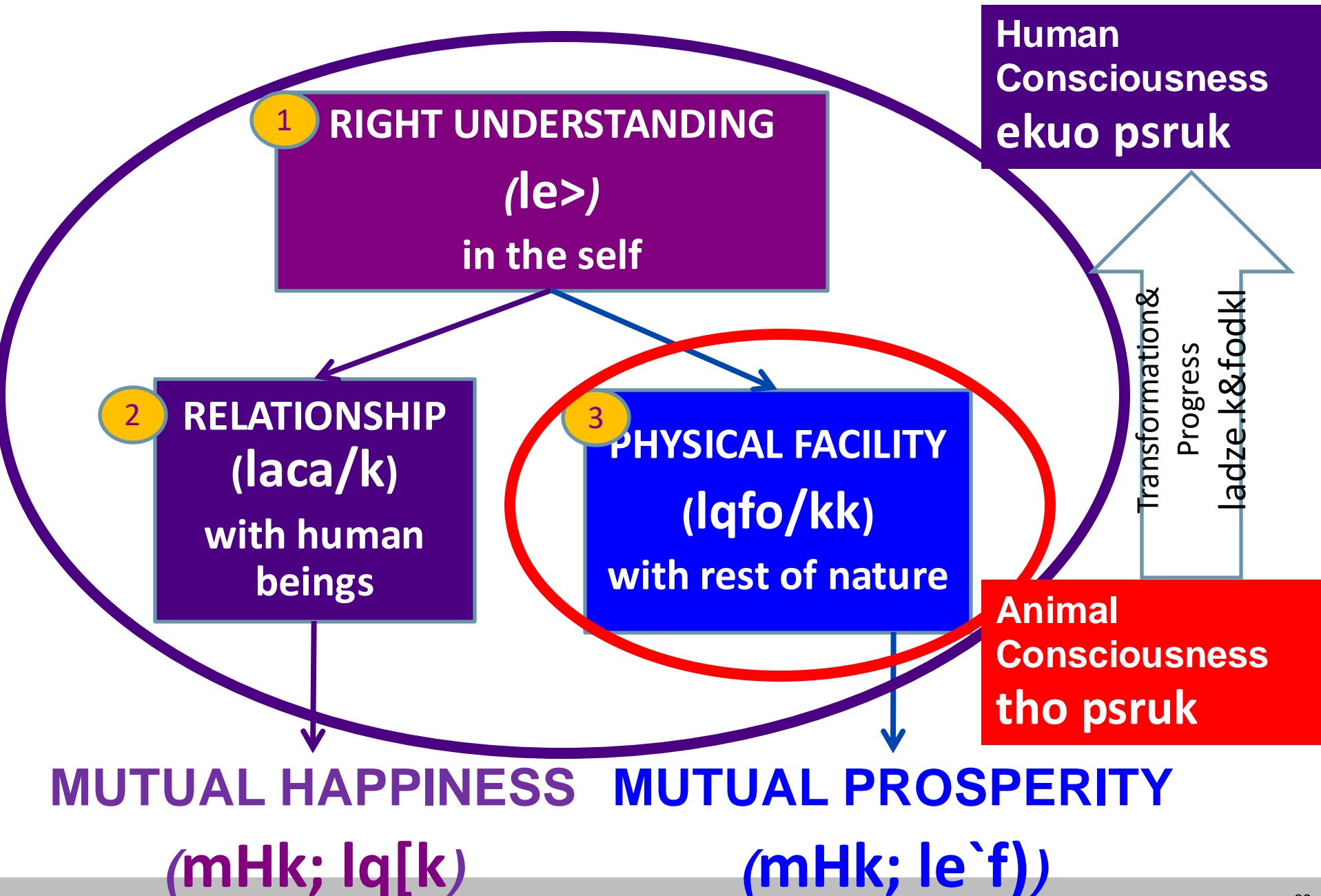


Transformation (ladze.k) = Development (fodkl)

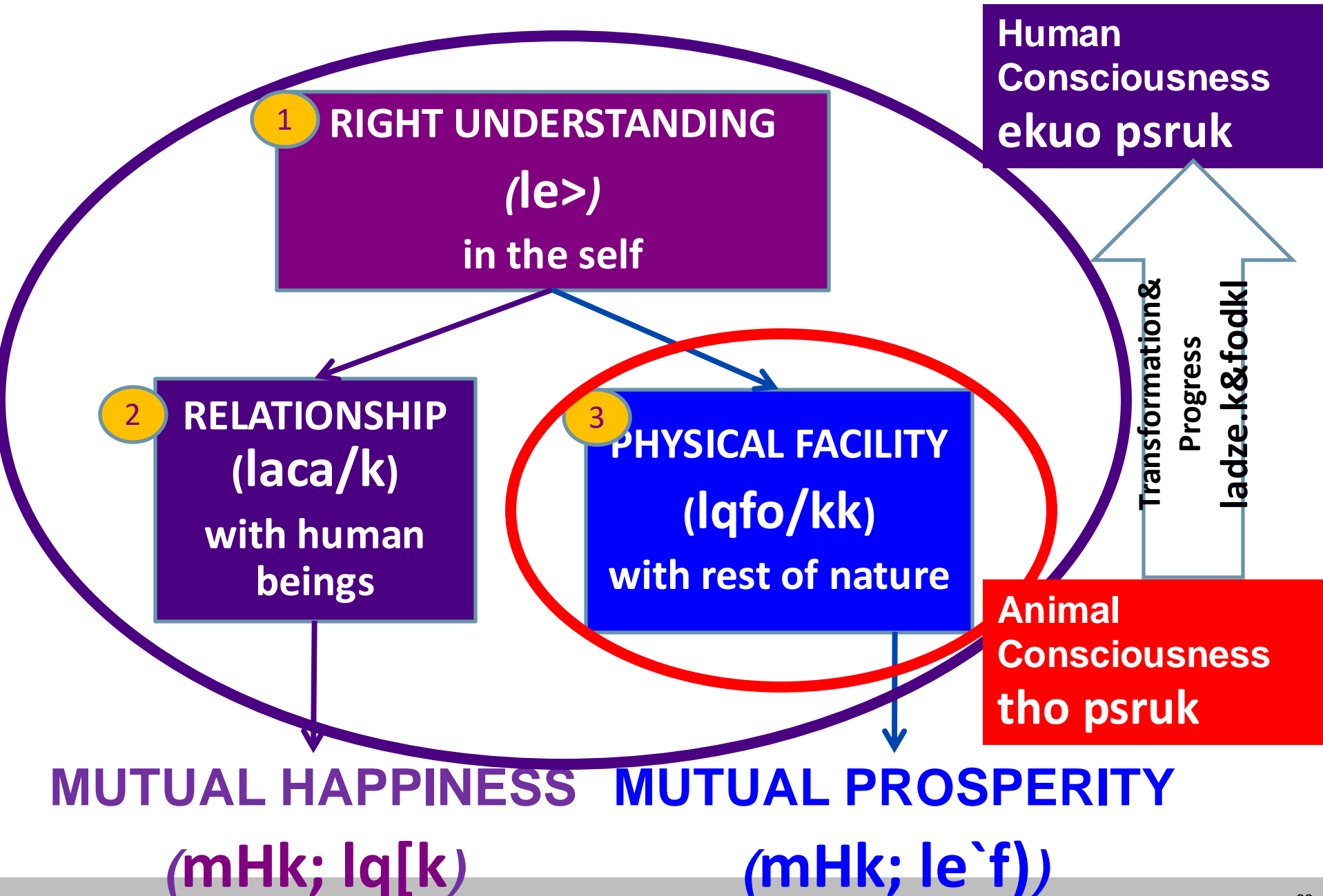


Transformation & Progress
ladze.k & fodkl

Transformation (ladze.k) = Development (fodkl)



f'k{kk&laLdkj dh Hkwfedk & tho psruk ls ekuo psruk eas

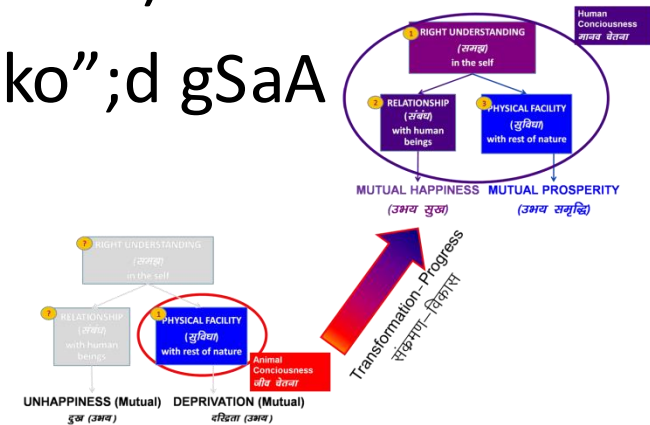


f'k{kk&laLdkj dh Hkwfedk & tho psruk ls ekuo psruk eas

- 1- fuf"pr ekuoh; vkpj.k ls thus dh ;ksX;rk fodflr djuk
- 2- bl izfdz;k }kjk tho psruk ls ekuo psruk esa ladze.k

f" k{kk&laLdkj ls lqfuf"pr gksxk &

- 1- gj cPps esa lgh le>
- 2- nwljs euq'; ds lkFk laca/kiwoZd thus dh ;ksX;rk
- 3- lqfo/kk dh vko";drk dks igpku dj vkorZu"khy fof/k ls vko";drk ls vf/kd lqfo/kk lqfuf"pr djuk & le`h dk Hkko ekuoh; vkpj.kiwoZd thus ds fy, ;s rhuksa vko";d gSaA



f'k{k&laLdkj dh Hkwfedk & tho psruk ls ekuo psruk eas

1- fuf"pr ekuoh; vkpj.k ls thus dh ;ksX;rk fodflr djuk

2- bl izfdz;k }kjk tho psruk ls ekuo psruk esa ladze.k

f"k{k&laLdkj ls lqfuf"pr gksxk &

1- gj cPps esa lgh le>

2- nwljs euq'; ds lkFk laca/kiwoZd thus dh ;ksX;rk

3- lqfo/kk dh vko";drk dks igpku dj vkorZu"khy fof/k ls vko";drk ls vf/kd
lqfo/kk lqfuf"pr djuk & le`)h dk Hkko

ekuoh; vkpj.kiwoZd thus ds fy, ;s rhuksa vko";d gSaA

orZeku f"k{k esa ge flQZ lqfo/kk ij dke dj jgs gSaA

ogka Hkh gekjk T;knkrj /;ku lqfo/kk ds laxzg vkSj

Hkksx ij gS u fd vko";drk ls vf/kd mRiknu ij

f''k{k&laLdkj dh fLFkfr \leftrightarrow lekt dh fLFkfr

f'k{k&laLdkj lekt ds Hkfo"; dk fuekZ.k djrs gSaA

ekuoh; f'k{k&laLdkj ls xqtj dj gj cPpk ekuoh; vkpj.k iwoZd th
ikrk gS vkSj Hkfo"; esa lekt esa lkFkZd Hkwfedk vnk fuHkk
ikrk gSA

blds vHkko esa vekuoh; vkpj.k dks c<+kok feyrk gSA

orZeku lekt dh n'kk %&

- O;fDr esa ruko] ifjokj esa dyg@}s"k] lekt esa Hk;----
- izd`fr dk nksgu] iznw"k.k] Xykscy okfeZax----

D;k ge cPps dks ekuoh; f'k{k laLdkj iznku dj jgs gSa\
bldh vko';drk gS ;k ugha\

More than 1 billion tons of food lost or wasted every year, UN-backed report finds (11 May 2011)

About a third of all the food produced for human consumption each year – or roughly 1.3 billion tons – is lost or wasted, according to a new study commissioned by the United Nations Food and Agriculture Organization (FAO)

Global Food Production is 6 times requirement
Global Food Wastage is 1/3rd of production
Wastage is enough to feed 1300 crore people/year

Have we understood right utilisation?

Is it a question of production?

Is it a question of relationship?

Is it a question of right understanding?

It is a question of right education-sanskar

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



f'k{kk&laLdkj dh Hkwfedk & tho psruk ls ekuo psruk eas

The role of education-sanskar is to facilitate the development of the competence to live with Definite Human Conduct by ensuring all 3 (Right Understanding, Relationship and Physical Facility) – in every Human Being

gj ekuo dks fuf'pr Ekkuoh; vkpj.k ls ;qDr djuk] le>] laca/k] lqfo/kk rhuksa dks lqfuf"pr djukA ;g f'k{kk&laLdkj dh ftEesnkjh gSA

Parents, teachers & society/environment have the responsibility of providing such education-sanskar

f'k{kk laLdkj dks lqfuf'pr djuk vfHkHkkod] f'k{kd ,oa lekt dh ftEesnkjh gSA

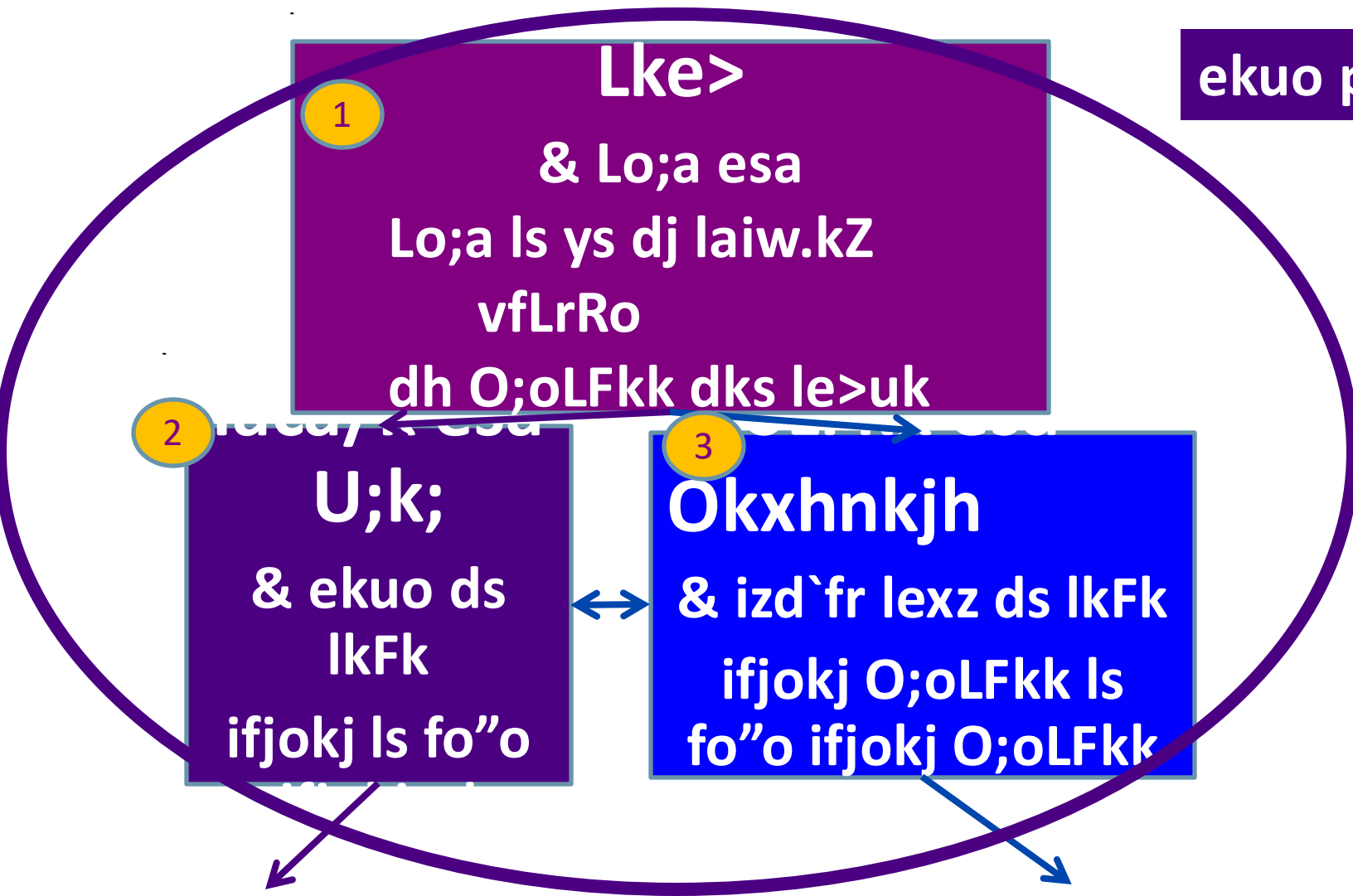
Education – Developing Right Understanding

f"kk & lgh le>ukA

Sanskar – Commitment/ Preparation/ Practice for Right Living.
Preparation includes Learning Right Skills & Technology

**laLdkj & lgh TkhUks dh fu'Bk@ rS;kjh@ vE;kLkA
lgh gquj@ rduhdh dks fodflr djukA**

ekuo psruk



mHk; lq[k
v[k.M lekt

Ekkua y{; dh iwfrZ
lkoZHkkSe ekuoh; O;oLFkk

lkjka”k & lexz fodkl ,oa f”k{kk dh Hkwfedk

- 1- fuf”pr ekuoh; vkpj.k ls thus dh ;ksX;rk fodflr djuk
- 2- bl izfdz;k }kjk tho psruk ls ekuo psruk esa ladze.k

f”k{kk&laLdkj ls lqfuf”pr gksxk &

- 1- gj cPps esa lgh le>
- 2- nwljs euq’; ds lkFk laca/kiwoZd thus dh ;ksX;rk
- 3- lqfo/kk dh vko”;drk dks igpku dj vkorZu”khy fof/k ls vko”;drk ls vf/kd lqfo/kk lqfuf”pr djuk & le`h dk Hkko ekuoh; vkpj.kiwoZd thus ds fy, ;s rhuksa vko”;d gSaA

f’k{kk laLdkj dks lqfuf'pr djuk vfHkHkkod] f’k{kd ,oa lekt dh ftEesnkjh gSA
bls lqfuf'pr djus gsrq vko';d dne ds ckjs esa vkxs ppkZ djsaxsaA

